

EYFS English related curriculum- Year A

	Going on a Journey		Castles and Homes		People in Our Community	Mini beasts
Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Communication and Language	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.					
	Listening Attention & Understanding Children will be able to understand how to listen carefully and know why it is important. Children will listen carefully to rhymes and songs, paying attention to how they sound. This will continue throughout the year.	Listening Attention & Understanding Children will begin to understand how and why questions.	Listening Attention & Understanding Children will learn to ask questions to find out more.	Listening Attention & Understanding Children will retell a story and follow a story prompt without pictures or props to build familiarity and understanding.	Listening Attention & Understanding Children will be able to understand a question such as who, what, where, when, why and how.	Listening Attention & Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.
	Speaking Children will talk in front of small groups and their teacher offering their own ideas and joining in with social phrases.	Speaking Children will use new vocabulary throughout the day.	Speaking Children will talk in sentences using conjunctions e.g. and, because Children to continue to use new vocabulary in different contexts.	Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Speaking Children will use talk to organise, sequence, and clarify thinking, ideas, feelings and events with detail. Children to continue to use new vocabulary in different contexts.	Speaking Children will use talk in sentences using a range of tenses.
	Listening Attention & Understanding ELG 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.					
	Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Links to KS1 readiness	Listening Skills To listen to others in a range of situations and usually respond appropriately. Following Instruction To understand instructions with more than one point in many situations. Asking and Answering Questions To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).			Vocabulary building and standard English To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices. Speaking for a range of purposes To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.		

EYFS English related curriculum- Year A

	Drama, performance and confidence To speak clearly in a way that is easy to understand To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session To know when it is their turn to speak in a small group presentation or play performance To take part in a simple role play of a known story.	Participation in a range of discussion To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.
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	Going on a Journey		Castles and Homes		People in Our Community	Mini beasts
Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me! 	My Special Journeys 	Our Homes 	Castles and Knights 	People in Our Community 	Marvellous Mini beasts 
Literacy	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). In line with the rest of the school, Phonics is taught following the Little Wandle Letters and Sounds programme.					
	Comprehension Children to talk about the stories they have heard, recalling some characters and events that happened. Children to join in with familiar rhymes and songs.	Comprehension Children to retell the key events in stories and start to recall facts from non-fiction. Children to talk about what has happened in the story so far.	Comprehension Children to describe the key events in stories or rhymes in some detail, to recall facts from non-fiction texts and predict what might happen next in a story. Children to use the language they have heard in stories in their play and discussions.	Comprehension Children to seek familiar texts or stories to re-read in the book area. Children to request favourite stories and poems for example during Vote for a story.	Comprehension Children to explain what they have read or has been read to them. Children to retell simple stories using their own words and recently introduced vocabulary. Children to share a favourite book with a friend, retelling the story in their own way repeating known phrases from the text.	Comprehension Children to anticipate – where appropriate – key events in stories. Children to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Word Reading Little Wandle Phase 2 Children to hear and say the Phase 2 sounds in cvc words and start to blend the sounds together to read some cvc words.	Word Reading Little Wandle Phase 2 Children to continue to hear and say the Phase 2 sounds in cvc words and develop their blending skills to read cvc words. Children to begin to recognise HFW. Children to begin to read some simple captions, e.g. the cat and the dog.	Word Reading Little Wandle Phase 3 Children to recognise and say all Phase 2 single sounds and start to identify some digraphs. Children to read words with double letters and longer words. Children to read captions and sentences.	Word Reading Little Wandle Phase 3 Children to read words which contain two or more digraphs, compound words and plurals.	Word Reading Little Wandle Phase 4 Children to read short vowel cvcc, ccvc, ccvcc and cccvc words. Children also to read root words with ing, ed, est endings.	Word Reading Little Wandle Phase 4 Children to read long vowel cvcc, ccvc, cccvc and ccvcc words. Children to read root words ending in ing, ed, er, est.

