

# Key Learning for EYFS Reception Communication, Language and Literacy



# Key Learning in Communication, Language and Literacy for Reception

## What is Key Learning in Communication, Language and Literacy?

Early Years Literacy experts at LPDS have created a comprehensive set of skills that encompass the learning and development within the Reception year. These key pieces of learning will guide teachers to plan communication, language and literacy opportunities, to support progress towards the Early Learning Goals.

The Key Learning statements have been derived from the *Early Years Foundation Stage Statutory Framework*, alongside the non-statutory guidance within *Development Matters* and *Birth to 5 Matters*. *The Reading Framework*, *Education Endowment Foundation* guidance and other relevant research materials have also underpinned this document.

The prime area of learning for Communication and Language has been broken down into Listening and Attention, Understanding, Speaking, Vocabulary and Participating and Performing. Similarly, the specific area of learning for Literacy has been broken down for Reading, into Word Reading and Comprehension and for Writing, into Transcription: phonics and handwriting, alongside Composition (articulating and structuring ideas) including vocabulary, grammar and punctuation.

## How might Key Learning in Communication, Language and Literacy be useful?

The Key Learning statements will help to focus teaching and learning in Reception and will aid planning for provision, alongside shared and guided learning. This resource also aims to guide teachers when designing a carefully considered, well sequenced and ambitious curriculum, towards children achieving the Early Learning Goals.

## EYFS Reception – Communication and Language

**Educational Programme:** The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### End of EYFS Expectations for Communication and Language – Early Learning Goals

ELG - Listening, Attention and Understanding	ELG - Speaking
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

### Key Learning Linked to Listening, Attention and Understanding

Listening and Attention	Understanding
<p><b>Listening</b></p> <p>Show awareness of how to listen carefully and why listening is important.</p> <p>Listen to others, one-to-one, in groups, whole class, in familiar situations during conversations or activities.</p> <p>Listen with enjoyment and interest to fiction and non-fiction texts, songs, rhymes and poems.</p> <p><b>Attention</b></p> <p>Maintain attention to an adult in a range of familiar and unfamiliar situations.</p> <p>Maintain attention and interest to an adult in whole class and small group sessions.</p> <p>Maintain attention to their peers in a range of familiar and unfamiliar situations.</p>	<p><b>Responding</b></p> <p>Respond with relevant comments, questions of their own, or actions when listening to stories, to instructions and when engaged in play activities.</p> <p><b>Demonstrating Understanding</b></p> <p>Follow a simple set of instructions in a range of contexts.</p> <p>Understand a variety of sentence structures, including:</p> <ul style="list-style-type: none"> <li>- negatives, e.g. <i>Don't touch the wet paint please!</i></li> <li>- plurals, e.g. <i>Please could you put those cars away?</i></li> <li>- tenses, e.g. <i>Have you brought your wellies today?</i></li> </ul> <p><b>Questioning</b></p> <p>Understand and respond to what, where, when, who, why, how questions about themselves and their own experiences.</p>

