

EYFS Development Matters 2020 Statements and ELGs Literacy

Birth to Three

- Enjoy songs and rhymes, tuning in and paying attention.
 - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
 - Say some of the words in songs and rhymes.
 - Copy finger movements and other gestures.
 - Sing songs and say rhymes independently, for example, singing whilst playing.
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- Enjoy sharing books with an adult.
 - Pay attention and respond to the pictures or the words.
 - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
 - Repeat words and phrases from familiar stories.
 - Ask questions about the book. Makes comments and shares their own ideas.
 - Develop play around favourite stories using props.
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- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
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- Enjoy drawing freely.
 - Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
 - Make marks on their picture to stand for their name.

Three and Four-Year-Olds

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
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- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
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- Engage in extended conversations about stories, learning new vocabulary.
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- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
 - Write some or all of their name.
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- Write some letters accurately.

Children in Reception

- Read individual letters by saying the sounds for them.
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- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
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- Read some letter groups that each represent one sound and say sounds for them.
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- Read a few common exception words matched to the school's phonic programme.
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- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
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- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
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- Form lower-case and capital letters correctly.
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- Spell words by identifying the sounds and then writing the sound with letter/s.
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- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
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- Re-read what they have written to check that it makes sense.

Early Learning Goals

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.