

# EYFS Literacy at Kessingland Church of England Primary Academy



Development Matters		Look, listen, note	Adult Role
<ul style="list-style-type: none"> <li>All Communication and Language and Literacy Development Matters may be evident in the Literacy area.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control. (PD)</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control. (PD)</li> </ul>		<ul style="list-style-type: none"> <li>Do the children apply their phonic knowledge when reading?</li> <li>Do they talk about stories and make links to previous experiences?</li> <li>Do they understand that non-fiction books can help us find out information?</li> <li>Are the children interested in texts?</li> <li>Are the children using the resources on offer to support their play?</li> <li>Do they handle books carefully?</li> </ul>	<ul style="list-style-type: none"> <li>Share stories, rhymes, poems and non-fiction books with the children.</li> <li>Tell stories using props, masks and story sacks and support the children to do so.</li> <li>Model use of book related language.</li> <li>Model the application of phonic knowledge when reading.</li> <li>Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>
Permanent Resources		Resource Organisation	
<u>Reading</u> <ul style="list-style-type: none"> <li>Variety of books - fiction, non-fiction, poetry, songs, class made</li> <li>Dictionaries</li> <li>Texts on display - recipes, notes, plans, list, menus, instructions, letters/post card</li> <li>Puppets, story teddy/dolls</li> <li>Story sacks</li> </ul>	<u>Mark-making</u> <ul style="list-style-type: none"> <li>Range of mark-making/writing tools</li> <li>Range of mark-making - paper, card, post-its, note books, envelopes, diaries, white boards, chalk board.</li> <li>Joining materials - pritt stick, sellotape</li> <li>Name cards</li> </ul>	<u>Reading</u> <ul style="list-style-type: none"> <li>Distinct quiet area</li> <li>Cushions/beanbags to sit and share books</li> <li>Books displayed</li> <li>Images</li> </ul>	<u>Mark-making</u> <ul style="list-style-type: none"> <li>Defined 'Writing Area'</li> <li>Table with chairs</li> <li>Alphabet frieze</li> <li>Photographs of children participating in routines and activities in the area</li> <li>Examples of different scripts</li> <li>Children's display board</li> </ul>
Enhancements	Key Questions		Key Vocabulary
<ul style="list-style-type: none"> <li>Felt storyboards</li> <li>Puppet theatre</li> <li>Stories and characters to re-enact</li> <li>Whiteboards</li> <li>Small world resources</li> <li>Jigsaws</li> </ul>	<ul style="list-style-type: none"> <li>What do you think this book is about?</li> <li>What do you think might happen in this book?</li> <li>What will happen next?</li> <li>How could this story end? Can you alter the ending?</li> <li>Which was your favourite character/part of the story?</li> <li>Can you tell the story to a friend?</li> <li>Do you recognise any of the sounds, words?</li> <li>Can you help me read those words?</li> </ul>		<ul style="list-style-type: none"> <li>Book, poem, song, rhyme, fiction, non-fiction, information, picture, photograph, illustration, author, illustrator, publisher, logo, blurb, contents, index, cover, title, page</li> <li>Letter, word, sentence, full stop, capital, read, write, blend,</li> <li>Character, setting, beginning, middle, end, sequence of events, question, fact, speech bubble,</li> </ul>

		<ul style="list-style-type: none"><li>• Letter names and sounds</li></ul>
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