**EYFS Literacy Audit**

**This tool is designed as a good practice guide and audit tool, however, please remember that the practitioners are your ‘key’ resource, and it is how they support the children to access the resources, the language that they use and the modelling that they do, that will have most impact. As such, this audit also includes the things you would want to see practitioners doing and saying.**

**Environment for babies and young children – Literacy Focus**

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| **Enabling Environments – Resources** | **In Place /Evident?** |
| **Physical** |  |
| Babies have space where they can wriggle, roll and crawl freely. |  |
| Babies have a range of resources that make different sounds. |  |
| Babies are encouraged to ‘track’ objects with their eyes through positive and encouraging interaction with the adult. |  |
| Babies have access to a wide range of resources to shake, stack, post, squash, throw etc so that they can build up strong hand, shoulder, and core strength muscles. |  |
| Babies are given access to a range of sensory resources which help them develop ‘touch sensitivity’. |  |
| Babies have access to a large selection of resources that develop hand eye coordination including stacking blocks, hoops and posts and things that should be turned, lifted or closed. |  |
| Babies are encouraged to echo and make sounds back to the EYP. |  |
| The EYPs plan activities/provision which will give the babies and young children the opportunity and motivation to practise manipulative skills, for example playing musical instruments, handling treasure basket items and filling a receptacle with small items. |  |
| Younger toddlers are supported to ‘feel’ actions through rhyme, like being supported to ‘feel’ the rowing motions of ‘Row, row, row your boat’ or ‘Pat-a-cake’. |  |
| Older toddlers are encouraged to join in with action rhymes and songs and more complex movements for example ‘Wind the bobbin up’ movements. |  |
| There is a song box and finger puppets available to the children (early rhyme/rhythm of words). |  |
| EYPs sing songs/rhymes to children often, like ‘Round and round the garden’, ‘This little piggy’ and ‘Pat-a-cake’ etc. |  |
| Babies’ picture books include some writing; this could be one word for a corresponding object/concept. |  |
| Babies have access to a range of books including board books, textured books, bath books, soft material books and books which make noises. |  |
| Babies and young children are shown how to turn the pages of a book. |  |
| There are photograph ‘books’ or albums in place which represent the children; children are encouraged to turn the pages of these special books and to look at the images. |  |
| The visible text in the environment reflects the cultures of the children attending, for example a multilingual ‘welcome poster’ and dual language signs. |  |
| A ‘photo’ ‘image’ or ‘name card’ is used to identify a space for the child’s belongings; like a coat peg. |  |
| There is appropriate environmental print visible. |  |
| Babies are provided with sensory experiences that allow them to make marks using their hands and paint or other materials. |  |
| Babies are provided with sensory experiences that allow them to make marks using a range of tools including items that can be printed or dragged across the paper. For example sponges, rollers, brushes, shower scrunches or dishmops etc. |  |
| Practitioners plan to give children access to a range of safe and suitable Mark-making implements, for eg: Chalks, Wax crayons and poster paint. |  |
| **Notes** | |
| **Supportive and Skilled Practitioners** | **In Place / Evident?** |
| EYPs talk about and value the random marks young babies make. |  |
| EYPs tune into the different messages babies are attempting to convey, they help by talking through their own understanding of the children’s wants – using Makaton where appropriate. |  |
| The practitioners support children in using a variety of communication strategies, including gestures and signing, where appropriate. |  |
| EYPs Model the correct use of key words, rather than correcting what children say. |  |
| The practitioners explore and talk about things which interest young children indoors and outdoors. |  |
| The EYPs encourage playfulness and take part in turn taking games such as peek-a-boo. |  |
| EYPs encourage young children to explore and imitate sounds, like a fire engine, beating drum, or ringing telephone phone etc. |  |
| EYPs use finger play, rhymes and familiar songs from home to support young babies’ enjoyment. |  |
| EYPs ‘tell’, as well as ‘read’, stories whilst interacting with young babies. This could be with puppets or soft toys for example. |  |
| The practitioners use different voices to tell stories and get young children to join in, sometimes using puppets, soft toys or real objects as ‘props’. |  |
| EYPs model the use of Mark-Making materials in similar ways to how the children would use them. For example back and forth motion, then round and round. |  |
| EYPs describe the movements young babies make as they move round and round, or ride a push along toy. |  |
