

EYFS English Overview

EYFS Statutory Educational Programme	<p>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).</p>
Early Learning Goals (END OF YEAR ASSESSME NT)	<p>Comprehension</p> <p>Children at the expected level of development will: - 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.</p> <p>Word Reading</p> <p>Children at the expected level of development will: - 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.</p> <p>Writing</p> <p>Children at the expected level of development will: - 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.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Diversity and Respect	Creativity and imagination	Living things	Fantasy	History
Texts	Owl Babies, Little Red Hen, Goldilocks, What the Ladybird Heard	Simon Sock, Handa, Mixed, Elmer, Smeds and Smoos	Whatever Next Marvellous Moon Map	Clean Up ICD – Na wai enei? (who do these belong to?) WBD – Clem and Crab Monkey Puzzle	The Egg George and the Dragon Zog What's in the Witches Kitchen? Jack and the Beanstalk	Non-fiction dinosaur books CBeebies Andy factfiles Harry and the Bucketful of Dinosaurs T-Rex on Tour

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<p>Reading</p>	<p>I know individual letters by saying the sounds for them.</p> <p>I can blend short words.</p> <p>I can read a few common exception words.</p> <p>I recognise my name</p>	<p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>I can read a few common exception words.</p> <p>I know how to blend with taught graphemes</p> <p>I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>I can read a few common exception words.</p> <p>I can read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words.</p>	<p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>I can read a few common exception words.</p> <p>I can read simple phrases and sentences made up of words with known letter–sound correspondences and a few common exception words.</p> <p>I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p>	<p>I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p>
<p>Writing</p>	<ul style="list-style-type: none"> • I am giving meaning to marks • Encouraging children to hold a pencil correctly and say what their marks mean. • Use some print and letter knowledge in early writing e.g. starting at the top of the pages/initial sounds 	<ul style="list-style-type: none"> • I can write a label or list • I can write a simple caption • Segment and record words with taught graphemes. 	<ul style="list-style-type: none"> • I can write captions with common exception words and finger spaces. • Begin to form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> • Start to form lower-case and capital letters correctly. • Write and spell common exception words correctly 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Write short sentences by segmenting unfamiliar words and spelling known tricky words correctly. 	<ul style="list-style-type: none"> • To start to introduce adjectives into writing. • To start to edit writing, ensuring each sentence has a capital letter, finger spaces and a full stop. • Form lower-case and capital letters correctly.

	<p>I can:</p> <ul style="list-style-type: none"> • Use one handed tools • Use comfortable grip and show good control with pencil • Show a preference for a dominant hand 					
Hooks for writing	<ul style="list-style-type: none"> • Shop/ home corner/ doctors role play and writing frames • Name cards, pictures of self, children's interests • Big paper on floor, clipboards, easels, opportunities throughout environment. • Chunky pens, chunky chinks, chunky crayons 	<ul style="list-style-type: none"> • Post office role play • Send and receive letter from Santa 	<ul style="list-style-type: none"> • Space station role play • Letter from baby bear 	<ul style="list-style-type: none"> • Litter mess in classroom • Visit to Weston Shore • Curiosity cube – sea pollution, farm animals, habitats • Visit to Longdown Farm 	<ul style="list-style-type: none"> • Dragon egg discovery • Eggs hatch, note and clues • Giant – letters from Jack and Giant. Missing coins, magic beans. • Fairy door discovery, miniature garden, notes. 	<ul style="list-style-type: none"> • Discover dinosaur bones • Create footprints (deepen understanding of fossils) • Bucketful of dinosaurs adventures around school • Travel role play (bus, train, plane & ticket office)
Child initiated opportunities	<ul style="list-style-type: none"> • Sensory mark making – glitter trays, paint zip lock bags, chalk, 	<ul style="list-style-type: none"> • Birthday cards, lists, invitations • Christmas cards and lists • Letters to santa 	<ul style="list-style-type: none"> • Space station role play – lists and labels • Letters and notes to baby bear 	<ul style="list-style-type: none"> • Curiosity cube prompts • Writing prompts in role play area 	<ul style="list-style-type: none"> • Writing notes and letters to dragon mum. • Writing reports on discovery. • Recipes, potions and 	<ul style="list-style-type: none"> • Recording and creating maps of dig site • Labelling, writing reports

	<p>paintbrushes and water</p> <ul style="list-style-type: none"> • Adult started mark making prompts – start a scene and children add to. • Cards, labels, pens, envelopes • Favourite characters pics to cut and mark make next to 	<ul style="list-style-type: none"> • WAGOLLS to support 			<p>spells</p> <ul style="list-style-type: none"> • Giant paper and pens • Miniature paper and pens for fairies • Bean diaries 	<ul style="list-style-type: none"> • Writing postcards, tickets, luggage tags, passports etc
Main writing outcomes (adult led)	<ul style="list-style-type: none"> • Draw family (baseline assessment) • Write mum and own name in card • Draw and label goldilocks and 3 bears • Label animals from story • Label a farm map 	<ul style="list-style-type: none"> • Simon Sock thought bubble – “I am sad” • List of items for a party • Fruit kebab instructions • Mixed – speech bubbles (I am the best) • Elmer captions, “I am fun” etc • Letter to Santa • Bird feeder instructions 	<ul style="list-style-type: none"> • List of items to take to the moon • Captions to match pictures from the story • Adjective word bank – to describe the woods/storm • Setting description of the woods/storm • Captions about planets 	<ul style="list-style-type: none"> • ICD – writing facts about New Zealand in mini books • Pollution in the sea posters • Non-fiction sea creature writing • Monkey puzzle writing (innovate repeated phrase) • Recount of farm visit • Minibeast non-fiction writing 	<ul style="list-style-type: none"> • Write a prediction about what is in the egg • Write a letter reply to dragon mum • Write instructions about how to look after a dragon • Write a magic spell/potion • Character description of giant • Write a menu for the giant • Instructions on how to plant a bean (magic bean link) 	<ul style="list-style-type: none"> • Dinosaur non-fiction writing for class book • Report on dinosaur adventure • Postcard home from dinosaurs
Read alouds	Who’s in the Loo Kitchen Disco	I need a wee Doug the bug	Space theme The Way Back Home	Different climates/habitats:	Dragon focus: The Egg – M.P. Robertson	Harry and the Bucketful of Dinosaurs series

