

## Curriculum

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 the National Curriculum subjects.

The Educational Programme within the Statutory Framework for the Early Years 2021 states

### Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Literacy

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). The Chief Medical Officer has published guidance on physical activity, which is available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report.10>

At Botley School we use Development Matters (non-statutory guidance) to support our curriculum. This is an outline of the learning within Development Matters that link to English.

## Spoken Language

<b>Listening skills</b>		
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> </ul>
<b>Reception</b>	Communication and Language	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and response.</li> </ul>

<b>Early Learning Goal</b>	Communication and 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>
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
<b>Following instructions</b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</li> </ul>
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Remember rules without needing an adult to remind them.</li> </ul>
<b>Early Learning Goal</b>	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
		Managing Self	<ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>
<b>Asking and answering questions</b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>Ask questions to find out more and check they understand what has been said to them.</li> </ul>
<b>Early Learning Goal</b>	Communication and 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> </ul>
		Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
<b>Drama, Performance and Confidence</b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</li> </ul>
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Show more confidence in new social situations.</li> <li>Develop appropriate ways of being assertive.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Create their own songs, or improvise a song around one they know.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasing matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
<b>Early Learning Goal</b>	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> </ul>
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Sings a range of well-known nursery rhymes and songs.</li> <li>Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>

<b>Vocabulary Building and Standard English</b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.</li> <li>• Use longer sentences of four to six words.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
<b>Early Learning Goal</b>	Communication and Language	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>• 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>
	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>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<b>Speaking for a Range of Purposes</b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Be able to express a point of view and debate when they disagree with an adult or 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: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide range of vocabulary.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</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</li> </ul>

			<p>they might happen.</p> <ul style="list-style-type: none"> <li>• Develop social phrases.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Talk about their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>
<b>Early Learning Goal</b>	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their meanings.</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 where 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>
	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>
	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>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
		Word Reading	<ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul>
		People, Culture and Communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Share their creations, explaining the processes they have used.</li> </ul>
Being Imaginative and Expressive		<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>	
<b>Participating in Discussion</b>			

<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> </ul>
<b>Early Learning Goal</b>	Communication and 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>Hold conversation when engaged in back-and-forth exchanges with their teachers 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> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>

## Reading

### Reading: Word Reading

#### *Phonics and Decoding*

<b>Three and Four-Year-Olds (Nursery)</b>	Literacy		<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in words</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul>
<b>Reception</b>	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 letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>
<b>Early Learning Goal</b>	Literacy	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>

#### **Common Exception Words**

<b>Reception</b>	Literacy	<ul style="list-style-type: none"> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>
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#### **Fluency**

<b>Three and Four-Year-Olds (Nursery)</b>	Literacy		<ul style="list-style-type: none"> <li>Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we can read English text from left to right and from top to bottom</li> <li>the names of different parts of a book</li> <li>page sequencing</li> </ul> </li> <li>Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>count or clap syllables in words</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul>
<b>Reception</b>	Literacy		<ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</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 books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
<b>Early Learning Goal</b>	Literacy	Reading	<ul style="list-style-type: none"> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<b>Reading: Comprehension</b>			
<b>Understanding and Correcting Inaccuracies</b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<b>Early Learning Goal</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, non-fiction, rhymes and poems and during role play.</li> </ul>
<b>Comparing, Contrasting and Commenting</b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>
<b>Reception</b>	Understanding the World		<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>
<b>Early Learning Goal</b>	Communication and 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> </ul>
		Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
<b>Words in Context and Authorial Choice</b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in</li> </ul>

			<p>their own words.</p> <ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<b>Early Learning Goal</b>	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	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>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<b><i>Inference and Prediction</i></b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>Understand 'why' questions, like: "Why do you think the caterpillar got sofat?"</li> </ul>
<b>Early Learning Goal</b>	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Anticipate (where appropriate) key events in stories.</li> </ul>
<b><i>Poetry and Performance</i></b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>Engage in storytimes.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> </ul>
<b>Early Learning Goal</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> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>
<b><i>Non-Fiction</i></b>			
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <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> </ul>
<b>Early Learning Goal</b>	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>

	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
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## Writing

### Writing: Transcription Spelling

#### Phonics and Spelling Rules

Three and Four-Year-Olds (Nursery)	Literacy	<ul style="list-style-type: none"> <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.</li> </ul>
Reception	Literacy	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> </ul>

