

# *English in the Early Years*

*What does an Author look like in the EYFS?*



I want to become an **Amazing Author** who can foster a love of reading, writing and telling stories, poems and rhymes for pleasure.

## What English looks like in the EYFS

<p><b>Characteristics of Effective Learning:</b> <i>Playing and exploring</i> – children investigate and experience things and have a go; <i>Active learning</i> – children concentrate and keep trying if they encounter difficulties and enjoy achievements; <i>Creating and thinking critically</i> – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime area of learning <i>PSED, CL</i> and <i>PD</i> underpin and are an integral part of all areas of learning.</p>						
<p><b>Literacy Educational Programme:</b> 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>						
<p><b>Intent:</b> Recognise that reading is the core skill to everything that children do. It is integral to our school curriculum and a fundamental life skill that impacts on the acquisition of knowledge. Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity. Develop fluent, independent and reflective readers who are confident to talk about books and authors. Recognise that reading is the core skill to everything that children do. It is integral to our school curriculum and a fundamental life skill that impacts on the acquisition of knowledge. Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity. Develop fluent, independent and reflective readers who are confident to talk about books and authors. Adopt the principles and recommendations set out <b>The Reading Framework (July 2023)</b>. Equip pupils with not only the minimum statutory requirements of the Early Years Foundation Stage/the reading National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.</p>						
<p><b>Learning Overview</b></p>	<p>Literacy Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. We believe exposing children to a range of books and reading materials as a powerful tool to supporting this. They have been chosen specifically to develop oracy, vocabulary and comprehension. Our books in the reading area evolve throughout the year and often link into children's interests and our topic themes. Teachers read stories to children from high quality age-appropriate texts at every available opportunity. These books are then used to enhance the learning environment and reading area. The children also have the opportunity to take home a 'Story Sack' of their choice each week. As children begin Reception with varied starting points, we start phonics straight away using the Read Write Inc program. They are all given personalised phonics to share at home. Children are given reading books that match their phonic knowledge in order for them to apply their learning with the aim of becoming confident, fluent and successful readers. Children who need extra help with phonics are targeted in the provision by key members of staff. Children are encouraged to mark-make and writing opportunities are provided throughout the learning environment. Literacy activities include writing topic words, lists, captions and short narratives. The children are provided with a range of pencils, pens, and other media to encourage them to write as much as possible, including an additional Outside Writing Box. Billy, our class bear, will visit every child's home. Their adventures will be recorded in 'Billy Bear's Diary' and shared with all the children. We also have a weekly 'Show and Tell' where we look at and discuss 'Wow Moments' on Google Classroom.</p>					
<p><b>Term</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p><b>Theme</b></p>	<p><b>Happy To Be Me</b></p>	<p><b>Over The Rainbow The Spirit of Christmas</b></p>	<p><b>Tell Us A Story</b></p>	<p><b>Help Is At Hand</b></p>	<p><b>If You Go Down To The Woods</b></p>	<p><b>What A Wonderful World</b></p>
<p><b>Texts</b></p>	<p>Starting School Topsy and Tim Start School Who's In My Family Lucy's Picture The Mole Who Needed Glasses Brown bear what do you see The Listening Walk Polar bear what do you hear I Don't want to wash my hands! Blow Your Nose, Big Bad Wolf Eat your greens goldilocks</p>	<p>The Greatest Show on Earth Spot Goes To The Circus Elmer Elmer's Weather Rainbow Fish What Makes a Rainbow The Rabbit Colour Book Commotion in The Ocean The Big Red Bath Mrs Wishy Washy The Big Blue Balloon The Day The Crayons Quit Harvey Slumfenburgers Christmas Present The Jolly Postman The Christmas Story</p>	<p>The Gingerbread Man Pye Corbett The Gingerbread Man story (different version) Little Red Riding Hood Pye Corbett Sam's Sandwich The Sandwich That Max Made The Three Billy Goats Gruff Pye Corbett The Enormous Turnip Pye Corbett Mr Wolf and The Enormous Turnip The Gigantic Turnip Jack and the Beanstalk Pye</p>	<p>Mrs Mopples Washing Line Harry and The Dinosaurs Go To School The Bus Driver Dogger Topsy and Tim Meet The Police Burglar Bill Fireman Sam and The Kite Just One Spoonful Topsy and Tim Go To The Dentist The Train Ride Farmer Duck Oliver's Vegetables Pig In The Pond Easter Story One two three oops</p>	<p>Goldilocks and the Three Bears Mr Wolf and The Three Bears Whatever Next How To Catch a Star We're Going on a Bear Hunt Baby Bear What Do You See? Peace at Last Owl Babies Big Bear Little Bear Snow Bear Polar Bear What Do You Hear This is the Bear</p>	<p>Tadpoles Promise The Teeny Weeny Tadpole The Very Hungry Caterpillar The Busy Spider Aaaarrgghh Spider I Wonder Why Spiders Spin Webs Honey Biscuits Honey Bees Busy Day The Snail and the Whale Norman The Slug With The Silly Shell Does It Float? Sharing a Shell The Bad-Tempered Ladybird What The Ladybird Heard What The Ladybird Heard</p>

