

## Early Years Foundation Stage English Curriculum Overview

Word Structure and Spelling	Speaking and Listening	Text Structure	Sentence structure
<p><b>Reception:</b></p> <p>Competent at using Fred talk.</p> <p>Secure at recognising letter sounds in Read Write Inc.</p> <p>Using letter sounds to segment and blend to read and write simple cvc and ccvc words.</p> <p>Recognise and read the first 100 sight words.</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><b><u>Early Learning Goal</u></b>  <b>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.</b></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 <b>adjectives</b>. Orally use causal <b>connective</b> (because) in response to a question.</p> <p>Speaking in <b>full sentences</b> (ensure <b>sentence</b> makes sense).</p> <p>Using ‘and’ orally then moving onto writing a simple <b>sentence</b>.</p> <p>Begin to write <b>words</b> and simple sentences moving into joining ideas using simple <b>connectives</b> (and, but, so, until, who, because).</p>
<b>Handwriting</b>		<b>Punctuation</b>	<b>Composition</b>

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<p><b>Physical Development 30-50 months</b> 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><b>Physical Development 40-60 months</b> 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><b><u>Early Learning Goal</u></b> <b>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.</b></p>	<p>Introduce oral <b>punctuation</b> (with actions) when oral story telling e.g. The elephant trampled across the plains “full stop”. Also, introduce? and !.</p> <p>Encourage use of intonation.</p> <p>As part of reading discussion and when moving into writing expect: <b>Finger spaces</b> <b>Capital letters</b> (sentence and names) <b>Full stops</b> <b>Question and Exclamation marks</b></p>	<p><b>Children have a range of opportunities to write for different purposes about things that interest them. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</b></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"><li>• saying out loud what they are going to write about</li><li>• composing a sentence orally before writing it</li><li>• sequencing sentences to form short narratives</li><li>• re-reading what they have written to check that it makes sense Include simple story language <i>Eg Once upon a time, First / Then / Next, But, So, Finally,.....happily ever after.</i></li></ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• discuss what they have written with the teacher or other pupils.</li><li>• Read aloud their writing, clearly enough to be heard by their peers and the teacher.</li></ul>
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Word Reading	Comprehension	Terminology	Text Type Coverage
<p><b>Reading 30-50 Months</b> Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Recognises familiar words and signs such as, own name and advertising logos.</p> <p>Knows information can be relayed in the form of print.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>Reading 40-60 Months</b> Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences (<i>understands the difference between a word and a sentence</i>)</p> <p><b>Early Learning Goal</b> <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</i></p>	<p><b>Reading 30-50 months</b> Beginning to be aware of the ways stories are structured.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main setting, events and principle characters.</p> <p>Shows interest in illustrations and print in books and print in the environment</p> <p><b>Reading 40-60 months</b> Knows that information can be retrieved from books and computers.</p> <p><b>Early Learning Goal</b> <b>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</b></p>	<p>(Teach the concept then provide the language)</p> <p><b>Sound</b></p> <p><b>Letter</b></p> <p><b>Word</b></p> <p><b>Sentence</b></p> <p><b>Full stop</b></p> <p><b>Capital letter</b></p> <p><b>Question mark</b></p> <p><b>Exclamation mark</b></p> <p><b>Punctuation</b></p> <p><b>Connective/cojunction</b></p> <p><b>Adjectives</b></p> <p><b>Vowels</b></p>	<p>Read a range of:</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>• Traditional tales (goodies and baddies)</li> <li>• Fairy Tales</li> <li>• Counting stories (Sequence, orally retell, perform, role play)</li> <li>• Repeated Refrains</li> </ul> <p>Non---Fiction:</p> <ul style="list-style-type: none"> <li>• Names</li> <li>• Labels</li> <li>• Caption</li> <li>• Letter</li> <li>• Instructions</li> <li>• Invitations</li> <li>• Notices</li> <li>• Wanted posters</li> <li>• Recounts</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>• Nursery rhymes</li> <li>• Counting songs</li> <li>• Jingles</li> <li>• Sounds in the environment</li> </ul>

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<i>understanding when talking with others about what they have read.</i>	<b>talking with others about what they have read.</b>		
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**This Long Term Plan is a progression across the Reception year that requires delivery of the Read Write Inc. Teaching Programme. Children not working at segmenting and blending simple words by the end of Reception will need a programme of additional support on entry to Year 1. By the end of the year some pupils will be capable of moving onto Exceeding and Year 1 expectations.**