

## **EYFS Early Literacy at Villa Real School**

During the Early Years Foundation Stage (EYFS), Teachers and practitioners support children in developing their communication, comprehension, and literacy in a broad range of contexts.

Children in the EYFS at Villa Real learn in many different ways and our varied environments, learning and teaching styles provide a wealth of unique learning experiences for our children. Some may learn by playing, exploring and being active. Some, by modelling, repetitive routines and real-life experiences and others through creative, songs and games. All of which take place both indoors and outside. Our children have the opportunities to learn in many different ways depending on their needs. Continuous provision and incidental learning opportunities, as well as planned sessions and activities are all prevalent in the way Literacy is organised and delivered across all three provisions.

At Villa Real, we use different teaching approaches to meet the needs of the pupil/students. Within the ASD provision, TEACCH bays and learning box activities are used to focus the pupils/students and help them focus on learning. Within the Conductive Education provision, early literacy concepts are taught, practiced and recalled throughout discreet lessons, play and Task Series.

All Literacy learning from the EYFS is planned and sequenced within a whole school scheme of work.

### **Aspects of Learning**

Language and Literacy Development is identified as a 'Specific Area' of learning within the Early Years Framework. It is broken down into 2 aspects which result in 2 Early Learning Goals (ELG's).

Communication and language development is also divided into two sub-categories. These involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

Literacy development is divided into three subcategories. They allow us to foster a life-long love of reading through the two dimensions of language comprehension and later, word reading. Writing incorporates spelling, handwriting and the composition, or being able to discuss and structure their ideas before writing.

### **Communication and Language**

- Listening, Attention and Understanding
- Speaking

### **Literacy**

- Comprehension
- Word Reading
- Writing

## **Literacy in EYFS at Villa Real**

Literacy skills are developed through stories, songs, games, discussion, questioning, imaginative play, practical activities, child-initiated learning and structured teaching. As an SLD school, teaching can often be focussed on the prerequisites to early skills. Engagement with an activity, scanning and focusing, attention and looking, feeling or touching new things, following routines, listening to songs, clapping, matching, games, etc. These are all skills which are found in the early stages of child development and are essential for future learning.

Depending on their special educational need, children will demonstrate learning and development in different ways. Practitioners observing a child involved in day-to-day activities must be alert to their demonstrating attainment in a variety of ways, including eye pointing, the use of symbols or signs. With the exception of ELG Communication and Language, Speaking, where the EYFS profile contains the word 'talks' or 'speaks', children can use their established or preferred mode of communication.

Children should use the adaptations they normally use to carry out their activities so that practitioners come to know all children at their most capable. Adaptations include:

- mobility aids
- magnification
- adapted ICT and equipment

If a child's learning and development doesn't yet meet the description of the level expected at the end of the EYFS for an individual ELG, practitioners should record the outcome as 'emerging'. They should also record details of any specific assessment and provision in place for the child.

This will be used in discussions with parents so that they have a clear understanding of their child's development and any additional support that will be offered. Settings should also use the details to support planning for future learning.

## **The Importance of Positive Relationships**

**“Skilful interactions with adults and learning, which is supported by them, are necessary on the journey to embedding skills and knowledge. “EYFS 2020**

- We aim to support children to work together and begin to take account of ideas and preferences which differ from their own.
- We aim to be confident and competent role-models for the children in our care.

## **The Provision of an Enabling Environment**

**“Children must have access to a rich learning environment where opportunities and conditions allow them to flourish in all aspects of their development. The learning environment should provide balance across the areas of learning. “EYFS 2020**

- We aim to create an environment where it is “safe” to make mistakes, to share thoughts and ideas, explore different options, and work collaboratively.
- We aim to provide a place where children are able to persevere, concentrate and pursue their own interests.
- We aim to provide resources which are accessible and organised in ways which encourage independence and responsibility (Continuous and Enhanced Provision)
- We aim to create a stimulating environment which offers a range of activities to develop interest and curiosity both indoors and outdoors.

- All staff aim to use correct English and vocabulary to support development of the children's understanding and vocabulary.
- We aim to question children in a way which develops their thinking and extends their comprehension.
- We aim to support children with additional needs by providing supplementary experiences and information about the world around them in appropriate formats.

### **Learning and Development**

Children with effective learning characteristics:

- are willing to have a go
- are involved and concentrating
- have their own ideas
- choose ways to do things
- find new ways of doing things
- enjoy achieving what they set out to do

### **Teaching**

At Villa Real, Practitioners;

- act as role-models and help the children to see themselves as able to communicate fully and to develop positive attitudes towards learning, by being confident and enthusiastic about the subject themselves.
- observe and listen to children to better understand their interests/curiosities and provide opportunities/resources for child-led learning.
- maintain children's enthusiasm and confidence by responding to the children's interests and lines of enquiry as well as planning practical and appealing activities which are appropriate for the children's level of development, and which take account of different learning styles and ability.
- make use of everyday play activities to stimulate discussion and vocabulary
- do not rush children
- use a wide-range of resources and activities both *indoors* and *outdoors* to develop the children's enjoyment of literacy in a varied and stimulating way.
- interact with a diverse range of multi-sensory, motivational resources which appeal to our young children, takes account of those who for whom English is not the home language or who may need to use alternative communication systems, and which promote independent learning.

## **Assessment**

Practitioners' assessments are primarily based on observing a child's daily activities and events. In particular, practitioners should note the learning that a child demonstrates spontaneously, independently and consistently in a range of contexts.

1. Day-to-day formative assessment – to inform teaching on an ongoing basis
2. In-setting summative assessment – to understand a child's performance at the end of a period of teaching
3. National statutory summative assessment – to understand a child's performance in relation to national expectations and comparisons

Observational assessment is the most effective way of making judgements about all children's learning and development.