

English in EYFS

English in the EYFS is taught as part of 2 broader areas ~ 'Communication and Language' and 'Literacy'. At this age, speaking and listening plays a big part in literacy sessions and well as daily phonics lessons, daily Literacy lessons, daily songs and rhymes and daily stories where they join in or listen for pleasure.

Communication and Language is a Prime Area and is made up from **Listening and Attention**, **Understanding and Speaking**. This involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Literacy is a Specific Area and is used to develop a child's ability read and write. Literacy is made up from **Reading** and **Writing**. Children will develop this in range of ways including familiarity with phonics, understanding simple sentences, demonstrating understanding of what they have read, the ability to write spoken sounds and words and write simple sentences.

Our children have access to reading and writing materials in all areas of our classroom and books are loaned from the education library each half term linked to our topics, these books include fiction, information books and poems.

We teach our Literacy through the Primary Writing Project (PWP) and develop their literacy skills through daily lessons where we introduce, read, learn and innovate story maps. We learn poems, stories and non-fiction texts through our story maps and these help the children develop their story telling skills, their speaking skills, their imagination and creativity and this in turn motivates them to write within the structure of their story map.

During each lesson we start with a teacher led input where we read our story map and discuss it and then depending on the ability of the children and where we are in the year we do some work on developing their writing skills by modeling some writing, getting the children to participate in sound talking words. Phonics is integrated into our literacy lessons and key words learnt in phonics are displayed in the classroom for the children to use as well as a phonics board and alphabet mats which the children can access independently to assist their reading and writing.

We then have teacher or TA led guided, differentiated activities. Some children will work with the adult and some will be taking part in child-initiated activities.

To teach reading we have daily phonics lessons, following Letters and Sounds, we learn sounds also though our daily Alphabet Aerobics. We listen to the children individually; parents and students also listen to children read individually. The children have 4 books to take home weekly. One is a phonics based book which is linked to the phonics the children have learnt that week, two are colour coded books and they have a library book for pleasure to share at home. We have a story at the end of every day, which is reading for pleasure and participate in our KS1 author assembly.

Writing is taught through modeling writing during our literacy lessons, through our phonics lessons, through guided differentiated activities and allowing the children to mark make and write in all our areas. When the teacher or TA is engaged in enhancing the children play we have the opportunity to develop their writing through their play.

We have tried to encourage the boys to write more by including paper and pens in the areas that the boys tend to play in more eg the block area. We also have included some more 'boy friendly' weeks, eg dinosaurs, pirates to motivate them to write.

Below are the statements for the Prime Area of the EYFS curriculum, **Communication and Language**. Through carefully planned activities, chosen by us, activities based around the interests of the children and children working and exploring independently they will develop their communicative and language skills.

Listening and Attention

30-50 months

- Listens to others one to one or in small groups, when conversation interests them. [SEP]
- Listens to stories with increasing attention and recall. [SEP]
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. [SEP]
- Focusing attention - still listen or do, but can shift own attention. [SEP]
- Is able to follow directions (if not intently focused on own choice of activity). [SEP]

40-60 months

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention - can listen and do for short span.
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Early Learning Goal

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Exceeding

- Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.

Understanding

30-50 months

- Understands use of objects (e.g. "What do we use to cut things?")
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. [SEP]
- Responds to simple instructions, e.g. to get or put away an object. [SEP]
- Beginning to understand 'why' and 'how' questions. [SEP]

40-60 months

- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. [SEP]
- Able to follow a story without pictures or props. [SEP]
- Listens and responds to ideas expressed by others in conversation or discussion. [SEP]

Early Learning Goal

- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. [SEP]

Exceeding

- After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.

Speaking

30-50 months

- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. [SEP]
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*. [SEP]
- Uses a range of tenses (e.g. *play, playing, will play, played*). [SEP]
- Uses intonation, rhythm and phrasing to make the meaning [SEP] clear to others. [SEP]
- Uses vocabulary focused on objects and people that are of particular importance to them. [SEP]
- Builds up vocabulary that reflects the breadth of their experiences. [SEP]
- Uses talk in pretending that objects stand for something else in play, e.g., *'This box is my castle.'* [SEP]

40-60 months

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. [SEP]
- Uses language to imagine and recreate roles and experiences in play situations. [SEP]
- Links statements and sticks to a main theme or intention. [SEP]
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. [SEP]
- Introduces a storyline or narrative into their play. [SEP]

Early Learning Goal

- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. [SEP]

Exceeding

- Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Below are the statements for the Specific Area of the EYFS curriculum, **Reading and Writing**. Through carefully planned activities, chosen by us, activities based around the interests of the

children and children working and exploring independently they will develop their reading and writing skills.

Reading

30-50 months

- Enjoys rhyming and rhythmic activities. [L] [SEP]
- Shows awareness of rhyme and alliteration. [L] [SEP]
- Recognises rhythm in spoken words. [L] [SEP]
- Listens to and joins in with stories and poems, one-to-one and also in small groups. [L] [SEP]
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured. [L] [SEP]
- Suggests how the story might end. [L] [SEP]
- Listens to stories with increasing attention and recall. [L] [SEP]
- Describes main story settings, events and principal characters. [L] [SEP]
- Shows interest in illustrations and print in books and print in the environment. [L] [SEP]
- Recognises familiar words and signs such as own name and advertising logos. [L] [SEP]
- Looks at books independently. [L] [SEP]
- Handles books carefully. [L] [SEP]
- Knows information can be relayed in the form of print. [L] [SEP]
- Holds books the correct way up and turns pages. [L] [SEP]
- Knows that print carries meaning and, in English, is read from left to right and top to bottom. [L] [SEP]

40-60 months

- Continues a rhyming string. [L] [SEP]
- Hears and says the initial sound in words. [L] [SEP]
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them. [L] [SEP]
- Links sounds to letters, naming and sounding the letters of the alphabet. [L] [SEP]
- Begins to read words and simple sentences. [L] [SEP]
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. [L] [SEP]
- Enjoys an increasing range of books. [L] [SEP]
- Knows that information can be retrieved from books and computers.

Early Learning Goal

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. [L] [SEP]

Exceeding

- Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

Writing

30-50 months

- Sometimes gives meaning to marks as they draw and paint.

- Ascribes meanings to marks that they see in different places.

40-60 months

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal

- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Exceeding

- Children can spell phonically regular words of more than 1 syllable as well as many Writing irregular but high frequency words. They use key features of narrative in their own writing.

Reception ~ Year Overview

Below are our topics for the year, alongside these already decided topics the children choose activities that interest them, by discussing a weekly PLOD (Possible lines of Development). We also have many ongoing activities, which develop the children's Literacy skills independently e.g. reading corner, writing table, reading and writing opportunities in all areas.

Autumn 1

Myself and my family
Minibeasts

Autumn 2

PWP We're Going on a Bear Hunt
Visit Riverside Organics farm
NF Recount of our trip to Riverside Farm
Bears and Christmas/Teddy Bear Week

Spring 1

PWP Little Red Hen
Visit Bunbury Mill
NF How to make bread
People who help us visit from lollipop lady, nurse, doctor, dentist, and librarian
Superhero Week

Spring 2

PWP The Very Hungry Caterpillar
Visit Tesco
NF Shopping list
Growth and Life Cycles
Dinosaur Week

Summer 1

PWP Dear Zoo
Visit Chester Zoo
NF Recount of our trip to Zoo
Animals
Enhancement Week (children to choose)

Summer 2

PWP At the End of the Rainbow
Visit Llandudno, walk to Moss Farm park
NF Our Class Trip to the Beach

Weather/Pirate Week/Beach environment