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	Pumpkin Pumpkin The Little Red Hen		Corbett Rosie Plants a Radish Jim and The Beanstalk The Three Little Pigs Pye Corbett The Three Wolves and The Big Bad Pig Handa's Surrise Handa's Hen		This Is The Bear and The Scary Night Teddy Bears Picnic Alone In The Woods	Next The Ugly Bugs Ball Night Pirates
<b>Comprehension</b>  Developing a passion for reading. Each week the children will choose a story sack and change their reading books. <b>We revisit knowledge and skills throughout the year</b>	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using image and Pie Corbett Actions to retell the story - Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story - use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Enjoys an increasing range of books.	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.	Stories from other cultures and traditions. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
<b>Word Reading</b>  Children will practise word reading during phonics lessons, in independent learning in the continuous provision, as well as reading their reading books and practising	<b>Phonic Sounds:</b> set 1 m a s d t i n p g o c k u b f e l h r j v y w z q x <b>Tricky words:</b> a dad I mum big it at is <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier	<b>Phonic Sounds:</b> set 1 ck sh th ch qu ng nk ll ff ss zz <b>Tricky words:</b> on up back if but of into the <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words	<b>Phonic Sounds:</b> set 2 ay ee igh ow kn oo oo ar <b>Tricky words:</b> his to him had in no got was <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm',	<b>Phonic Sounds:</b> set 2 or air ir ou oy wh ph oor <b>Tricky words:</b> go an as can off not get and <b>Reading:</b> Story structure beginning, middle, end. Innovating and retelling stories to an audience, nonfiction books. Listen to children read some longer words made up of letter-sound correspondences they know:	<b>Phonic learning:</b> consolidate all set 2. CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words <b>Tricky words:</b> will that then now she this put my with for he them down me all come <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters	<b>Phonic learning:</b> set 3 ea oi a-e i-e o-e u-e CVCC CCVC CCCVC CCV CCVCC • <b>Tricky words:</b> my see too was all look want what we you her be they are your said <b>Reading</b> simple sentences with fluency. Reading CVCC and CCVC words confidently.