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| **Notes:** | |

**Environment for rising twos to rising threes - Literacy Focus**

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| **Enabling Environments – Resources** | **In Place / Evident?** |
| **Children of this age may still have access to a number of resources from the baby room audit (depending on their learning needs) new experiences/resources could include:** |  |
| **Physical Skills** |  |
| Activities are planned which give children the opportunity and motivation to practise manipulative skills, like putting shells into buckets, playing a finger piano, picking up plastic insects with tweezers, or creating pictures and patterns using beads and buttons (atelier). |  |
| Activities are planned which give the children the opportunity to develop wrist pivoting motions and to build up strength in the arms and torso; by twirling ribbon sticks, practising writing/mark-making with big brushes and water and making patterns in clay and dough. |  |
| Space and resources are provided to give children opportunities to explore shape, space and direction using their whole bodies, for example space to run forwards, step back, to twirl in circles and dance with zig-zag movements. |  |
| Space and resources are provided to give children opportunities for large shoulder movements, including throwing, twirling ribbons/scarves, making patterns in sand, dancing and painting etc. |  |
| There are opportunities for children to move rhythmically to music, such as skipping, rocking and dancing; to help develop a sense of rhythm and beat (as found in spoken/written words) |  |
| There is a song box and finger puppets available to the children (early rhyme/rhythm of words). |  |
| Children are encouraged to join in with action rhymes and songs and more complex movements for example ‘Peter Pointer’ finger rhymes and ‘Wind the bobbin up’ or ‘Teddy bear, teddy bear action rhymes. (Development of motor skills for later reading/writing) |  |
| There are small world items or puppets in use that are related to nursery rhymes and stories, so that children and adults can talk about ‘sequencing’ for example what did ‘Humpty Dumpty’ do first? What happened after the pigs built their houses? |  |
| There are a wide variety of materials to develop hand, eye and object co-ordination, like large threading and weaving, sand and water spinners and objects requiring 1-1 corresponding movements. |  |
| CDs of popular songs and rhymes are used with the children at appropriate times to encourage recall. (not as ‘background noise’ which can impede Speech and Language skills) |  |
| ICT is used to promote and teach Literacy; this could include using Interactive White Boards or Tablets for stories/rhymes or sequencing games. |  |
| There are a range of resources to support children’s listening skills including musical instruments, CD Player, CDs, microphones, stories rich in sound effects. |  |
| Paint is available to children (including block paints which help children learn the ‘adding water and mixing’ process. They have a range of ‘short’ chunky brushes which are easy to hold. (Try putting powder paint into water pots with coloured lids when using powder paint for the first time) |  |
| Lola the listening Leopard is introduced to the children and used for Language and Literacy Activities. |  |
| Beat Baby is introduced to the children and used for Language and Literacy Activities. |  |
| Dogger is introduced to the children and used for Language, Literacy and PSED Activities. |  |
| **Pre- Reading** |  |
| There is an attractive and comfortable book area for the children and adults to use. |  |
| Children have access to familiar stories and books as well as new ones which may change over a period of weeks/months. |  |
| Books are used on a 1-1 basis and with small groups of children; children are encouraged to talk about the images and the story. These are sometimes chosen by the children. |  |
| Puppets and Props are used to engage children with the stories being read. |  |
| The toddlers are regularly shown how to turn the pages of a book and encouraged to talk about the images inside. |  |
| Stories are ‘told’ as well as read, this could be through the use of small world items, soft toys or story sack props. |  |
| There is a wide range of ‘themed’ reading material available, for example;   * Counting books * Maths books (vocab related to Shape, Space and Measure / Positional Language etc) * Rhyming books * Home-made books * Large books * Sound/Texture books/Lift the Flap books |  |
| Children’s books include Makaton and dual languages where appropriate. |  |
| Children are encouraged to predict outcomes or to think of simple alternative endings, for example, - ‘Uh oh ... who might be coming next?’ ‘What’s the wolf going to do now?’ |  |
| Resources/props are used to make up silly songs, including those which use alliteration. |  |
| Children’s books reflect ‘The World’ and various ‘Peoples and Communities’ . |  |
| Books are placed alongside areas of the continuous provision, for example a book about animals near the small world scene or about foods in the home bay. |  |
