

# EYFS Development Matters 2020 Statements and ELGs 'Literacy'



## Birth to Three:

Enjoy songs and rhymes, tuning in and paying attention.  
Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  
Say some of the words in songs and rhymes.  
Copy finger movements and other gestures.  
Sing songs and say rhymes independently, for example, singing whilst playing.  
Enjoy sharing books with an adult.  
Pay attention and respond to the pictures or the words.  
Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.  
Repeat words and phrases from familiar stories.  
Ask questions about the book. Makes comments and shares their own ideas.  
Develop play around favourite stories using props.  
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.  
Enjoy drawing freely.  
Add some marks to their drawings, which they give meaning to. For example: "That says mummy."  
Make marks on their picture to stand for their name.



## Three and Four-Year-Olds:

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

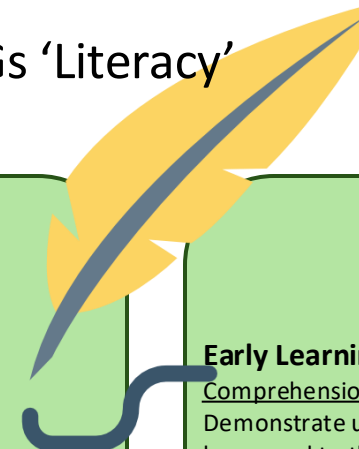
- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.  
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page;  
writing 'm' for mummy.  
Write some or all of their name.  
Write some letters accurately



## Children in Reception:

Read individual letters by saying the sounds for them.  
Blend sounds into words, so that they can read short words made up of known letter sound correspondences.  
Read some letter groups that each represent one sound and say sounds for them.  
Read a few common exception words matched to the school's phonic programme.  
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  
Form lower-case and capital letters correctly.  
Spell words by identifying the sounds and then writing the sound with letter/s.  
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  
Re-read what they have written to check that it makes sense.



## Early Learning Goals:

### Comprehension

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.

### Word Reading

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.

### Writing

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..