### Writing: Transcription Handwriting

#### Letter Formation, Placement and Positioning

Three and Four-Year-Olds (Nursery)	Physical Development	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Shows a preference for a dominant hand.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>Write some letters accurately.</li> </ul>
Reception	Physical Development	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>Form lower case and capital letters correctly.</li> </ul>
Early Learning Goal	Physical Development	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> </ul>

### Writing: Composition

#### Planning, Writing and Editing

Three and Four-Year-Olds (Nursery)	Communication and Language	<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <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.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</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> </ul>

			<ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul>
<b>Early Learning Goal</b>	Literacy	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>
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>
<b>Awareness of Audience, Purpose and Structure</b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Be able to 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: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</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>• Use new vocabulary in different contexts.</li> </ul>
<b>Early Learning Goal</b>	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussion, 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>
<b>Writing: Vocabulary, Grammar and Punctuation</b>			
<b>Sentence Construction and Tense</b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as</li> </ul>

			<ul style="list-style-type: none"> <li>'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>Use longer sentences of four to six words.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> </ul>
<b>Early Learning Goal</b>	Communication and Language	Speaking	<ul style="list-style-type: none"> <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 the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>
<b>Use of Phrases and Clauses</b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>Use longer sentences of four to six words.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> </ul>
<b>Early Learning Goal</b>	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>
<b>Poetry and Performance</b>			
<b>Three and Four-Year-Olds (Nursery)</b>	Communication and Language		<ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>Engage in storytimes.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> </ul>
<b>Early Learning Goal</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> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>
<b>Non-Fiction</b>			
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> </ul>

			<ul style="list-style-type: none"> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<b>Early Learning Goal</b>	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>

There is an explicit link between children's physical development and their writing skills. Children need to develop their gross motor skills (to develop their core body strength, control and coordination) and fine motor skills (to develop muscle strength in their hands and fingers, develop their pincer grip and their hand-eye coordination) in order to be able to sit at a table, pick up a pencil and begin to write. These physical pre-writing skills are essential in our adult led activities as well as in continuous provision. For example, through...

**Gross motor:** Climbing, ball games, running, jumping, dancing, digging, sweeping etc.

**Fine motor:** Manipulating playdough and clay by rolling, stretching, pinching and squeezing, a variety of mark-making activities, threading/lacing activities, picking up puzzle pieces and small equipment e.g. peg boards, small world and counting toys, pegging toys on washing lines, using tweezers and pipettes, washing toys using sponges etc.

### Coverage within Early Years

This is an outline of the topics that will be taught across the Early Years with reference to some of the core books to be covered.

	<b>Term 1</b> <b>Superheroes</b>	<b>Term 2</b> <b>Celebrations</b>	<b>Term 3</b> <b>My world</b>	<b>Term 4</b> <b>Once upon a Nursery Rhyme</b>	<b>Term 5</b> <b>Animal Boogie</b>	<b>Term 6</b> <b>A wonderful world</b>
<b>Core books</b>	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>Monkey and me</li> <li>Titch</li> <li>Where's spot?</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Here we are</li> <li>A superhero like you</li> <li>I'm afraid your teddy has been in trouble today (linked to police)</li> </ul>	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>Owl babies</li> <li>Peace at last</li> <li>Brown bear brown bear what do you see?</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Dark, Dark Tale</li> <li>The Owl who was afraid of the dark</li> </ul>	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>My friends and me</li> <li>Whatever next!</li> <li>Man on the moon</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>The magic train ride</li> <li>Meerkat mail</li> <li>Handa's surprise</li> </ul>	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>Incy wincy spider</li> <li>Humpty dumpty</li> <li>5 little ducks</li> <li>Row row your boat</li> <li>Wheels on the bus</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>The three little pigs</li> <li>The three billy goats gruff</li> <li>Jack and the beanstalk</li> </ul>	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>My friend bear</li> <li>Where's my teddy?</li> <li>Monkey Puzzle</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>The great pet sale</li> <li>Dear zoo</li> <li>Meerkat mail</li> <li>Lost and found</li> </ul>	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>The very hungry caterpillar</li> <li>The very busy spider</li> <li>The very lazy ladybird</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>The very hungry caterpillar / The crunching munching caterpillar</li> <li>What the ladybird heard series</li> <li>Snail and the whale</li> </ul>
<b>Opportunities for different genres</b>	<ul style="list-style-type: none"> <li>Fiction</li> <li>Non-Fiction</li> <li>Recount</li> <li>Labels / captions</li> </ul>	<ul style="list-style-type: none"> <li>Fiction</li> <li>Non-Fiction</li> <li>Instructions</li> <li>Letters</li> <li>Messages</li> </ul>	<ul style="list-style-type: none"> <li>Fiction</li> <li>Non-Fiction</li> <li>Letters</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Fiction</li> <li>Non-Fiction</li> <li>Instructions</li> <li>Recount</li> <li>Letters</li> <li>Labels / captions</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Fiction</li> <li>Non-Fiction</li> <li>Instructions</li> <li>Recount</li> <li>Letters</li> <li>Labels / captions</li> </ul>	<ul style="list-style-type: none"> <li>Fiction</li> <li>Non-Fiction</li> <li>Instructions</li> <li>Poetry</li> </ul>