## Key Learning Linked to Speaking

Speaking	Vocabulary
<p><b>Speaking</b> Speak clearly and in full sentences.</p> <p>Use sentences that include more details, expressing their ideas about their feelings and experiences.</p> <p>Begin to speak in sentences using past, present and future tense when talking about themselves, activities, ideas and events.</p> <p>Use joining words during talk to extend ideas, e.g. <i>and, but, because</i>.</p> <p><b>Communicating</b> Communicate freely with different people, engaging in conversations considering the listener.</p> <p>Take turns to speak in different contexts including one-to-one, small groups and whole class discussions.</p> <p>Talk about and describe events in some detail to others.</p> <p><b>Clarifying Thinking</b> Use talk to clarify thinking and express their ideas and feelings.</p> <p>Orally recall events/narratives in the correct sequence, using their own words and pictures to support.</p> <p><b>Questioning</b> Ask questions to find out more and to check they understand what has been said to them.</p> <p>Ask and answer questions in different contexts including group activities, during their play, daily routines and/or in personal conversations with others.</p> <p><b>Reasoning</b> Talk about, explain and give reasons for actions, events and activities linked to their experiences, stories or other contexts.</p> <p>Use talk to explain how things work and why things might happen.</p>	<p><b>Vocabulary</b> Learn and understand selected new vocabulary.</p> <p>Use recently introduced vocabulary orally in discussions and conversations.</p> <p>Use an increasing range of vocabulary appropriately showing deeper understanding, e.g. <i>big, huge, enormous</i>.</p> <p>Understand that the same word can have different meanings and be able to say it in the relevant context, e.g. <i>light</i>.</p> <p>Talk about and discuss familiar events or characters in stories, non-fiction, rhymes and poems using newly taught vocabulary.</p>
	<p><b>Participating and Performing</b></p> <p><b>Narrative</b> Use the language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts, e.g. <i>in role-play areas and by using small world props</i>.</p> <p>Orally retell rhymes and simple stories, as a whole class, in small groups and one-to-one, using strategies such as pictures, actions, small world and props.</p> <p>Orally retell a new version of rhymes and simple stories, as a whole class, in small groups and one-to-one, using strategies such as pictures, actions, small world and props.</p> <p><b>Recalling</b> Use talk, actions and objects to recall and relive past experiences, e.g. <i>an experience or visit</i>.</p>

## EYFS Reception – Literacy Reading

**Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### End of EYFS Expectations for Literacy - Reading – Early Learning Goals

#### 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.

#### 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.

### Key Learning Linked to Reading

#### Word Reading

##### Oral Blending, GPC Recognition, Blending for Reading Words and Sentences

Blend phonemes orally to say Phase 2, Phase 3 and Phase 4 words or equivalent.

Recognise and enunciate correctly GPCs in Phase 2 and 3 or equivalent.

Blend to read VC and CVC words using Phase 2 GPCs or equivalent.

Blend to read VC and CVC words using Phase 3 GPCs or equivalent.

Blend to read two syllable words using Phase 2 and 3 GPCs or equivalent, e.g. *cobweb*, *raincoat*.

##### Common Exception (Tricky) Words

Read Phase 2 common exception (tricky) words or equivalent.

Read Phase 3 common exception (tricky) words or equivalent.

Read Phase 4 common exception (tricky) words or equivalent.

Read sentences including Phase 2 common exception (tricky) words or equivalent.

Read sentences including Phase 3 common exception (tricky) words or equivalent.

Read sentences including Phase 4 common exception (tricky) words or equivalent.

#### Comprehension

Listen to and discuss stories or information that has been read to them, or they have read themselves.

Recite a range of simple rhymes, songs and poems.

Understand and discuss the difference between text and illustrations in a range of text types.

Know that in English print is read from left to right and top to bottom, and that print conveys meaning in a range of texts.

Hold a book correctly and turn pages from front to back.

Talk about the front and back cover in stories, discuss the title and illustrations.

Discuss specific information in non-fiction texts, e.g. *labels*, *images*, *contents page*, *captions*, *glossary*.