| Environmental Print is appropriately used throughout the room, including appropriate signs and labels. |  |
| An image/name card is used to identify a space for the child’s belongings, like a coat peg. Name cards are always available; this could be first names initially with surnames added later. |  |
| The home bay includes some appropriate environmental print like food packaging and supermarket magazines. |  |
| The visible text in the environment reflects the cultures of the children attending, for example Eid Cards, Chinese Money Packets, Polish food packaging. |  |
| **Pre- Writing** |  |
| Mark-making opportunities are planned in the widest sense, including activities for children to mark-make in sand/foam/paint etc. |  |
| Varied early mark-making opportunities are provided including opportunities to make marks/print using a range of objects like ball/marble rolling, tracks from vehicle wheels or patterns from bobbins/shells etc. |  |
| Finger painting opportunities are provided, this could be on sheets of paper against the table, on an easel, inside a shallow tray, or outside on plastic sheeting. |  |
| The children sometimes have access to tools to alter their ‘finger painting’ marks – like a nail brush, sponge, spatula, whisk or rounded forks (mini rake) |  |
| There are resources for large scale Mark-making / Drawing, indoors and out; like chalks for the yard and wax crayons for drawing onto wallpaper rolled out across the floor. |  |
| Writing/mark-making takes place inside and outdoors – remember that outdoor mark-making can be done on a much larger scale and with much messier equipment, for eg water painting/writing, diluted paint and yard brushes/mops, spray bottles etc. |  |
| There is a designated Mark-making area and/or resources for mark-making can be found in various places throughout the room, this includes large sheets of paper, chalk boards and note pad etc. |  |
| Some Mark-making resources are ‘transportable’ for eg a tub of chalks which can be taken outdoors or note pads which can be used around the room. |  |
| There is evidence that the EYPs make mark-making areas attractive and appealing in-line with the children’s interests. |  |
| Chubby mark-making implements include those which rely on little pressure being applied like chalks and felt pens are available. Pencil crayons and drawing pencils sometimes need more pressure applying, which doesn’t always give younger children the ‘instant’ effects they are hoping for. |  |
| Meaningful print, such as a child’s name or title of their favourite book is pointed out, in order to discuss similarities and differences between symbols. |  |
| Where appropriate EYPs ‘annotate’ children’s art work as the children talk about it, for example ‘My daddy’s car’ or ‘Mummy’s long hair’. (Using a post it note/label rather than directly onto the child’s work. |  |
| There are a wide range of Writing and Mark-making implements available to the children for use with adult and child-initiated activities, e.g.:   * Pencils * Pencil crayons * Chalks * Wax crayons * Paintbrushes (Chunky) |  |
| **Notes:** | |
| **Supportive and Skilled Practitioners** | **In Place / Evident?** |
| EYPs encourage children to re-enact experiences they are aware of or scene from stories they hear, like making ‘tea’ in the home-bay or pretending to ‘blow the house down’ etc. |  |
| EYPs intuitively link familiar rhymes to the children actions, like ‘Humpty Dumpty sat on a wall’ when they are jumping off brick or ‘Rain, rain go away’ to the children playing in the rain etc. |  |
| EYPs share rhymes and stories from a variety of cultures. |  |
| EYPs encourage children to draw and paint and to talk about what they have done. |  |
| EYPs ensure children see them writing for a purpose, for example, writing lists and messages or children’s names etc. |  |
| EYPs model large letter movements (like circles and lines) by drawing in the sky, in sand and painting; this could include ‘squiggle while you wiggle’ activities or ‘write dance’. |  |
| EYPs encourage children to hold pencils and small tools efficiently. |  |
| EYPs use different voices to tell stories and get young children to join in, sometimes using puppets, soft toys or real objects as ‘props’. |  |
| EYPs repeat and model the correct use of key words, rather than correcting what children say |  |
| EYPs encourage repetition, rhythm and rhyme by reciting rhymes and singing. |  |
| Practitioners use ‘silly songs’ and rhymes, like tongue twisters or alternative versions of rhymes to entice the children to join in with ‘early phonics’ games. |  |
| EYPs use rhymes from a variety of cultures and ask parents to share their favourites. |  |
| EYPs make up alliterative jingles and play with words in everyday activities. |  |
| EYPs encourage listening to distinguish sounds in the environment, this could be through a ‘listening moment’ or ‘sound barrier’ game. |  |
| EYPs play games with children to guess what sounds are and where they come from. |  |
| There are opportunities for children to see practitioners using writing for a purpose, for example, writing lists and messages. |  |
