

## Statutory Framework for the early years foundation stage

Statutory Framework for the early years foundation stage (including YR)	Read Write Inc. Phonics – reading	Read Write Inc. Phonics – writing
<b>Communication and language</b>	<b>These skills are embedded thoroughly: listening closely to the teacher, talking with and listening to a partner at every point in the lesson.</b>	
<b>Listening, Attention and Understanding</b> Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	In Storytime and Poetry Time ( <i>Read Write Inc. Phonics Online</i> ), children listen to teachers perform stories and poems. During the second reading, teachers pause and ask children to discuss a number of questions with their partner. This ensures that children engage with the content of the stories and poems in terms of vocabulary, characters, settings and events. Teachers read the Story Introduction to children, which sets the scene for the Storybook they are about to read, then ask them a question at the end to encourage children to start to discuss the story. In the Read Aloud – Teacher activity, teachers read the whole Storybook to children with expression, then ask them a comprehension question at the end. Throughout the programme, children Turn to your partner (TTYP) to discuss questions. They are encouraged to listen attentively to their partner and respond appropriately.	Throughout the programme, children Turn to your partner (TTYP) to discuss questions. They are encouraged to listen attentively to their partner and respond appropriately.
	In ‘Questions to talk about’ at the back of each Storybook, children answer a range of ‘how’ and ‘why’ questions to check their understanding of the text.	When writing, children follow instructions for how to sequence their sentences.

<p><b>Speaking</b> Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Children are encouraged to express themselves using a variety of feedback methods, either as a group, a partnership or individually. At the end of the Story Introduction, children are often asked to discuss with their partner what they think might happen next.</p>	<p>Children create their own narratives in every Write About activity. Before they write, children build up each sentence orally, either as a group or in partnerships. These sentences are structured using a series of questions to develop responses.</p>
<p><b>Literacy</b></p>		
<p><b>Comprehension</b> 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.</p> <p><b>Word Reading</b> 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.</p>	<p>Phonic knowledge is taught in the Speed Sounds Lessons and applied in the Storybook lessons. The Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The sounds are taught in this order:</p> <ul style="list-style-type: none"> <li>* Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk</li> <li>* Set 2 teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</li> <li>* Set 3 is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure.</li> </ul> <p>The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme). These have a special focus throughout, to ensure children learn to read and spell them with confidence. Children start reading simple sentences in the Red Ditty Books and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green Level onwards. Talking about the books is an integral part of the programme.</p>	

<p><b>Writing</b> Children at the expected level of development will: - 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.</p>		<p>Children are expected to use their phonic knowledge to help them spell words during all the Write About activities. Phonetically plausible spellings are accepted.</p> <p>Children will use a range of Red Words (irregular common words) during their writing compositions.</p>
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