<p>Blend to read a combination of adjacent consonants (Phase 4 or equivalent) at the beginning or at the end of words, including Phase 2 and 3 graphemes or equivalent.</p> <p>Blend to read polysyllabic words with Phase 2 and 3 graphemes or equivalent, and adjacent consonants, e.g. <i>toothbrush</i>, <i>sandpit</i>, <i>Manchester</i>.</p> <p>Recognise upper case letters alongside lowercase GPCs introduced to support decoding.</p> <p>Distinguish between a word, letter and a space.</p> <p>Read words consistent with phonic knowledge by accurately sound blending.</p> <p>Read phonetically decodable words within sentences using Phase 2 words or equivalent.</p> <p>Read phonetically decodable words within sentences using Phase 3 words or equivalent.</p> <p>Read phonetically decodable words within sentences using Phase 4 words or equivalent.</p>	<p>Read books consistent with phonic knowledge.</p>	<p>Make predictions and anticipate key events, with increasing confidence, based on illustrations, story content and title in stories that have been read to them, or they have read themselves.</p> <p>Look closely and discuss in more detail the illustrations to develop understanding of the story.</p> <p>Activate prior knowledge, e.g. <i>Do you know any stories about bears?</i></p> <p>Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry, rhymes and themes, e.g. <i>word rap</i>, <i>vocabulary wall</i>, <i>word tree</i>.</p> <p>Use and show understanding of recently introduced vocabulary appropriately, during discussions linked to non-fiction, rhymes, poetry and themes, and when retelling stories.</p> <p>Respond to questions using <i>who</i>, <i>what</i>, <i>where</i> and <i>when</i> linked to text and illustrations.</p> <p>Respond to questions about <i>how</i> and <i>why</i> something is happening.</p> <p>Identify, describe and discuss the main characters in stories.</p> <p>Explore what a character might say, feel and/or think.</p> <p>Identify, discuss and sequence the main events in stories.</p> <p>Use actions and pictures to orally retell stories and rhymes in their own words.</p> <p>Role-play stories and events, using simple props and recently introduced vocabulary.</p> <p>Articulate feelings linked to stories, songs, rhymes, non-fiction and poems.</p>
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## EYFS Reception – Literacy Writing

**Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### End of EYFS Expectations for Literacy- Writing – Early Learning Goals

ELG – Writing	ELG – Physical Development	
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>	<p><b>Gross Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrates strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b>Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>

### Key Learning Linked to Writing

Transcription – Phonics and Tricky Words	Composition – Articulating and Structuring Ideas
<p><b>Oral Segmenting, GPC Formation, Segmenting to Spell Words, Phrases and Sentences</b> Orally segment words into phonemes within Phase 2, Phase 3 and Phase 4 words or equivalent.</p> <p>Use some clearly identifiable letters to communicate meaning.</p> <p>Use appropriate letters for initial phonemes in words.</p> <p>Use clearly identifiable letters to represent some phonemes correctly and in sequence.</p> <p>Segment to spell VC and CVC words using Phase 2 GPCs or equivalent.</p> <p>Segment to spell VC and CVC words using Phase 3 GPCs or equivalent.</p>	<p>Give meaning to pre-phonemic writing:</p> <ul style="list-style-type: none"> <li>- patterns</li> <li>- pictures</li> <li>- random scribbling</li> <li>- scribble writing</li> <li>- symbols that represent letters</li> <li>- random letters or numerals</li> <li>- letter strings (continuous string of letters, symbols or numerals)</li> <li>- letter groups (groups of letters, symbols or numerals including spaces)</li> <li>- environmental print.</li> </ul> <p>Understand that thoughts and ideas can be written down using pictures, letters, words, phrases and sentences, either through adult scribing or a child making marks.</p> <p>Have ideas and reasons for mark-making and writing.</p>