| EYPs take time to listen to children and take account of what they say. |  |
| EYPs help children to expand on what they say, introducing and reinforcing the use of more complex sentence structures? This will often include modelling correct tenses. |  |
| EYPs comment on what is happening during activities, rather than questioning children. |  |
| EYPs use talk to describe what children are doing by providing a running commentary alongside activities. |  |
| EYPs give clear directions and help children to deal with those instructions which are more complex |  |
| **Notes:** |  |

**Environment for pre-school and older children - Literacy Focus**

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| **Enabling Environments – Resources** | | **In Place / Evident?** |
| **Children of this age may still have access to a number of resources from the rising 2s-3s audit(depending on their learning needs) new experiences/resources could include:** | |  |
| **General Resources to Support Literacy** | | |
| There are lots of opportunities to hear, sing and discuss rhymes. | |  |
| Environmental Print is appropriately used throughout the room, including appropriate signs and labels. | |  |
| Exciting ABC / Alphabet books are used to promote an interest in phonemes, for example the ‘Superhero ABC’ book by Bob McLeod. | |  |
| Recipe cards/books are provided in appropriate places for example in the home bay, playdough area, mud kitchen and sand area. | |  |
| CDs of popular songs and rhymes are used with the children to encourage recall; the words in a book/song sheets are placed alongside. | |  |
| Lola the listening Leopard is introduced to the children and used for Language and Literacy Activities. | |  |
| Beat Baby is introduced to the children and used for Language and Literacy Activities. | |  |
| Dogger is introduced to the children and used for Language, Literacy and PSED Activities. | |  |
| There is enough floor space inside and out for children to be ‘dramatic’ and creative, e.g. acting out stories, making dens, working on large sheets of paper. | |  |
| Children take part in activities which link language with physical movement, e.g. in action songs and rhymes, cookery, gardening, wake up shake up session, write dance, busy feet sessions or movement and dance. | |  |
| Children are encouraged to join in with action rhymes/songs and ring games; like ‘Happy and you know it’ ‘Ruby Ring’ Teddy bear Teddy bear’ or ‘Farmers in his den’, ‘There was a princess long ago’ and ‘In and out the dusty bluebells’ etc. | |  |
| Children have access to IT Resources, Programmes and Apps to enhance their Literacy skills. This includes suitable reading and writing software programs. | |  |
| The interactive whiteboard is accessible to children and they have been taught how to use it. | |  |
| There is an inviting listening post/station with a variety of stories and rhymes on CD for the children to use. | |  |
| ICT is used to promote and teach Literacy; this could include using Interactive White Boards or Tablets for stories/rhymes or sequencing games. | |  |
| There are small world items or puppets in use that are related to nursery rhymes and stories, so that children and adults can talk about ‘sequencing’ for example what did ‘Humpty Dumpty’ do first? What happened after the pigs built their houses? (sequencing cards can be used to order and talk about when appropriate) | |  |
| The setting provide opportunities for the children to reflect on and recount past events in their own lives and in stories; this could be an airport/plane ‘holiday’ role play scene, ‘trip to the zoo’ small world, or ‘3 little pigs’ story sack etc. | |  |
| Story Box/Talking Tables items are used with the children to make up stories using a selection of readily found items. This helps develop S&L skills as well as story structure knowledge. | |  |
| Songs with Repetition and rhyme are made up and used with the children, for example; ‘It’s time to tidy up, it’s time to tidy up, EE, I Addio, it’s time to tidy up. We’re tidying the bricks, we’re tidying the bricks, Ei, I, Addio, we’re tidying the bricks. We’re tucking in the chairs…. We’re sweeping all the sand… We’re emptying the jugs etc | |  |
| Younger children or those with fine motor difficulties have access to items with ‘soft nibs’ that make marks easily, like felt-pens, chalks and pastels. Pencil crayons and drawing pencils sometimes need more pressure applying which doesn’t always give younger children the ‘instant’ effects they are hoping for. | |  |
| Where appropriate EYPs ‘annotate’ children’s art work as the children talk about it, for example ‘This is the big tower that the bad man is locked inside’. ‘My flower is blue and the butterfly likes it’. (Using a post it note/label rather than directly onto the child’s work. | |  |
| **Notes:** | |  |
| **Reading** | **In Place / Evident?** | |
| Activities are planned which help children to track an object, for example a teddy being passed round the circle, bean bags being thrown across the yard or beebots crossing a grid. | |  |
| There is an attractive and comfortable book area for the children and adults to use. | |  |