## Progression within Literacy / English

Here is an overview of what an 'on track' looks like within their EYFS journey.

	Baseline Assessment (Term 1)	Autumn Assessment (Term 2)	Spring Assessment Term 4)	End of year Assessment (Term 6)
<b>Nursery</b>	<p>Enjoy songs and rhymes. Join in with some words in songs and rhymes. Enjoys sharing books with an adult. Draws freely.</p>	<p>Begins to have favourite stories Begins to join in with repeated refrains of known stories Beginning to understand that print has different purposes Beginning to recognise print in environment such as M for McDonalds Understands that print has meaning e.g. can talk about what has been drawn Mark makes/writes using lines and circles Shows interest in mark making/writing</p>	<p>Identifies, spots and suggests rhymes Counts and claps syllables in words Recognises words with the same initial sound such as dad and dog Engages in extended conversations about stories, and begins to use new vocabulary. Understands that in English, we read left to right and top to bottom Beginning to write own name Mark makes/writes using some letter shapes especially from own name</p>	<p>Can retell my favourite story using some story language Understands the names of the different parts of a book Oral blends simple CVC words such as c-a-t cat, p-i-n pin. Understands that marks carry meaning. 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 most or all of their name in a line with letters in correct order. Write some letters accurately.</p>
<b>Reception</b>	<p>Can retell my favourite story using some story language Understands the names of the different parts of a book Oral blends simple CVC words such as c-a-t cat, p-i-n pin. Understands that marks carry meaning. 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 most or all of their name in a line with letters in correct order. Write some letters accurately.</p>	<p>Recognise and say the letters of the alphabet by saying the sounds for them. Read short words (made up of known letter-sound correspondences) using the skill of blending. Can segment words orally identifying which sounds can be heard in words e.g. mat m-a-t Beginning to write simple CVC words using phonic knowledge e.g. cat, jam. Links the sounds of the alphabet to the grapheme and write them</p>	<p>Recognise and say the 'special friends' in Set 1 and beginning to do this with Set 2. Read a few common 'red' words (tricky words) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few 'red' words. Read books with greater confidence and fluency. Talks about what has been read and predicts what may happen next. Writes letters using correct formation. Write captions using phonic and tricky word knowledge, ensuring finger space is included between words. Beginning to write short sentences and checks writing makes sense by re-reading it.</p>	<p><b>Comprehension ELG</b> - 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. <b>Word Reading ELG</b> – 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. <b>Writing ELG</b> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a</p>

				letter or letters; - Write simple phrases and sentences that can be read by others.
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## Progression within Phonics

### Nursery

In Nursery, we provide the children with lots of opportunities to develop their communication and language skills which feed into their early phonics. We dedicate time to absorb the children in stories where we support the children in book talk opportunities and engaging them in discussions about what is happening in the stories they have heard. The children take part in listening and attention games, musical and singing activities and early phonic games which support the children in distinguish between the sounds they hear in the environment and in their experiences. The children are encouraged and supported to take part in a wide range of mark making activities inside and outside and develop their physical strength and coordination.

In the latter half of the Nursery year, children will take part in phonic activities that support their oral blending and segmenting through Fred Talk games.

### Read Write Inc

From Reception, the children will be taking part in a daily phonics lesson of Read Write Inc. which lasts 30minutes. The children will also be taking part in English / Literacy lessons outside of phonics. We begin our RWI sessions in the first full week of the children starting with us in Reception. The first term is spent teaching the Set 1 sounds as a whole class. The children are then assessed and placed in groups according to their levels. There are 6 assessment points throughout the year and the children are matched to the appropriate group for their level.

