



Ready Steady Write in Reception:

An Oracy-Based Approach

Policy Statement

At St Andrew's CE School, the teaching of literacy in Reception is rooted in high-quality oracy. Whilst the school uses the Ready Steady Write framework to support high-quality English teaching throughout the school, in Reception the programme is adapted to meet the developmental needs of our youngest learners. The emphasis is on developing spoken language, vocabulary, communication skills and early storytelling before expectations of extended independent writing.

We recognise that children's ability to talk, listen, understand and communicate ideas forms the foundation for future reading and writing success. Therefore, Ready Steady Write texts are used primarily as a stimulus for language development, vocabulary acquisition, storytelling and comprehension through rich discussion, role-play and collaborative learning experiences.

Principles

In Reception, Ready Steady Write is delivered through:

- High-quality picture books and carefully chosen texts.
- Daily opportunities for talk, discussion and vocabulary development.
- Storytelling, retelling and oral rehearsal.
- Role-play and imaginative play linked to texts.
- Adult modelling of language and sentence structures.
- Questioning that develops thinking and comprehension.
- Opportunities for children to explain, describe, predict and justify their ideas.
- Meaningful mark-making and emergent writing opportunities within continuous provision.

Expectations

Children are encouraged to:

- Listen attentively to stories and discussions.
- Learn and use new vocabulary in context.
- Retell stories and recount experiences orally.
- Develop confidence when speaking to peers and adults.
- Engage in collaborative conversations.
- Express ideas in full sentences where appropriate.
- Begin to make links between spoken language, phonics and early writing.

Adult-led writing tasks are kept developmentally appropriate and focus on applying taught phonics, recording simple ideas and building confidence as writers. Independent writing expectations will vary according to each child's stage of development.

Assessment

Assessment focuses primarily on children's progress within the Early Years Foundation Stage Communication and Language and Literacy areas of learning. Staff observe children's ability to listen, understand, converse, retell, explain and use new vocabulary, alongside their emerging mark-making and writing skills.

Commitment

By delivering Ready Steady Write through an oracy-centred approach in Reception, we ensure that children develop strong communication skills, a love of stories and the language foundations necessary to become successful readers and writers as they move into Key Stage 1.

"The limits of my language mean the limits of my world." Developing language through talk is therefore at the heart of our Reception curriculum.