

## EYFS – English

### **What our children will learn:**

At our school the progression of Knowledge and Skills in English at EYFS is taken from the Prime Areas of Communication and Understanding and Movement and Handling and the Specific Area of Literacy from the non-statutory guidance for Early Years Outcomes (formerly known as Development Matters) that underpin assessment of children’s Learning and Development towards the EYFS Profile Early Learning Goals within Early Years Foundation Stage (EYFS, 2012).

The following information shows the typical range of development (40-60 months) grouped into three broad steps (Beginning, Developing, Secure) and suggests an order in which some of the skills can be taught. This is based on the typical needs of children in our EYFS. This information also assists assessment as to whether children are working at the beginning, developing, working securely or have achieved the standard described by the ELG statements, and therefore, plans for their next steps.

We promote a love of reading and writing whereby children want to read and write spontaneously with enjoyment.

### **Intent**

40 – 60 Months BEGINNING
<b>Reading</b> • I can continue a rhyming string. • I can hear and say the initial sound in words. • I am beginning to segment the sounds in simple CVC words (orally.) • I am beginning to blend sounds in CVC words together (orally.) • I am beginning to know which letters represent some of sounds I can hear in CVC words. • I can recognise all the letters of the alphabet and say the sound each letter makes.
<b>Letters and Sounds</b> • I know all the GPCs from Phase 2. • I can read some high frequency words and tricky words from Phase 2 • I am beginning to learn the GPCs from Phase 3.
<b>Writing</b> • I can give meaning to marks I make as I draw, write and paint. • I am beginning to break the flow of speech into words. (by ‘flashing’ words in the air when saying a sentence) • I can write my name . • I am beginning to segment the sounds in simple CVC words (orally.) • I am beginning to blend sounds in CVC words together (orally.) • I am beginning to knows which letters represent some of sounds I can hear in CVC words. • I can recognise all the letters of the alphabet and say the sound each letter makes.
<b>Physical Development: Moving and Handling</b> • I can hold a pencil near the point between the first two fingers and thumb and use it with good control.(30-50) • I can copy some letters eg from my name. (30-50) • I show a preference for a dominant hand. • I am beginning to use anticlockwise movements and retrace vertical lines. • I can trace and copy handwriting patterns in sand, in the air, in paint, in foam, with pencils and felt tips. • I can form the letters of my name correctly with support.
<b>Communication and Language</b> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. • Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise,

sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.

#### 40 – 60 Months DEVELOPING

##### Reading

I can blend CVC words • I am beginning to blend sounds from Phase 3 to read words. • I know the sounds of all alphabet letters and most of the names. • I can identify a full stop when I am reading to an adult • I am beginning to read words and simple sentences. • I can use vocabulary and forms of speech that are increasingly influenced by my experience of books. • I enjoy an increasing range of books. • I know that information can be retrieved from books and computers

##### Letters and Sounds

I know most of the GPCs from Phase 3 • I can read high frequency words and tricky words from Phase 2 • I can read some high frequency words and tricky words from Phase 3

##### Writing

• I can segment CVC words for spelling • I am beginning to segment sounds from Phase 3 to spell words. • I know the sounds of all alphabet letters and most of the names. • I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • I can write my own name and other things such as labels and captions. • I attempt to write short sentences in meaningful contexts.

##### Physical Development: Moving and Handling

• I am beginning to form recognisable letters. • I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. • I can form the letters of my name correctly • I am beginning to form groups of letters in the same way, for example, coat hanger letters, straight line family etc.

##### Communication and Language

• Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. • Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.

40 – 60 Months SECURE/ELG

Reading

Early Learning Goal •I can read and understand simple sentences. •I can use my knowledge of phonics to decode regular words and read them aloud accurately. •I can read some common irregular words. •I demonstrate understanding when talking with others about what they have read.

Letters and Sounds

I know all of the GPCs from Phase 3. I can read high frequency words and tricky words from Phase 3 I can read and segment adjacent consonants from Phase 4 I can sound out words with more than one syllable

Writing

Early Learning Goal •I can use my knowledge of phonics to write words in ways which match their spoken sounds. •I can write some irregular common words. •I can write simple sentences which I can read and so can my teacher. •I can spell some words correctly and I make phonetically plausible attempts at other words

Physical Development: Moving and Handling

•I can form most letters of the alphabet correctly Early Learning Goal •I can handle equipment and tools effectively, including pencils for writing.