Here is the assessment overview and the expected level of attainment at each point within the year.

Assessment	Expected Level (within RWI)
RWI Assessment 1 – End of Term 1 (October)	Set 1B
RWI Assessment 2 – End of Term 2 (December)	Set 1C
RWI Assessment 3 – End of Term 3 (February)	Ditties
RWI Assessment 1 – End of Term 4 (April)	Red
RWI Assessment 2 – End of Term 5 (May)	Green
RWI Assessment 3 – End of Term 6 (July)	Green/Purple

## Continuous provision

In Early Years, learning does not just happen during the adult led activities but also in our well-planned continuous provision. Here are some ways that English is taught within continuous provision.

- In all areas of the classroom, inside and out, children will be communicating to each other and to adults. Adults will be modelling language and supporting children in enhancing these skills.
- Likewise, adults will be modelling and engaging children in conversation portal and the skills we need to have while communicating.
- In all areas of the classroom, inside and out, the children will have the opportunity to engage in reading activities through books, magazines, signs and labels.
- Writing opportunities will also be available in all areas of the classroom, inside and out. Children will be encouraged to write for a range of purposes such as self-registration, adding labels to artwork and models and through different role-play themes.
- Children will have a variety of mark making tools such as pens, pencils, crayons, whiteboard pens, paint, chalk, paint brush/water, IWB, sticks etc.

## Characteristics of Effective Teaching and Learning

The Characteristics of Effective Teaching and Learning play a crucial role in how a child learns.

Playing and exploring	Motivation	Critically thinking
<b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>• I show curiosity about objects, events and people.</li> </ul>	<b>Achieving what I set out to do</b> <ul style="list-style-type: none"> <li>• I enjoy meeting challenges and not just as a way of</li> </ul>	<b>Having own ideas</b> <ul style="list-style-type: none"> <li>• I am able to think of ideas.</li> </ul>

<ul style="list-style-type: none"> <li>• I am showing particular interests.</li> <li>• I engage in open-ended activities.</li> <li>• I use my senses to explore the world around me.</li> </ul>	<p>getting praise.</p> <ul style="list-style-type: none"> <li>• I am proud of how I've accomplished something, not just the end result.</li> <li>• I am really pleased when I meet my own goals.</li> </ul>	<ul style="list-style-type: none"> <li>• I can find ways to solve problems.</li> <li>• I am able to find new ways to do things.</li> </ul>
<p><b>Playing with what I know:</b></p> <ul style="list-style-type: none"> <li>• I like acting out my experiences when I play.</li> <li>• I like pretending objects are things that I know.</li> <li>• I like taking on a role when I play.</li> <li>• I like acting out my experiences with other people.</li> </ul>	<p><b>Keep on trying</b></p> <ul style="list-style-type: none"> <li>• I believe that if I keep trying or change what I'm doing, it will pay off</li> <li>• I am able to bounce back after difficulties.</li> <li>• I stick with an activity even when challenges arise.</li> </ul>	<p><b>Making links</b></p> <ul style="list-style-type: none"> <li>• I can develop ideas of grouping, sequencing, cause and effect.</li> <li>• I am able to test my ideas.</li> <li>• I make links and notice patterns in my experience.</li> <li>• I am able to make predictions.</li> </ul>
<p><b>Willing to have a go</b></p> <ul style="list-style-type: none"> <li>• I can initiate activities.</li> <li>• I like to seek out things that will challenge me.</li> <li>• I like to show a 'can do' attitude.</li> <li>• I enjoy taking a risk, trying new things and learning by trial and error.</li> </ul>	<p><b>Being involved and concentrating</b></p> <ul style="list-style-type: none"> <li>• I can keep focussed on my activity for a period of time.</li> <li>• I am able to show high levels of energy and fascination.</li> <li>• I am not easily distracted.</li> <li>• I am able to pay attention to details.</li> </ul>	<p><b>Choosing ways to do things</b></p> <ul style="list-style-type: none"> <li>• I am able to check how well an activity is going.</li> <li>• I can plan, choose how to approach a task, solve a problem and reach a goal.</li> <li>• I can change my approach or strategy when needed.</li> <li>• I am able to review how well my approach worked.</li> </ul>

### Evidence of teaching and learning

You will be able to find evidence of the teaching and learning in the Early Years through

- Planning files
- Displays
- Tapestry – online learning journey
- Talking and playing alongside children
- Bromcomm and RWI data