

EYFS English Curriculum Overview

Communication and Language				
Nursery	<p>Children in Nursery will be learning to:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts. • Understand 'why' questions. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but many continue to have problems with irregular tenses and plurals. • Develop pronunciation but many have problems saying some sound, multisyllabic words. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friends, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play. 			
Reception	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. Use new vocabulary through the day. • Ask questions to find out more to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Develop social phrases. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work our problems and organise thinking and activities, and to explain how things work and why they might happen • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarty with new knowledge and vocabulary. 			
Early Learning Goal	Listening, Attention and Understanding		Speaking	
	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversations when engaged in back and forth exchange with their teacher and peers. 		<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary; • Offer 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 the use of the past, present and futures tenses and conjunctions, with modelling and support from their teacher. 	
	Physical Development	Literacy		
Nursery	<ul style="list-style-type: none"> • Use one-handed tools and equipment. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Understand the five key concepts about print • Develop their phonological awareness, so that they can spot an suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. • Write some or all of their name. • Write some letters accurately. 		
Reception	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscles strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter –sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matches to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letters. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 		
Early Learning Goal	Fine Motor Skills	Comprehension	Word Reading	Writing
	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in most cases 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives, using their own 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>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at east 10 digraphs; • Read words consistent with their phonic knowledge by sound blending; <p>Read aloud simple sentences and books that are consistent with their phonics knowledge including some common exception words.</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 phrase and sentences that can be read by others.