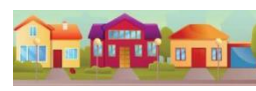
EYFS English related curriculum- Year A

	Writing Composition: Children to use talk to link ideas, clarify thinking and feelings. They will write their name by copying it from a name card or try to write it from memory. Some children may begin to write some initial sounds such as ‘m for mum’ Spelling: Children to orally segment sounds in simple words, e.g. c-a-t. and say the initial sounds in most words. Handwriting: Children to draw lines and circles and write some recognisable letters from their name.	Writing Composition: Children to segment cvc words and attempt to write them using phonic sounds that have been taught. They may begin to write short phrases with support and know there is a sound/symbol relationship. Children will write letters and strings, sometimes in clusters like words. Spelling: Children to write their own name and identify known letters to match initial sounds (phase 2). They will also match some phase 2 letters and sounds (GPC). The children will also write VC and some CVC words and labels e.g. c-a-t. Handwriting: Children will form letters from their name correctly, focussing on modelling comfortable pen grip. They will begin to form other recognisable letters from Phase 2 phonics using the Little Wand letter formation phrases.	Writing Composition: Children to orally compose a caption and hold it in their memory before attempting to write it (with support). Spelling: Children to write VC and CVC words independently using taught Phase 2 graphemes. Handwriting: Children to show a dominant hand and write from left to right and top to bottom forming recognisable letters. Following modelling, children to use the tripod finger grasp when writing painting, chalking etc. Children to retrace vertical lines and working on improving anti-clockwise movements. When writing words, children to learn to control their letter size Children to be given regular reminders about posture when working at tables: forearms on the table and feet flat on the floor.	Writing Composition: Children to write short captions independently. They will also begin to write a simple sentence with support. Spelling: Children to segment to spell words independently using Phase 2 and some taught Phase 3 digraphs. Children to also spell some HFW independently, e.g. the, to etc. Handwriting: Children to hold a pencil effectively to form recognisable letters (all lowercase letters). Children to start using some capital letters (uppercase) when writing and know how to form ear ascenders and descenders. Focus on developing a comfortable way of writing – tripod pencil grip position on paper, writing from left to write when writing. Anti-clockwise movements focussed; children should be able to retrace vertical lines.	Writing Composition: Children to continue developing the ability to write captions and short sentences independently. They can also read their writing back to themselves. Spelling: Children to spell words by drawing on knowledge of known grapheme correspondences. Children to make phonetically plausible attempts when writing more complex unknown words. Handwriting: Children to form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Children to include spaces between words with support.	Writing Composition: Children to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Children to also write different text forms for different purposes (e.g., lists, simple stories, instructions). They can read their own sentences and so can teachers. Spelling: Children to spell words by drawing on knowledge of known grapheme correspondences. Children to make phonetically plausible attempts when writing more complex unknown words. Children to also spell more HFW independently, e.g. he, she, we, be, me Handwriting: Children to use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Children to independently use finger spaces between their words.
	Comprehension ELG 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 ELG 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 ELG Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in the word and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
Links to KS1 readiness	Learning to Read Developing phonemic knowledge through ALS phonics and other phonic opportunities. Developing a knowledge of stories including rhyme and identifying the rhyming words within the text. Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. Reading to Learn Developing their skills and abilities in retelling familiar stories.			Learning to Write Hold pencils, pens and other marking tools appropriately so that they can make marks in an increasingly controlled way. To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. Writing to Learn		

EYFS English related curriculum- Year A

	Recognising that books have information that helps them to learn. Reading for Enjoyment Routinely accessing picture books and stories Listening to others expressively tell stories. Learning that stories and books can put them in imaginary worlds full of adventure and excitement.	Write independently to communicate their thoughts and ideas about their lived experiences. Write words and sentences to help them to remember what they have done. Writing for Enjoyment Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.
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EYFS English related curriculum Year B

	Stories	Arctic Animals	Houses and Homes		Our World	
Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Communication and Language	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.					
	Listening Attention & Understanding Children will be able to understand how to listen carefully and know why it is important. Children will listen carefully to rhymes and songs, paying attention to how they sound. This will continue throughout the year.	Listening Attention & Understanding Children will begin to understand how and why questions.	Listening Attention & Understanding Children will learn to ask questions to find out more.	Listening Attention & Understanding Children will retell a story and follow a story prompt without pictures or props to build familiarity and understanding.	Listening Attention & Understanding Children will be able to understand a question such as who, what, where, when, why and how	Listening Attention & Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.
	Speaking Children will talk in front of small groups and their teacher offering their own ideas and joining in with social phrases.	Speaking Children will use new vocabulary throughout the day.	Speaking Children will talk in sentences using conjunctions e.g. and, because Children to continue to use new vocabulary in different contexts.	Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Speaking Children will use talk to organise, sequence, and clarify thinking, ideas, feelings and events with detail. Children to continue to use new vocabulary in different contexts.	Speaking Children will use talk in sentences using a range of tenses.

EYFS English related curriculum- Year A

	Listening, Attention & Understanding ELG 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
Links to KS1 readiness	Listening Skills To listen to others in a range of situations and usually respond appropriately. Following Instruction To understand instructions with more than one point in many situations. Asking and Answering Questions To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers). Drama, performance and confidence To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show’r’ tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple re-play of a known story.	Vocabulary building and standard English To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices. Speaking for a range of purposes To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud. Participation in a range of discussion To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.