<p>(texts are regularly reviewed to include new authors, titles and to reflect children's lives, their interests and the wider world)</p>	<p>Shark in the Park Chocolate Mousse for Greedy Goose Oi Frog</p> <p>The Gruffalo Room on the Broom Superworm Zog Snail and the Whale</p> <p>The Colour Monster Ruby's Worry Ravi's Roar The Lion Inside The Koala Who Could</p> <p>Three Little Pigs Little Red Riding Hood Elves and the Shoemaker Gingerbread Man The Enormous Turnip</p> <p>Farmer Duck A Squash and a Squeeze The Scarecrow's Wedding Hungry Hen</p> <p>Room on the Broom Pumpkin Soup <i>A Dark, Dark Tale</i> <i>Funny Bones</i> <i>What the Ladybird Heard Next</i></p>	<p>Keith the cat No-bot the robot Supertato</p> <p>I am Perfectly Designed My Hair Happy in our Skin All are welcome</p> <p>We're all wonders The Perfect Fit Only One You Remixed</p> <p>Tilda Tries Again Misha Makes Friends Milo's Monster Perfectly Norman</p> <p>After the Storm - Nick Butterworth One Snowy Night - Nick Butterworth The Gruffalo's Child Stickman Snow Bears - Martin Waddell</p> <p>Mog's Christmas (historical link) The Christmas Pine (Geography link) Twas the night before christmas (rhyme, rhythm) Robin's Vest (PSED)</p>	<p>How to Catch a Star Man on the Moon Q Pootle 5</p> <p>Jill Murphy focus Peace at Last Just One of Those Days Meltdown On the Way Home 5 Minutes Peace</p> <p>David Litchfield The Spectacular City Lights on Cotton Rock The Bear and the Piano Grandad's Secret Giant Rain Before Rainbows</p> <p>Inventions/imagination focus Mrs Armitage on Wheels Percy's Bumpy Ride Stanley's Stick Not a Box Not a Stick</p> <p>Ambition focus Look Up Astro Girl Ada Twist, Scientist Mae Jemison (mini movers & shakers) Ada Lovelace/ Leonardo daVinci (mini movers & shakers)</p>	<p>Flapjack and Waddle Rumble in the Jungle The Snail and the Whale</p> <p>Environmental issues: Oi Get Off Our Train Storm Whale Who Swallowed Stanley Commotion in the Ocean</p> <p>Different climates: Handa's Surprise Giraffes Can't Dance The Ugly Five Rainbow Fish</p> <p>Different climates: The Way Home for Wilf Blue Penguin Lost and Found</p> <p>Traditional Tales: 3 Little Pigs Billy Goats Gruff The Ugly Duckling The Little Red Hen Chicken Licken</p> <p>Eric Carle: The Very Busy Spider The Bad Tempered Ladybird The Very Quiet Cricket</p> <p>Tadpoles Promise Slug Needs a Hug</p>	<p>Pet Dragon - M.P. Robertson The Dragon Snatcher - M.P. Robertson</p> <p>Traditional tales: The Princess and the Pea Cinderella Snow White The Frog Prince The Emperors New Clothes</p> <p>The Something Too Hot to Hug The Dinosaur Who Pooped a Princess</p> <p>Julia Donaldson: Zog and the Flying Doctors Highway Rat The Ugly Five Room on the Broom The Smed's and the Smoo's</p>	<p>Transition/change/loss: Once There Were Giants Titch The Paper Dolls Dogger The Everywhere Bear The Growing Story</p> <p>T rex on tour Dear dinosaur Dinosaur Roar</p> <p>Tyrannosaurus Drip Cave Baby The Story of Life</p>
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<p>Writing Curriculum Goals</p>	<ul style="list-style-type: none"> ● Write some/all of name ● Write some letters accurately. ● Saying sounds for individual letters ● Write my name ● Children spell words by segmenting with taught graphemes ● Enjoy mark making as a means of expression. 	<ul style="list-style-type: none"> ● Start to record short, simple captions or sentences by segmenting unfamiliar words and spelling known tricky words correctly. ● Sit letters on a line/ between 2 lines ● Seek out early writing opportunities to communicate to others – card, list, label. 	<ul style="list-style-type: none"> ● Children starting to remembering to use a capital letter, finger spaces and a full stop for each sentence. ● Children re-read what they have written to check that it makes sense. ● Continue to use phonics to spell words, applying most digraphs correctly ● Spell an increasing number of tricky words correctly ● Use writing as a means of communication across different narrative styles – card, letter, sign, story, info book 			