

English Curriculum — EYFS Yearly Overview

| Word Structure and Spelling | Speaking and Listening | Text Structure | Sentence Structure |
|---|--|---|---|
| <p>Nursery: Secure at all aspects of phase 1 to ensure embedded sound discrimination at phase 2</p> <p>Orally using regular plural noun suffixes –s or –es</p> <p>Orally use suffixes that can be added to verbs.</p> <p>Reception: Secure at phase 2 & 3 Working confidently at phase 4.</p> <p>Introduce vowels and consonants.</p> | <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> | <p>Orally combining a series of sentences to convey meaning.</p> <p>Moving into recording meaningful text.</p> | <p>Orally using pronouns (he, she, it, his, her).</p> <p>Orally use determiners (the, a, an)</p> <p>Orally using simple adjectives</p> <p>Orally use causal connective (because) in response to a question.</p> <p>Speaking in <u>full sentences</u> (ensure sentence makes sense)</p> <p>Using ‘and’ orally then moving onto writing a simple sentence.</p> <p>Begin to write words and simple sentences moving into joining ideas using simple connectives (and, but, so, until, who, because).</p> |

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| Handwriting | Punctuation | Composition |
|---|---|---|
| <p>EYFS PD 30-50 Draws lines and circles using gross motor movements</p> <p>Holds pencil between thumb and two fingers, no longer using whole hand grasp</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control</p> <p>EYFS PD 40-60 Shows a preference for a dominant hand</p> <p>Begins to use anti-clockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>ELG <i>The children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</i></p> <p>Challenge: Begin to form lower case letters in the correct direction, starting and finishing in the right place</p> | <p>Introduce oral punctuation (with actions) when oral story telling e.g. The elephant trampled across the plains “full stop”. Also, introduce? !.</p> <p>Encourage use of intonation.</p> <p>As part of reading discussion and when moving into writing expect:</p> <p>Finger spaces Capital letters (sentence and names) Full stops Question marks Exclamation mark</p> | <p>Children have a range of opportunities to write for different purposes about things that interest them.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Write and draw simple instructions for everyday classroom use.</p> <p>To use and retell rhymes, traditional and pattern stories as models for their own writing</p> <p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense <p>Include simple story language <i>Eg Once upon a time, First / Then / Next, But, So, Finally,.....happily ever after</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - discuss what they have written with the teacher or other pupils - Read aloud their writing, clearly enough to be heard by their peers and the teacher. |

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| Word Reading | Comprehension | Terminology | Text Type Coverage |
|--|--|---|---|
| <p>EYFS 30-50 Months Reading Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration Recognises rhythm in spoken words Recognises familiar words and signs such as, own name and advertising logos Knows information can be relayed in the form of print Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>EYFS 40-60 Months Reading Continues a rhyming string Hears and says the initial sound in words Can segment the sounds in simple words and blend them together and knows which letters represent some of them Links sounds to letters, naming and sounding the letters of the alphabet Begins to read words and simple sentences (<i>understands the difference between a word and a sentence</i>)</p> <p>ELG <i>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</i></p> | <p><u>30-50 months Reading</u> Beginning to be aware of the ways stories are structured Listens to stories with increasing attention and recall Describes main setting, events and principle characters Shows interest in illustrations and print in books and print in the environment</p> <p><u>40-60 months Reading</u> Knows that information can be retrieved from books and computers</p> <p><u>ELG</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common regular words. They demonstrate understanding when talking with others about what they have read.</p> | <p>(Teach the concept then provide the language) Sound Letter Word Sentence Full stop Capital letter Question mark Exclamation mark Punctuation Connective/conjunction Adjectives Vowels</p> | <p>Read a range of:</p> <p>Fiction:</p> <ul style="list-style-type: none"> - Traditional tales (goodies and baddies) - Fairy Tales - Counting stories (Sequence, orally retell, perform, role play) <p>Non-Fiction:</p> <ul style="list-style-type: none"> - Names - Labels - Caption - Letter - Instructions - Invitations - Notices - Wanted posters - Recounts <p>Poetry:</p> <ul style="list-style-type: none"> - Nursery rhymes - Counting songs - Jingles - Sounds in the environment - Shape poems - Simple performance poetry |

This Long Term Plan is a progression across Nursery & Reception that requires delivery of the Letters and Sounds Teaching Programme – Phase 1 to Phase 4. Some pupils will be capable of moving onto Year 1 expectations. Children not working at Phase 4 by the end of Reception will need a programme of additional support on entry to Year 1.