	Stories	Arctic Animals	House and Homes		Our World	
Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy						
	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). In line with the rest of the school, Phonics is taught following the Little Wandle Letters and Sounds programme.					

EYFS English related curriculum- Year A

	Comprehension Children to talk about the stories they have heard, recalling some characters and events that happened. Children to join in with familiar rhymes and songs.	Comprehension Children to retell the key events in stories and start to recall facts from non-fiction. Children to talk about what has happened in the story so far.	Comprehension Children to describe the key events in stories or rhymes in some detail, to recall facts from non-fiction texts and predict what might happen next in a story. Children to use the language they have heard in stories in their play and discussions	Comprehension Children to seek familiar texts or stories to re-read in the book area. Children to request favourite stories and poems for example during Vote for a story.	Comprehension Children to explain what they have read or has been read to them. Children to retell simple stories using their own words and recently introduced vocabulary. Children to share a favourite book with a friend, retelling the story in their own way repeating known phrases from the text.	Comprehension Children to anticipate – where appropriate – key events in stories. Children to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
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	Writing Composition Children to use talk to link ideas, clarify thinking and feelings. They will write their name by copying it from a name card or try to write it from memory. Some children may begin to write some initial sounds such as ‘m’ for mum Spelling Children to orally segment sounds in simple words, e.g. c-a-t. and say the initial sounds in most words. Handwriting Children to draw lines and circles and write some recognisable letters from their name.	Writing Composition Children to segment cvc words and attempt to write them using phonic sounds that have been taught. They may begin to write short phrases with support and know there is a sound/symbol relationship. Children will write letters and strings, sometimes in clusters like words. Spelling Children to write their own name and identify known letters to match initial sounds (phase 2). They will also match some phase 2 letters and sounds (GPC). The children will also write VC and some CVC words and labels e.g. c-a-t. Handwriting	Writing Composition Children to orally compose a caption and hold it in their memory before attempting to write it (with support). Spelling Children to write VC and CVC words independently using taught Phase 2 graphemes. Handwriting Children to show a dominant hand and write from left to right and top to bottom for joining recognisable letters. Following modelling, children to use the tripod finger grasp when writing painting, chalking etc. Children to retrace vertical lines and working on improving	Writing Composition Children to write short captions independently. They will also begin to write a simple sentence with support. Spelling Children to segment to spell words independently using Phase 2 and some taught Phase 3 digraphs. Children to also spell some HF W independently, e.g. the, to etc. Handwriting Children to hold a pencil effectively to form recognisable letters (all lowercase letters). Children to start using some capital letters (uppercase) when writing and know how to form ear ascenders and descenders.	Writing Composition Children to continue developing the ability to write captions and short sentences independently. They can also read their writing back to themselves. Spelling Children to spell words by drawing on knowledge of known grapheme correspondences. Children to make phonetically plausible attempts when writing more complex unknown words. Handwriting Children to form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Children to include spaces between words with support.	Writing Composition Children to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Children to also write different text forms for different purposes (e.g., lists, simple stories, instructions). They can read their own sentences and so can teachers. Spelling Children to spell words by drawing on knowledge of known grapheme correspondences. Children to make phonetically plausible attempts when writing more complex unknown words. Children to also spell more HF W independently, e.g. he, she, we, be, me Handwriting Children to use a pencil confidently to write letters that can be clearly

EYFS English related curriculum- Year A

		Children will form letters from their name correctly, focussing on modelling comfortable pen grip. They will begin to form other recognisable letters from Phase 2 phonics using the Little Wandle letter formation phrases.	antidockwise movements. When writing words, children to learn to control their letter size. Children to be given regular reminders about posture when working at tables: forearms on the table and feet flat on the floor.	Focus on developing a comfortable way of writing – tripod pencil grip position on paper, writing from left to right when writing. Antidockwise movements focussed; children should be able to retrace vertical lines.		recognised and for some capital letters correctly. Children to independently use finger spaces between their words.
	Comprehension ELG 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 ELG Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonics knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. Writing ELG Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in the word and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
Links to KS1 readiness	Learning to Read Developing phonemic knowledge through ALS phonics and other phonics opportunities. Developing a knowledge of stories including rhyme and identifying the rhyming words within the text. Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. Reading to Learn Developing their skills and abilities in retelling familiar stories. Recognising that books have information that helps them to learn. Reading for Enjoyment Routinely accessing picture books and stories. Listening to others expressively tell stories. Learning that stories and books can put them in imaginary worlds full of adventure and excitement.			Learning to Write Holds pencils, pens and other marking tools appropriately so that they can make marks in an increasingly controlled way. To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. Writing to Learn Write independently to communicate their thoughts and ideas about their lived experiences. Write words and sentences to help them to remember what they have done. Writing for Enjoyment Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.		