| Fiction and non-fiction books are placed alongside areas of the continuous provision, (including outdoors ‘where appropriate’) for example a non-fiction book about the workings of a farm animals near the small world or a story about going to the seaside near the sand area, or ‘homes across the world’ in the home-bay/workshop. | |  |
| Key words are used to label small words figures, for example the words dragon, princess and knight are placed under the objects when the area is set up, or in a small basket nearby. | |  |
| Puppets, props and small-world items are available for roleplay and the creation of simple ‘narratives’. This could include a box of ‘provocations’ a hat, mask, shoes, wand, glasses etc. | |  |
| There are spaces for reading inside and outdoors; the adults spend time in these spaces too. | |  |
| The books in the book corner match the needs and interests of the children, there are ‘familiar’ and often enjoyed books as well as ones which regularly change. | |  |
| Books are of appropriate quality, quantity and variety (hard cover, soft cover, fiction, non-fiction, poems and rhymes) | |  |
| Children have access to their favourite books for independent use. | |  |
| Books reflect a variety of cultures, including traditional tales (from various cultures) | |  |
| Books are available which the children can identify with, for example a trip to the shops or seaside, a book about families or having a new baby etc. | |  |
| Dual language books are provided with props and song/rhyme cards which reflect the languages spoken by the children and families. | |  |
| The book area contains puppets, labels, soft toys and props relating to favourite stories, rhymes and songs. | |  |
| Non-fiction books are available. These are purchased in line with children’s developing interests, for example ‘aeroplanes’, ‘recycling’, ‘butterflies’ etc. | |  |
| There is a wide range of ‘themed’ reading material available, for example;   * Comics * Popular cultures * Counting books * Maths books (vocab related to Shape, Space and Measure / Positional Language etc) * Rhyming books (Rumble in the Jungle / The fish who could wish) * Home-made books * Poetry books (Once I laughed my Socks Off / Rainy Day Poems ) * Large books * Alphabet books | |  |
| ‘Homemade’ books are available, this could be a recount of a trip/walk, special event or provide photos of the things the children have made/drawn and captions about these things. | |  |
| Role play and small world resources and props are provided so that children can act out stories and main events from the books that are read. | |  |
| There are books containing photographs of the children that can be read by adults and that children can begin to ‘read’ by themselves. | |  |
| The home bay includes menus, recipe books, supermarket magazines, comic, diary, calendar and food packaging which reflect the written and spoken language of the children. | |  |
| There are games or discussions taking place about environmental print; this could include Logo/Sign LOTTO where children talk about their sign and match it to another on their board. This could include open/closed signs, stop signs, toilet signs, café signs, litter signs or signs form eateries the children might recognise. | |  |
| Where applicable child-made books and adult-scribed stories have been added to the book area. | |  |
| Simple ‘written’ instructions with illustrations are used with children, for example ‘How to plant a seed’. | |  |
| **Notes:** | |  |
| **Writing** | **In Place / Evident?** | |
| Space and resources are provided to give children opportunities to use large shoulder movements, including throwing, batting balls, twirling ribbons/scarves, making patterns in sand and painting. | |  |
| Activities are planned which give children the opportunity and motivation to practise fine motor manipulative skills like making patterns in clay or dough, using peg boards and elastic band boards for pattern making, picking up beads with tweezers, threading nuts onto bolts through a barrier (utensils tin), sewing or weaving, playing the 1p challenge or other funky fingers challenges. | |  |
| Activities are planned which give the children the opportunity to develop wrist pivoting motions and to build up strength in the arms and torso; by twirling ribbon sticks, practising writing/mark-making with big brushes and water, making letters/patterns in the sand and den building with large pegs. | |  |
| Tactile activities like finger painting is provided, this could be on sheets of paper against the table, on an easel, inside a shallow tray, or outside on plastic sheeting. | |  |
| The children sometimes have access to tools to alter their ‘finger painting’ marks – like a nail brush, sponge, spatula, whisk or rounded forks (mini rake) | |  |
| Writing/mark-making takes place inside and outdoors; remember that outdoor mark-making can be done on a much larger scale and with much messier equipment eg water painting/writing. | |  |
| Varied early mark-making opportunities are provided including opportunities to make marks/print using a range of objects like ball/marble rolling, tracks from vehicle wheels or patterns from bobbins/shells etc. | |  |