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<p>their set HFW. They will have personalised phonics to take home. These will be changed weekly.</p>	<p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>	<p>such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>'night'.</p>	<p>'rabbit', 'himself', 'jumping'</p>	<p>and lower-case letters.</p>	
<p><b>Guided Reading</b></p>	<p>We teach reading and phonics through the scheme Read Write Inc. This happens every day. At first, Reception children learn Set 1 sounds. These are the sounds they need to start to decode and blend words together. They will also be taught how to write each individual letter. During this time, the children will bring home picture books, Sharing wordless books is a terrific way to build important literacy skills, including listening skills, vocabulary, comprehension — and an increased awareness of how stories are “built,” as there is often a beginning, middle, end format. As the children progress, they will start to bring home: sound blending books, which contain individual words to practise; ditty sheets which help them to read short phrases; and then a coloured Read Write Inc book.</p>					
<p><b>Writing</b></p> <p>The children will take part in Write Dance and Dough Gym activities.</p> <p>The children will be introduced to cursive writing during the term Summer 2.</p>	<p><b>Texts as a Stimulus:</b> Children will be experimenting with mark-making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Children will begin to write letters from their names.</p> <p>Name writing practice.</p>	<p><b>Texts as a Stimulus:</b> Labelling using initial sounds.</p> <p>Orally telling stories sometimes with adults acting as scribes</p> <p>Writing CVC words to label characters from stories.</p> <p>Writing simple captions about pictures from stories. E.g. It is a hen.</p> <p>Help children identify the sounds they can hear in words when writing.</p> <p>Sequence stories such as Christmas story.</p>	<p><b>Texts as a Stimulus:</b> Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences using Traditional Tales.</p> <p>Weekend News, guided writing based around developing short sentences.</p>	<p><b>Texts as a Stimulus:</b> Drawing and labelling our own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Order the Easter story. Labels and captions - Farmer Duck</p> <p>Character descriptions. Write two sentences.</p> <p>Weekend News - write two sentences.</p>	<p><b>Texts as a Stimulus:</b> Writing lists e.g. what would we pack to take <b>to space?</b> Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.  Weekend News - phonetically plausible attempts at words, Extend sentences using 'and'.</p>	<p><b>Texts as a Stimulus:</b> Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description. Life cycles.  Weekend News - writing sentences using a range of tricky words that are spelt correctly.</p>
<p><b>Our Curriculum Goal</b></p>	<p>To become an Amazing Author who can foster a love of reading, writing and telling stories, poems and rhymes for pleasure.</p>					

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<p><b>ELG</b></p> <p><b>(End of the year only)</b></p>	<p><b>By the end of EYFS pupils will:</b></p> <p><b>Comprehension:</b></p> <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> <p><b>Word Reading:</b></p> <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> <p><b>Writing:</b></p> <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>
	<p><b>Listening, Attention and Understanding:</b></p> <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> <p><b>Speaking</b></p> <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 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>
<p><b>During KS1, children will learn</b></p>	<p><b>By the end of Key Stage 1 pupils will:</b></p> <p><b>Reading - Word reading:</b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Reading - Comprehension:</b></p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>

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- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

### **Writing Transcription:**

- spell:
- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un-
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### **Handwriting:**

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### **Writing Composition:**

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

### **Writing - vocabulary, grammar and punctuation:**

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- develop their understanding of the concepts set out in English Appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

What English looks like in the EYFS

# Continuous Provision

Our 'CHILD LED' English journey through the year

Through our continuous provision, children have the opportunity to explore and use a variety of resources that enable them to develop their Literacy skills. Our provision includes: Fiction and non-fiction books, letter of the week display, song sacks, story sacks, alphabet puzzles, story/rhyme puzzles, mark making resources (chalk, crayons, white board, pens, pencils, brushes, sand trays), puppets, small world characters, magnetic letters, print in the environment.

In Nursery, we also provide children with adult led opportunities including: Phase 1 Phonics (Letters and Sounds), Squiggle While You Wiggle, Dough Gym, Show and Tell, Letter of the week, Rhyme of the Week, Star Words, Story Time, Rhyme Time, Book Bear, Talk Time.

Communication, and Language (Prime Area)		
0/3	3/4	R
Understand single words in context.	Use a wider range of vocabulary.	Understand how to listen carefully and why listening is important.
	Sing a large repertoire of songs.	Learn new vocabulary.
		Ask questions to find out more and to check they understand what has been said to them.
Generally, focus on an activity of their own choice.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Articulate their thoughts and ideas in well-formed sentences.
	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	Develop Social Phrases
	Understand 'why' questions, like: "Why do you think the child was sad?"	Engage in story times.

