



Early Years Curriculum and the National Curriculum - English

How English is taught in EYFS:	Early learning goals (ELGs) that link:	How it looks in Year 1
<ul style="list-style-type: none"> • Daily phonics sessions. • Writing as part of phonics sessions. • Opportunities for making marks through creative provision e.g. paint, sand, glitter etc. using their fingers. • Opportunities for mark making and writing as part of play both inside and outside. • Opportunities to develop gross motor skills e.g. ball skills, movement activities, climbing frame, large mark making • Opportunities to develop fine motor skills e.g. threading, cutting, drawing, small construction • 1:1 reading sessions • Re-reading books to build fluency. • Daily story time to develop pleasure in reading. • Use of Talk for Writing • Listening to and discussing a wide range of stories, poems and non-fiction. • Linking what they read / hear read to their own experiences. • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. • 1:1 and small group writing activities • Sound mat available around classroom • Letters, sounds and key vocabulary on display. 	<p style="text-align: center;">Communication and Language</p> <p>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 interaction, 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.</p> <p>Speaking ELG: Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary, offering 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 feeling 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.</p> <p style="text-align: center;">Physical Development</p> <p>Gross Motor Skills ELG: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills ELG: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing</p>	<p>Spoken language: Listening and responding appropriately to others. Asking relevant questions. Developing strategies to build their vocabulary. Speaking with increasing fluency and command of Standard English. Participating in discussions, role-play, performances etc.</p> <p>Reading - word reading: Applying phonics knowledge and skills to decode. Respond speedily with correct sound to graphemes for all 40+ phonemes, including alternative sounds. Blending accurately to read unfamiliar words. Reading common exception words. Reading words with contractions. Reading books aloud accurately that are correctly matched to their phonic ability. Re-reading books to build fluency.</p> <p>Reading - comprehension: Developing pleasure in reading. Listening to and discussing a wide range of stories, poems and non-fiction. Linking what they read / hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems and beginning to recite some by heart. Discussing word meanings. Drawing on what they already know and information provided by the teacher. Checking a text makes sense and correctly inaccuracies. Discussing the significance of the title and events. Making inferences on the basis on what is being said and done. Predicting what might happen next.</p> <p>Writing - transcription: Spelling words containing each of the 40+ phonemes, common exception words and days of the week. Naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound. Adding prefixes and suffixes (s, es, un, ing, ed, er, est). Beginning to form lower-case letters in the correct directions. Forming capital letters, digits 0-9 and understanding letter handwriting 'families'. Writing - composition: Saying</p>



- Small world and role play areas throughout the year.
- Circle time- developing vocabulary and speaking in sentences.
- Learning and singing nursery rhymes and songs.
- Reading area in class with focus author for the half term.

Literacy

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, nonfiction, 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 them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

Expressive Arts and Design

Being Imaginative & Expressive ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music.

sentences aloud before writing (composing orally). Sequencing sentences to form short narratives. Re-reading to check their writing makes sense. Discussing what they have written and reading their writing aloud to others.

Writing - vocabulary, grammar and punctuation: Leaving spaces between words. Joining words and clauses with 'and'. Beginning to punctuate sentences with capital letters, full stops, question marks and exclamation marks. Using capital letters for proper nouns and the personal pronoun 'I'.