| Interesting Mark-making activities are planned, like magic ‘wax resist’ activities or drawing/writing on a chalky chalk board with water dipped ear buds or tidy brushes. | |  |
| Interesting objects are provided for ‘representational art work’ which could include drawing, for example a collection of leaves, a sunflower or circuit board from a computer. | |  |
| Mark-making opportunities are planned in the widest sense, including activities for children to mark-make in sand/foam/cornflour/paint etc. | |  |
| Mark-making resources are ‘transportable’ for example, a tub of chalks which can be taken outdoors or note pads and pens which can be used around the room. | |  |
| A5/4 clipboards or thick laminated card allows children to take their mark-making around with them. | |  |
| Alphabet mats and ‘word mats’ where appropriate are available for the children to use. | |  |
| The setting will set up role play areas in ways which encourage boys to participate and to write, for example, a ‘repair log’ for faults in a car repair garage/workshop, batman cave for ‘secret messages’ to be written and Pirate maps with instructions to find the treasure etc. | |  |
| The home bay includes opportunities for writing which are modelled, when making ‘shopping lists’, writing in a note pad, filling in a form, writing on a calendar, or in a diary etc. | |  |
| Mark-making materials and resources to ‘mark onto’ are visible across the room including very large sheets of paper or wall paper. | |  |
| The setting plans for opportunities to take part in shared writing, this could be 1-1 or in groups. For example ‘instructions’ for a new piece of equipment, a ‘list of things’ to take to the beach or new rules for the class, like ‘no jumping near the incubator’. | |  |
| There are opportunities for shared ‘story writing’, this could be very simple for example, ‘the man fell off the horse’ etc. This could use a Helicopter Stories or Story Scribing approach. | |  |
| There is an appealing Mark-making/Writing area that includes writing materials, high frequency word cards, interactive displays, messages and examples of children’s writing, this available for independent use and use alongside adults | |  |
| Where needed to entice reluctant mark-makers into the space, the Mark-making area has been themed or designed in line with the children’s interests; this could include shaped, coloured and bordered paper. This could also be themed as a superhero writing lair, with bat shaped paper or castle themed area with ‘dragon topped pens’ etc. | |  |
| The visible text in the environment reflects the culture of the children attending, for example Eid Cards, Chinese Money Packets, Polish food packaging. | |  |
| There are a wide range of Writing and Mark-making implements available to the children for use with adult and child initiated activities, for eg:   * Pencils * Pencil crayons * Felt pens * Chalks * Water pens * Wax crayons * Paintbrushes * Pastels * Charcoals * Paint (various types including powder and with a range of thin/thick easy to hold brushes)   (Try putting powder paint into water pots with coloured lids when using powder paint for the first time) | |  |
| Children are encouraged to give instructions which can be ‘co-written’ by the EYPs. | |  |
| There are lots of different resources for writing / mark-making such as large sheets of paper, lined paper, squared paper, whiteboards, chalkboards and pens. There are chalks, wax and pencil crayons, drawing pencils and washable felt pens. | |  |
| Additional items could be used on the mark-making/writing table for added ‘interest’ like Sellotape, a hole punch and a stapler (for making booklets). | |  |
| Purposeful opportunities are planned for children to write independently or with an adult; for example writing a letter/invite/card to a friend in the class or an adult they know. | |  |
| Children are encouraged to write their name on their pictures and creations; this could be done using ‘special’ sticker labels or post it notes. | |  |
| Children’s ‘full’ name cards are always available and accessible. | |  |
| **Notes:** | | |
| **Resources for phonics teaching** | | |
| Differentiated Letters and Sounds Activities are planned and carried out in small groups or alongside the Continuous Provision. For example ‘Describe and find it’ or ‘Silly Soup’. | |  |
| Older and more able children are introduced to the Phase 2 Letters and Sounds programme as appropriate; there are resources available for each child, i.e. their own whiteboard, pack of magnetic letters and phoneme fan etc. | |  |
| Where appropriate a daily discrete literacy teaching session is carried within a broad and language rich curriculum (eg phonics/shared writing/reading) | |  |
| The teaching of phonics is multisensory, active and participatory. | |  |
| The teaching of phonics is progressional. (This could be determined by a ‘scheme’ that is in use or the phases of the Letters and Sounds Programme) | |  |
| At Phase two the EYPs continue to focus on developing ‘oral’ competences to segment and blend while teaching phoneme/grapheme correspondence. | |  |
