LANGUAGE AND LITERACY

FOUNDATION STAGE

The minimum content for Language and Literacy is set out below.

Teachers should enable children to develop knowledge, understanding and skills in:

TALKING AND LISTENING

Pupils should be enabled to develop:

• attention and listening skills through:
  • listening to a wide range of stories, poems, songs and music;
  • following instructions;
  • identifying environmental sounds;
  • repeating familiar phrases/sound sequences;
  • recalling sequence and detail.

• phonological awareness through:
  • responding to a steady beat;
  • identifying words in phrases and sentences;
  • identifying syllables;
  • identifying and generating rhymes;
  • identifying and manipulating phonemes.

• social use of language through:
  • observing modelled behaviours;
  • understanding non-verbal signals;
  • talking with adults and other pupils;
  • initiating and joining in conversations in pairs or groups;
  • working in different groupings;
  • adopting or assuming a role relevant to context.

• language and thinking through:
  • talking about experiences, pictures and stories;
  • talking about their work, play and things they have made;
  • naming;
  • recalling;
  • sequencing;
  • predicting;
  • asking and answering questions;
  • describing;
  • explaining;
  • sharing their thoughts, feelings and ideas with different audiences;
  • taking part/contributing to group oral language activities.

• an extended vocabulary through:
• listening and responding to adults and peers;
• an immersion in the language of books, both fiction and non-fiction;
• focused experiences to introduce or generate vocabulary.

Progression
As pupils progress through the Foundation Stage they should be enabled to:
• express themselves with increasing clarity and confidence, using a growing vocabulary and more complex sentence structure;
• understand and use social conventions in conversations and pupil initiated interactions;
• initiate and sustain conversations with adults and peers in the classroom;
• retell stories, events or personal experiences in sequence with reasonable detail;
• answer questions to give information and demonstrate understanding;
• ask questions to find information or seek an explanation;
• offer reasons to support opinions given;
• listen with increasing attentiveness and for longer periods of time;
• listen to and carry out increasingly complex instructions.

READING
Through modelled, shared and guided reading sessions pupils should be enabled to:
• read with some independence;
• read a range of texts including electronic texts and those composed by themselves and others;
• sequence stories in reasonable detail using appropriate language;
• use word structure to develop reading;
• develop auditory discrimination and memory;
• develop visual discrimination and memory;
• share a range of books with adults/other pupils;
• know how to handle and care for books;
• understand and use some language associated with books;
• select and use books for specific purposes;
• develop concepts of print;
• listen to a range of stories, poems and non-fiction texts read to them by adults/other pupils.

Progression
As pupils progress through the Foundation Stage they should be enabled to:
• understand that words are made up of sounds and syllables and that sounds are represented by letters (phoneme/grapheme awareness);
• recognise different types of text and identify specific features of some genres;
• read and follow simple instructions;
• use a range of reading cues with increasing independence and begin to self-correct;
• read on sight, some words in a range of meaningful contexts;
• begin to read with expression in response to print variations and punctuation;
• use extended vocabulary when discussing text, re-telling stories or in their emergent writing;
• make links between personal experience and the text;
• make and give reasons for predictions;
• understand the purpose of and use environmental print;
• browse and choose books for a specific purpose.

WRITING

Through modelled, shared and guided writing sessions pupils should be enabled to:
• distinguish between drawing and writing;
• talk about the ideas represented in their drawings.
• understand that writing is a means of communication and can be used for different purposes;
• share their writing with others;
• see themselves and the teacher as ‘writers’;
• observe the teacher modelling specific writing strategies;
• use ICT to present and communicate their ideas.

Progression

As pupils progress through the Foundation Stage they should be enabled to:
• write without prompting and make decisions about how and what they will write;
• use rhymes, poems and patterned stories as models for structuring their own writing;
• write in a range of genres with teacher guidance;
• begin to problem-solve how to write using sound-symbol correspondence as the first strategy;
• begin to show evidence of sequence in recount and instructions;
• use a wide range of vocabulary in their writing;
• begin to demarcate sentences;
• begin to use capital letters for the pronoun ‘I’, for names and at the start of a sentence;
• show increased control over formation of lower and upper-case letters, size and spacing.