<p>Segment to spell two syllable words using Phase 2 and 3 GPCs or equivalent, e.g. <i>cobweb</i>, <i>bedroom</i>.</p> <p>Begin to segment to spell a combination of adjacent consonants (Phase 4 or equivalent) at the beginning and at the end of words, including Phase 2 and 3 GPCs or equivalent.</p> <p>Begin to segment to spell polysyllabic words with Phase 2 and 3 GPCs or equivalent, and adjacent consonants, e.g. <i>toothbrush</i>, <i>sandpit</i>, <i>Manchester</i>.</p> <p>Make phonetically plausible attempts when writing words beyond current phonic knowledge.</p> <p>Write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 2 GPCs or equivalent.</p> <p>Write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 3 GPCs or equivalent.</p> <p>Begin to write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 4 GPCs or equivalent.</p> <p><b>Common Exception Words (tricky)</b></p> <p>Write Phase 2 (or equivalent) common exception words (tricky).</p> <p>Write Phase 3 (or equivalent) common exception words (tricky).</p> <p>Begin to write Phase 4 (or equivalent) common exception words (tricky).</p> <p>Write sentences including Phase 2 (or equivalent) common exception words (tricky).</p> <p>Write sentences including Phase 3 (or equivalent) common exception words (tricky).</p> <p>Begin to write sentences including Phase 4 (or equivalent) common exception words (tricky).</p>	<p>Give meaning to mark-making through drawing, painting, writing, and technology.</p> <p>Show some understanding of writing for different purposes and emulate adults' writing behaviours, e.g. <i>writing on a whiteboard</i>, <i>making a tally chart</i>, <i>creating a 'register'</i>.</p> <p>Know that in English, print is written from left to right and top to bottom and that print conveys meaning in a range of texts.</p> <p>Show some understanding of writing for different audiences, e.g. <i>writing a note to the fairy</i>, <i>creating a get well card for a friend</i>.</p> <p>Independently use writing during play.</p> <p>Write familiar words, e.g. <i>mummy</i>, <i>daddy</i>.</p> <p>Use developing phonic knowledge when composing and writing ideas.</p> <p>Orally compose a word, phrase or sentence and hold it in memory, before attempting to write it.</p> <p>Begin to use simple sentence forms, using strategies such as phonic fingers, counting the words to support.</p> <p>Create a simple narrative using drawings, words, phrases and sentences.</p> <p>Write different text forms for a range of purposes, e.g. <i>lists</i>, <i>stories</i>, <i>menus</i>, <i>instructions</i>, <i>labels</i>, <i>captions</i>, <i>recipes</i>, <i>letters</i>, <i>posters</i>.</p> <p>Respond to questions (who, what, where, when) linked to text and illustrations, using drawings, words, phrases and sentences.</p> <p>Use writing to say what a character might be thinking, saying or feeling.</p> <p>Sequence a simple story or event using drawings, words, phrases and sentences.</p> <p>Demonstrate some use of familiar language patterns of stories through mark-making, e.g. <i>Once upon a time</i>, <i>Suddenly</i>, <i>I'll huff and I'll puff</i>.</p> <p>Imitate stories and rhymes using pictures, words, phrases and sentences.</p> <p>Innovate stories and rhymes using pictures, words, phrases and sentences.</p>
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Transcription – Handwriting	Composition - Vocabulary, Grammar and Punctuation
<p>Demonstrate pre-phonemic writing:</p> <ul style="list-style-type: none"> <li>- patterns</li> <li>- pictures</li> <li>- random scribbling</li> <li>- scribble writing</li> <li>- symbols that represent letters</li> <li>- random letters or numerals</li> <li>- letter strings (continuous string of letters, symbols or numerals)</li> <li>- letter groups (groups of letters, symbols or numerals including spaces)</li> <li>- environmental print.</li> </ul> <p>Hold writing tools and implements with a developing grip, using an appropriate amount of pressure.</p> <p>Make marks, drawings and symbols with increasing control.</p> <p>Use some recognisable letters and symbols.</p> <p>Use handwriting patter/phrase to support formation, if appropriate.</p> <p>Form some lower-case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated.</p> <p>Form some capital letters correctly, including the initial letter of their name.</p> <p>Form letters from their name correctly.</p> <p>Write left to right and top to bottom.</p> <p>Begin to form clear ascenders ('tall letters') and descenders ('tails') to write recognisable letters.</p> <p>Form lower-case letters with developing consistency.</p> <p>Hold paper in position, and use preferred hand for writing, developing a comfortable pencil grip.</p> <p>Begin to write on the lines with some control of letter size.</p>	<p>Use recently introduced vocabulary orally and attempt in writing, e.g. <i>drawing and labelling a spider's web</i>.</p> <p>Explore and apply new vocabulary in writing linked to stories, non-fiction, poetry, rhymes and themes.</p> <p>Begin to recognise and know there needs to be spaces between words in a phrase or a simple sentence.</p> <p>Recognise and know that full stops are at the end of a sentence.</p> <p>Recognise and know that a sentence starts with a capital letter.</p> <p>Orally compose sentences that make sense.</p> <p>Write a simple phrase including finger spaces, that can be read by themselves and others.</p> <p>Write simple sentences including finger spaces that can be read by themselves and others.</p> <p>Re-read what they have written to check that it makes sense.</p>

## For further information contact:

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