

# What do we use in the Federation?

# Literacy

Draw children's attention to a wide range of examples of print with different functions

Choose books which reflect diversity.

Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.

Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

Teach children to read a few common exception words matched to the school's phonic programme. Teach children to read simple phrases and sentences made up of words with known letter-sound correspondences.

Model how you read and re-read your own writing to check it makes sense.

Daily shared and modelled reading in Literacy lessons  
Provision of diverse books including traditional and modern  
Planned sequenced daily phonics with word and sentence reading opportunities  
Use of phonic scheme to teach progressive tricky and high frequency words  
Taught nursery rhymes to practise sounds  
A variety of high quality fiction and non fiction picture books in the provision (not phonetic)  
Phonetically decodable reading scheme (Collins Big Cats/Bug Club) for the children to practise their phonic knowledge  
Phoneme and grapheme mats, literacy displays available at all times  
Tricky word songs taught and mats available for the children to access  
Daily phoneme/grapheme revisit  
Meaningful reasons and opportunities for the children to read  
Child accessible reading areas and the opportunity to decide what they would like to read following their interests- books shared from home  
Daily story time  
Use of Phonic tracker to assess children's phonic and reading knowledge  
Use of progression map to monitor next steps  
Daily opportunities for blending and segmenting  
Comprehension observed during learning  
Specific planned comprehension activity weekly

Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books

## Literacy

### ELG: Comprehension

Children at the expected level of development will: - 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.

### ELG: Word Reading

Children at the expected level of development will: - 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.