



## ENGLISH IN EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for English.

The most relevant statements for English are taken from the following areas of learning:

- Literacy
- Communication and Language

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: playing and exploring – children investigate and experience things, and ‘have a go’; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.

Literacy	
Three and Four Year Olds (Nursery)	<p>Literacy</p> <ul style="list-style-type: none"><li>• Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing</li><li>• Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</li><li>• Engage in extended conversations about stories, learning new vocabulary.</li><li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name.</li></ul>



		<ul style="list-style-type: none"><li>• Write some letters accurately.</li></ul>
	Communication and Language	<ul style="list-style-type: none"><li>• Enjoy listening to longer stories, remembering much of what happens.</li><li>• Pay attention to more than one thing at a time.</li><li>• Use a wider range of vocabulary.</li><li>• Understand a question or instruction that has two parts.</li><li>• Understand 'why' questions.</li></ul>
		<ul style="list-style-type: none"><li>• Sing a large repertoire of songs.</li><li>• Know many rhymes</li><li>• Talk about familiar books, and be able to tell a long story.</li><li>• Develop communication with peers and adults.</li><li>• Develop pronunciation when communicating.</li><li>• Use longer sentences of four to six words.</li><li>• Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li><li>• Start a conversation with an adult or a friend and continue it for many turns.</li><li>• Use talk to organise themselves and their play.</li></ul>
Reception	Literacy	<ul style="list-style-type: none"><li>• Read individual letters by saying the sounds for them.</li><li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li><li>• Read some letter groups that each represent one sound and say sounds for them.</li><li>• Read a few common exception words matched to the school's phonic programme.</li><li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li><li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li><li>• Form lower-case and capital letters correctly.</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul>



	<ul style="list-style-type: none"><li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li><li>• Re-read what they have written to check that it makes sense</li></ul>
Communication and Language	<ul style="list-style-type: none"><li>• Engage in story times.</li><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Retell the story, once having developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>• Engage in non-fiction books.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li><li>• Understand how to listen carefully and why listening is important.</li><li>• Learn and use new vocabulary in different contexts.</li><li>• Use new vocabulary through the day.</li><li>• Ask questions to find out more and to check they understand what has been said to them.</li><li>• Articulate ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• Describe events in some detail.</li><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>• Develop social phrases.</li><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li></ul>



<b>ELG</b>  <b>On Track- End of Year Expectations</b>	Literacy	Comprehension	<ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate (where appropriate) key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li></ul>
		Word Reading	<ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>
		Writing	<ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>
	Communication & Language	Listening, Attention and Understanding	<ul style="list-style-type: none"><li>• 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.</li><li>• Make comments about what they have heard and ask questions to clarify their understanding.</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul>
		Speaking	<ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• 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.</li></ul>



## How we achieve this throughout the year

We provide the children with daily opportunities to access a variety of writing and reading resources and activities. We do have focused Literacy and phonics based inputs each day and always link in reading and writing to all other input sessions too. We have a range of text on our display boards, word mats, paper and pens in every area, books in different areas and a specific mark making area, which is enhanced each day. We have a variety of activities that are set up each day for the children to access based on their next steps, prior knowledge, lesson inputs, themes and children's interests. The progression is consistently reflected on by both children and adults and the children are moved on in the moment. Prompts are available in all areas, allowing the adults to know how to move the children on no matter where they are. Key vocab is displayed within all areas, some permanent and some added as the themes/activities change, reminding both adults and children and developing vocabulary further and in different contexts.

Phonics- We are now starting to follow the fisher trust phonic scheme, which we teach daily.

Handwriting- Following the handwriting policy from our school.

Pleasure for reading-We have set up this year a calming reading area in both rooms, with a range of books that link to topic and children's interests. We have also set up in Reception shared story afternoons where parents are able to come and read with their children in the classroom every 2 weeks. This also includes sometimes visiting our library. We also now visit our school library on a Friday morning and instead of just borrowing a book, the Reception children are able to view lots of books, share books with their friends and listen to a story in there. We also take local library trips on Thursday afternoons, where we visit the Bradwell library and borrow books from there for the week.

Focused Talk 4 Writing

-Nativity

-Polar bear, polar bear,

-Goldilocks

Resources in our Indoor Continuous Provision

- Whiteboards
- Clipboards
- Magnetic boards and magnetic letters
- Phonics flashcards and matching pictures
- Jigsaws
- Books
- Fine motor skill equipment and activities set up
- Range of writing resources
- Paintbrushes
- Display showing different types of text that the children can attempt



#### Resources in our Outdoor Continuous Provision

- Whiteboards
- Chalkboards
- Mark making shed
- Clipboards
- Variety of writing resources
- Books
- Fine motor skill equipment and activities set up

#### Vocabulary

Segment, blend, Phoneme, grapheme, tricky words, sound button, digraphs, tri-graphs, phonics, word, book, page, story, picture, rhyme, pattern, order, sentence, finger space, full stop, word building, syllables, title, contents, what?, Where? Character, label, list, re-tell, order, invitation, fiction, non-fiction, letter, dear, to, from, love, caption, facts, explain, sub heading, headings, actions, sequence, props, characters, problem, beginning, middle, end, description, story map, once upon a time, then, now, first, next, finally, happily ever after, question mark, exclamation mark, questions, adjectives, front cover, back cover, blurb, leaflet, author, illustrator, spine, page number,

#### Examples of Supportive Texts

- Goldilocks and the three bears
- Little red hen
- Our class is a family
- The mega hair swap (History)
- The great race (Chinese New Year)
- The Gruffalo
- Easter story (RE)
- Nativity (RE)
- The best Diwali yet (RE)

#### Assessment

Linking to the curriculum and ELG's.