| The EYP has a range of tools and props to aid their phonics teaching; this could include a  Puppet for games/demonstration, a large clearly visible whiteboard, cards of each phoneme/grapheme or a phoneme fan, a large phoneme frame and magnetic letters. | |  |
| Children access a wide range of phonics games, like phoneme bingo, cross the river and CVC word matching games. | |  |
| Very simple first steps books are available to ensure children can ‘apply’ their developing phonics in an appropriate context. (For example Progressive books like the Phonics bugs) | |  |
| Simple CVC captions and labels are used with the children; these become more challenging as their phonics skills progress. (These can be self-made or printed from sites like Twinkle and Sparkle Box) | |  |
| Phonics games are available for independent use. | |  |
| EYPs play games with children to encourage them to listen for the sound at the beginning of a word, for example alliteration ‘snap’. | |  |
| When appropriate children are encouraged to take part in a ‘phoneme/grapheme hunt’, to seek out given graphemes in the environment. | |  |
| Games like a ‘Word Hunt’ take place. The EYP places a duplicate copy of CVCs on their board the children then go to find the CVC words hidden around the room and come back to see if they can match and read the words they found. (great game for outdoors) | |  |
| **Notes** | |  |
| **Early Independent Reading** | | |
| The books for ‘early reading’ include a good proportion of words the children can decode using their phonic skills. | |  |
| Books for early reading have text that include the early Phase 2 ‘tricky words’ I, no, to, the, go, into (not decodable.) Later they will include Phase 3 tricky words; she, was, they, all, you etc. | |  |
| Books for early reading have text that includes the repetition of high frequency words. | |  |
| Books for ‘early readers’ have a repetitive structure. Especially those to be used in the home. | |  |
| Shared reading books have a simple layout, with large clear text so that the children can isolate known high frequency words. | |  |
| Children have their ‘own’ book for shared reading sessions. | |  |
| The text is short enough to be completed in a 10–15 minutes shared reading session (max). | |  |
| **Notes:** | | |
| **Supportive and Skilled Practitioners** | | **In Place / Evident?** |
| Literacy is planned for regularly for differing levels of skill. | |  |
| EYPs read and refer to the print that is displayed around the setting. | |  |
| EYPs support children to ‘read around the room’. | |  |
| EYPs have some understanding about progressive Mark-making-into-Writing skills, for eg dots, dashes, smears, moving on to back and forth movements, then circular movement, then isolated circles/lines, then random letters, then some early phoneme/grapheme correspondence (usually initial sound) etc. | |  |
| All staff members are appropriately trained to deliver high-quality phonics teaching and address the teaching of reading/writing. | |  |
| The EYPs use talk to describe what children are doing by providing a running commentary alongside activities. | |  |
| EYPs read stories that children already know, pausing at intervals to encourage them to ‘read’ the next word. | |  |
| EYPs talk to the children about characters, their character traits and the children’s feelings about stories. | |  |
| EYPs regularly provide and model the use of non-fiction books. | |  |
| EYPs use appropriate vocabulary when talking about books, including ‘page’, ‘author’, ‘title’ ‘word’ ‘contents page’ ’illustration’ ‘beginning’ ‘end’ etc. | |  |
| EYPs compare the appearance and direction of English print with those of other languages. | |  |
| EYPs use reference books and computers with the children to find the answers to questions. | |  |
| EYPs talk to children about writing and involve them in the process, for example they ask the children for ideas about what to write when ‘labelling’ a display.  \*Why Write?’ and ‘Writing Places’ – Scholastic early readers book. | |  |
| EYPs ask children to recall significant events and characters from the stories that they have read. | |  |
| Practitioners encourage children to play phonics games like eye spy. | |  |
| Letters and Sounds Games are regularly planned and carried out. | |  |
| Children are encouraged to segment and blend often and this is modelled incidentally. | |  |
| EYPs read to the children every day and in a range of situations for example from signs, environmental print or books etc. This could be 1-1, in small groups or with a whole class. | |  |
| Planning for the changing provision ensures children are building up a good bank of known texts. | |  |
| EYPs write poems and short stories with the children. | |  |
| The EYPs draw attention to the similarities in sounds at the beginning of words, emphasising initial sounds, especially when children are struggling with their annunciation. | |  |
| EYPs ensure children see them reading and writing for different purposes and in different  contexts, for example when writing observations and labels, or reading instructions (these could be simple and written for a specific purpose for example ‘how to butter your toast) | |  |