Communication and Language

Early Learning Goal – Listening and Attention

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. Early Learning Goal - Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Early Learning Goal – Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

## Implementation

### How the English Curriculum is delivered in Prime areas:

Prime area	How it is taught
<b>Communication and Language</b>	<p>Adult-led: daily story time using a quality text including discussion about the text. Daily singing and rhyme sessions. Show and Tell sessions each week with opportunities for children to ask and answer questions. Regular whole class sessions to introduce teaching points from curriculum themes. Guided whole class imagination sessions at least weekly with question and answer sessions. Regular 1:1 adult reading sessions with comprehension questions at the end of every book.</p> <p>Adult –initiated: well resourced indoor and outdoor provision areas which are enhanced to link with current theme. Adults initiate and model a task which will enable pupils to learn and develop communication and language skills.</p> <p>Child – initiated: indoor and outdoor provision provides pupils with opportunities to practise and extend communication and language skills. Adults support and redirect if necessary using professional judgement.</p>
<b>Physical Development: Moving and Handling</b>	<p>Adult-led: weekly letter formation practice. Targeted ‘Funky Fingers’ activities to improve fine motor skills. Letter formation practice in daily letters and sounds lessons. Weekly formal PE lesson to develop motor skills.</p> <p>Adult –initiated: well resourced indoor and outdoor provision areas which are enhanced to link with current theme. Adults initiate and model a task which will enable pupils to learn and develop fine and gross motor skills.</p> <p>Child – initiated: indoor and outdoor provision provides pupils with opportunities to practise and extend physical development. Adults support and redirect if necessary using professional judgement.</p>

## How the English Curriculum is delivered in Specific areas:

Specific area	How it is taught
<b>Literacy: Reading</b>	<p>Adult-led: daily story time using a quality text including discussion about the text. Daily singing and rhyme sessions. Daily Letters and Sounds lessons. Individual reading at least twice each week (daily for some children). Structured phonics reading scheme. Bedtime reading books selected with parents and taken home.</p> <p>Adult –initiated: well resourced indoor and outdoor provision areas including the reading area. Adults initiate and model tasks which will enable pupils to learn and develop communication and language skills. Weekly buddy reading sessions.</p> <p>Child – initiated: indoor and outdoor provision provides pupils with opportunities to practise and extend reading skills. Adults support and redirect if necessary using professional judgement.</p>
<b>Literacy: Writing</b>	<p>Adult-led: weekly letter formation practice. Daily Letters and Sounds lessons. Class text is used to stimulate written responses in regular small group session led by an adult. Structured phonic writing session to reinforce previous weeks Letters and Sounds. Fortnightly text is used to stimulate writing.</p> <p>Adult –initiated: well resourced indoor and outdoor provision areas which are enhanced to link with current theme. Adults initiate and model a task which will enable pupils to practise writing skills. Child – initiated: indoor and outdoor provision provides pupils with opportunities to practise and extend writing skills. Adults support and redirect if necessary using professional judgement.</p>

## Impact

Prime area	Assessment
<b>Communication and Language</b>	Ongoing observations of pupils’ learning are recorded in Learning Journeys. Information from the observations is used to make assessments using the criteria from the Early Years outcomes. These are recorded on-entry and at the end of each term on Insight.
<b>Physical Development: Moving and Handling</b>	Ongoing Assessments: see above. In addition, formal assessments take place at the end of each phase of Letters and Sounds from which judgements can be made about the pupils’ ability to form letters effectively for writing.

Specific area	How it is taught
<b>Literacy: Reading</b>	Ongoing observations of pupils’ learning are recorded in Learning Journeys. Information from the observations is used to make assessments using the criteria from the Early Years outcomes. These are recorded on-entry and at the end of each term on Insight.
<b>Literacy: Writing</b>	Ongoing Assessments: see above. In addition, formal assessments take place at the end of each phase of Letters and Sounds from

	which judgements can be made about the pupils' ability to write words using their knowledge of phonics.
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