



Phonics, Reading & Writing Curriculum Statement (EYFS)

This page explains how we support children in Reception to become confident communicators, readers and writers. It is written primarily for parents, while also outlining our approach clearly for inspection purposes.

Our Intent

We aim for all children to: - Develop secure early communication, phonics, reading and writing skills - Become confident, motivated readers and writers who enjoy books and language - Acquire the phonetic knowledge needed to read (decode) and spell (encode) - Understand that reading and writing are purposeful and meaningful - Develop the physical skills needed for writing - Use reading and writing to support creativity, imagination and self-expression

Phonics

Our Phonics Scheme

We follow **Unlocking Letters and Sounds**, a DfE-validated systematic synthetic phonics programme. Phonics is taught daily and provides the foundations for both reading and writing.

How Phonics Supports Reading and Spelling

Children are taught to: - Recognise sounds (phonemes) in spoken words - Match sounds to letters or letter groups (graphemes) - Blend sounds to read words - Segment sounds to spell words

Reading and spelling are taught together so children understand that the same phonics knowledge applies to both.

Progression (Overview)

Our phonics teaching follows a clear, cumulative progression: - **Early phonological awareness** (listening, rhyme, oral blending and segmenting) - **Single letter sounds** and early blending - **Digraphs and trigraphs** (two or three letters making one sound) - **Increasingly complex word structures** (e.g. adjacent consonants) - **Application in reading sentences and writing independently**

Children regularly revisit and practise previously taught sounds to build fluency and confidence.

Fidelity and Consistency

All staff deliver phonics with fidelity to the programme. Lessons follow a consistent structure, use agreed terminology and are supported by regular training, monitoring and assessment.

Assessment and Support

Children's progress is assessed regularly. If gaps are identified, children receive timely **keep-up** support so that difficulties are addressed quickly and do not become barriers to learning.

Inclusion (SEND and EAL)

Phonics teaching is inclusive and accessible to all children. Adaptations may include: - Additional repetition and overlearning - Multisensory resources and visual prompts - Small-group or individual support - Pre-teaching of vocabulary and sounds

All children follow the same phonics progression and are supported from their individual starting points.

Reading

Early Reading

Children read books that are carefully matched to their phonics knowledge. These fully decodable texts allow children to practise sounds they have been taught and build reading confidence.

Re-reading is encouraged to develop: - Accuracy - Fluency - Expression and enjoyment

Reading for Pleasure

A love of reading is promoted through: - Daily story times - Exposure to high-quality fiction, non-fiction, poetry and rhyme - A diverse range of authors and texts - Regular visits to the school library and a visit to the local library

Developing Reading Skills

Children develop reading skills through: - 1:1 reading with an adult - Small-group guided reading - Discussions that build comprehension alongside decoding

Reading at Home

Parents play an important role in supporting reading at home. Guidance is shared with families to help them support phonics-based reading and encourage enjoyment of books.

Writing

Writing develops alongside phonics, so that children apply their growing sound knowledge when spelling words and writing sentences.

Emergent Writing

In the EYFS, children are given frequent opportunities to mark-make and write through play. Writing materials are available indoors and outdoors, and adults value all attempts at writing as part of children's development.

Writing for Purpose

Children write for real reasons, including: - Lists - Labels - Captions - Messages - Simple sentences and stories

Writing is often linked to shared texts, topics and children's interests.

Adult Modelling

Adults model writing regularly, showing children: - How to form letters - How to use phonics to spell words - How sentences are constructed - How to re-read writing to check meaning.

Modelling

Shared, Guided and Independent Writing

Children experience a balance of: - **Shared writing** – composing text together - **Guided writing** – targeted adult support in small groups - **Independent writing** – applying skills independently

This approach builds confidence, independence and resilience as writers.

Developing Writer Identity

Children are encouraged to see themselves as writers. Their ideas and efforts are celebrated, helping them to develop confidence and pride in their work.

Fine Motor Development

Strong fine motor skills support writing readiness. Children are provided with daily opportunities to develop hand strength and control, including: - Dough and malleable materials - Tweezers, threading and cutting activities - Mark making and drawing

Adults support correct pencil grip and posture and provide additional support where needed.

In addition, children take part in a **weekly Unlocking Letters and Sounds handwriting session**, where they first develop control through **pre-writing shapes and patterns**, before being taught **correct letter formation** in line with their phonics learning.

Being Imaginative and Expressive

Reading and writing are closely linked to creativity. Children are encouraged to: - Take part in role play and storytelling - Retell and invent stories orally - Use stories, rhymes and poems as inspiration - Act out stories and characters

These experiences support language development, imagination and early composition skills.

Early Learning Goals (End of Reception)

By the end of Reception, children working at the expected level will be able to:

Reading - Say a sound for each letter of the alphabet and at least 10 digraphs - Read words and simple sentences using phonics knowledge

Writing - Write recognisable letters, most correctly formed - Spell words using sounds they hear - Write simple phrases and sentences that can be read by others

Fine Motor Skills - Hold a pencil effectively for fluent writing - Use small tools with confidence and control

Being Imaginative and Expressive - Invent, retell and perform stories, songs and rhymes

Impact

By the time children leave EYFS, they: - Have secure foundations in phonics, reading and writing - Are confident and motivated readers - Write with increasing independence - Enjoy books, stories and writing - Are well prepared for the reading and writing demands of Key Stage 1