**EYFS English Curriculum**

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| **WRITING** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ***Purpose, text type and stimulus*** | Recall of phonemes | Writing CVC words | Writing CVC words and sentences based on phonicsWriting simple sentences and lists | Writing sentences, lists and labels based on topics | Writing re-tell of familiar stories | Writing imaginative short stories using some descriptive language |
|  | The Christmas Story | Winter non-fiction booksChinese New Year Story‘Whatever Next’ | ‘The Very Hungry Caterpillar’‘The Teeny Weeny Tadpole’‘Once There Were Giants’‘Look Out for the Big Bad Fish’ | ‘The Night Pirates’‘Patch the Pirate Cat’‘Captain Flinn and the Pirate Dinosaurs’ | ‘The Selfish Crocodile’‘Rumble in the Jungle’‘Giraffe’s Can’t Dance’ |
| ***Writing ELG***  | **Children at the expected level of development will:** Use their developing phonic knowledge to write things such as labels and captions, progressing to simple sentencesWrite recognisable letters, most of which are correctly formedSpell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others. |
| ***Punctuation and Grammar*** | **Children at the expected level of development will use:** * Capital letters and full stops to punctuate some sentences
* Joining clauses using and
* Re call phonemes and spell some common exception words
* Capital letter for personal pronoun ‘I’

Understand the following terminology-* Letter, capital letter, word, plural, sentence, full stop.
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| ***Key terminology*** | **Introduce:**Word, sentence, letter, grapheme, digraph, trigraph, sound, capital letter, full stop. |
| ***Handwriting***  | **Children at the expected level of development will:** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all casesForm recognisable letters independentlyUse anticlockwise movement and retrace vertical lines |

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| **Reading** | Intent We intend to develop the children’s recognition of phonemes and for them to identify the digraphs and trigraphs in words. We will develop their skills in EYFS so that they can read accurately and confidently by blending the sounds in words that contain common graphemes. We will improve these skills further by modelling and teaching the children to use expression and encourage them to read fluently. We will encourage children to recognise ‘tricky’ words in sentences and to have a good understanding of the story.We intend to nurture the children’s love and enjoyment of reading for pleasure by being good role models and reading to the children every day during story time. We share and discuss a wide range of poems, stories and non-fiction with the children that are beyond that which they can read independently. This exposes the children to a wide range of vocabulary.We intend to encourage pupils to tell and retell lots of stories with enthusiasm, engagement and enjoyment including fairy stories and well-known rhymes. The children have opportunities to do this in our classroom reading areas, in role play areas and small world areas.ImplementationAs EYFS teachers, we will endeavour to: • Develop children with a positive attitude and love of reading.• Nurture the love and enjoyment of reading for pleasure by being good role models. • Allow many opportunities for pupils to listen to and discuss a wide range of fiction and non-fiction books.• Share retelling, role-play and discussions about books that the children have read. • Develop pupils’ love and interest in new vocabulary that they meet in their reading.• Encourage children to discuss their reading and ask questions to develop their understanding and comprehension. |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Little Wandle Phonics****Phoneme/grapheme focus** | Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 ck e u r Week 5 h b f l **Tricky words:**Is, I, the  | Week 1 ff ll ss j p Week 2 v w x y Week 3 z zz qu ch Week 4 sh th ng nk Week 5 • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags)**Tricky words:**As, and, has, his, her, go, no, to, into, she, he, of, we, me, be | Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp Week 5 longer words**Tricky words:**Was, you, they, my, by, all, are, sure, pure  | Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi earWeek 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in –ing compound words Week 5 longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end**Tricky words:**Review all taught so far Secure spelling | Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC Week 4 longer words compound words Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est **Tricky words:**there when what one out today were here little says said so have likesome come love do | Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words Week 4 root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 root words ending in: –er, –est longer words**Tricky words:**Review all taught so far Secure spelling |
| **Reading ELG** | **Children at the expected level of development will:**Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.Includes everyday literacy artefacts in play.Says a sound for each letter in the alphabet and at least 10 digraphsRead words consistent with their phonic knowledge by sound-blendingRead aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out wordsRe-read these books to build up their fluency and confidence in word reading and to develop their comprehension skills. |
| ***Comprehension*** | Pupils should be taught to develop their vocabulary and their understanding by:* listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
* being encouraged to link what they read or hear read to their own experiences
* recognising and joining in with predictable phrases
* discussing word meanings, linking new meanings to those already known
* drawing on what they already know or on background information and vocabulary provided by the teacher
* checking that the text makes sense to them as they read and correcting inaccurate reading
* discussing the significance of the title and events
* making inferences on the basis of what is being said and done
* predicting what might happen on the basis of what has been read so far
* participate in discussion about what is read to them, taking turns and listening to what others say
* explain clearly their understanding of what is read to them.
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| **Listening, Attention and Understanding ELG****Speaking ELG** | **Children at the expected level of development will:**Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**Children at the expected level of development will:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabularyOffer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriateExpress 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. |