| The setting takes the children to visit the local library in small groups or whole classes. | |  |
| There are ‘guest readers’ who come to read to the children; this could includes other professionals, a librarian, relatives and positive male role-models. | |  |
| EYPs plan and make up games to keep the children interested in early phonics teaching/reading and writing… like CVC missing letters games. Starting with the missing initial grapheme, and then missing final grapheme, then the middle one. Can the children hear/say what phoneme/grapheme is missing? | |  |
| EYPs have agreed on a ‘patter’ of language to describe how letters/graphemes are formed. | |  |
| **Notes:** | | |
| **Enabling Environments – Displays** | | **In Place / Evident?** |
| **The setting is bright, well organised and inviting to walk into** | |  |
| The resources reflect the range of families and cultures in Britain. | |  |
| Environmental print reflects the spoken languages of the children attending. | |  |
| Children’s names and high frequency words are displayed at child height. | |  |
| Greetings/days of the week are displayed in English (and other languages if appropriate). | |  |
| There is an attractive pictorial alphabet frieze displayed at child-height (or alternative) / additional ABC chart copies can be found in mark-making areas. | |  |
| Any Big Book stand or EYP’s circle time chair can be easily seen by all children during story time/shared reading. | |  |
| Displays include typed and handwritten text and captions from adults and children, for examples ‘Today’s snack’ or ‘Come and hang your coat up’. | |  |
| Descriptive language is visible in the environment, for example captions about the things children have said or the way they have described things they have touched/made etc? | |  |
| The environment celebrates ‘writing’ and text, this could be by displaying ‘songs’, ‘books’, ‘rhymes’ and ‘children’s writing. | |  |
| **Notes:** | | |
| **Parents as Partners** | | **In Place / Evident?** |
| Parents and carers know about the school’s/setting’s approach to the developmental teaching of reading and writing and phonics in particular. | |  |
| Parents/carers are given guidance about how to support their children with reading and writing at home. | |  |
| Bilingual books are sent home ‘after’ being read in nursery. | |  |
| Parents have access to story sacks and are given simple instructions/explanations of how to use these. | |  |
| Parents are encouraged to take part in literacy activities at home, like providing a special ‘magic token/item’ for story telling the next day (the ‘magic box’ goes home and overnight the parents/carers place an item inside to take to the setting the following day’) | |  |
| Home library books are varied and include non-fiction texts. | |  |
| Information is shared with parents sensitively and appropriately, for example an alphabet letter formation chart ‘where appropriate’ (not to be used as a worksheet). The Letters and Sounds booklet has a sheet at the back which can be photocopied. | |  |
| **Notes:** | | |
| **Leadership and Management Considerations** | | **In Place / Evident?** |
| What does your entry data tell you? Children working below/at/above typical development? | |  |
| What does your exit data tell you? Children working below/at/above typical development? | |  |
| How well are children developing in Literacy? Is the gap between boys/girls and other target groups narrowing? | |  |
| What systems are in place for observing, recording and assessing children’s achievements? | |  |
| How do parents and carers contribute to this? | |  |
| What systems are in place to share information about children’s learning with parents and carers? | |  |
| How are governors informed about the teaching of reading and writing, including the teaching of phonics? | |  |
| Do EYPs have a secure understanding of the development of communication and  language? | |  |
| Do EYPs feel confident to deliver the Foundation Stage and to teach early reading/writing skills, particularly phonics? | |  |
| How is the quality of teaching and learning monitored and evaluated in reading, writing and phonics? | |  |
| Are children keen and eager to join in with Literacy activities? | |  |
| Is there an audit of staff’s continuing professional development needs to support the assessment, planning and teaching of phonics and reading/writing? | |  |
| What relevant CPD is planned? | |  |
| How do you monitor and quality assure the provision and how it supports children to develop good S&L skills? For eg are practitioners encouraged and supported to:   * Play alongside children for example in the role play area? * Help children to develop a positive disposition to learn? * Provide opportunities for children whose home language is other than English to use that language? * Recognise the special additional needs of children with sensory or communication difficulties, making use of their preferred means of communication, such as signing? | |  |
| **Notes:** | | |