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	Enjoy listening to longer stories and can remember much of what happens.	Listen to and talk about stories to build familiarity and understanding.
	Pay attention to more than one thing at a time, which can be difficult.	Retell the story once they have developed a deep familiarity with the text, some as an exact repetition and some in their own words.
Recognise and point to objects if asked about them.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	-Use new vocabulary in different contexts. -Use new vocabulary through the day
Ask simple question about 'who', 'what' and 'where'.	Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	-Listen to and talk about selected non-fiction to develop a deep familiarity and new knowledge and vocabulary.
	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.	-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Listen to simple stories and understand what is happening with the help of pictures.	Start a conversation with an adult or a friend and continue it for many turns.	Describe events in some detail.
Understand frequently used words and phrases.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Connect one idea or action to another using a range of connectives.
Understand simple instructions.	Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	
Recognise and point to objects if asked about them.	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.	
Listen to other people's talk with interest but may be distracted. can make themselves understand, will be frustrated when they cannot.	Start a conversation with an adult or a friend and continue it for many turns.	
Start to develop conversation jumping from topic to topic.	Use longer sentences of 4-6 words	
Develop pretend play	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	

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<b>Physical Development (Prime Area)</b>		
0/3	3/4	R
Develop manipulation and control.	Choose the right resources to carry out their own plan.- eg making marks in the mud with a stick,	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: brush, pencil, pen
Use large and small motor skills to do things independently. (Experiencing forces in motion e.g. push and pull - bikes, wheel barrows, pushchairs)	Match their developing physical skills to tasks and activities.(experiencing forces in motion e.g. push and pull - bikes, wheel barrows, pushchairs)	Develop the foundations of a handwriting style which is fast, accurate and efficient
Explore different materials and tools	Use large muscle movements to wave flags and streamer, paint and make marks,	Use their core muscles to achieve good posture when sitting at a table or on the floor
	Show a preference for a dominant hand	
	Use a comfortable grip with good control when holding pens and pencils	
	Use one handed tools and equipment - eg pens or chalk	

<b>Personal, Social, Emotional Development (Prime Area)</b>		
0/3	3/4	R
Notice and ask questions about differences.	Select and use activities and resources, with help when needed.	Show resilience and perseverance in the face of challenge.
	Play with one or more children extending and elaborating play ideas.	Think about the perspective of others (eg character in a story)
	Understand gradually how others might be feeling.	Express their feelings and consider the feelings of others
	Talk about their feelings.	
	This helps them to achieve a goal they have chosen, or one which is suggested to them.	

<b>Mathematics (Specific Area)</b>		
0/3	3/4	R
Take part in finger rhymes with numbers.	Experiment with their own wymbols and marks as well as numerals	
	Talk about and explore shape	

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	Describe a familiar route	
	Understand position through words alone.	
Compare size and weight using language such as Big / little, tall / short.	Discuss routes and locations using words like "in front"	
	Begin to describe a sequence of events, real or fictional using words like "first", then.	
	Talk about and identifies the patterns around them eg "spotty"	

Knowledge of The World (Specific Area)		
0/3	3/4	R
Explore materials with different properties.	Use all their senses in hands-on exploration of natural materials.	Talk about member of their family and community.
Explore natural material, indoors and out.	Explore collections of materials with similar and/or different properties.	Name and describe people who are familiar to them.
Explore and respond to different natural phenomena in their setting.	Talk about what they see, using a wide vocabulary.	Compare and contrast characters from stories or the past
Make connections between the features of their family and other families.	Explore and talk about different forces they can feel.	
	Talk about the differences between materials and changes they notice.	Describe what they see, hear and feel whilst outside
		Understand the effect of changing seasons on the natural world around them.
Notice difference between people (eg characters in a story)		Recognise some environments that are different to the one in which they live.

Literacy (Specific Area)		
0/3	3/4	R
Enjoy songs and rhymes, tuning in and paying attention.	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> </ul>	Read individual letters by saying the sounds for them

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	<ul style="list-style-type: none"> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul>	
Pay attention and respond to the pictures or the words	Engage in extended conversations about stories, learning new vocabulary.	Read a few common exception words matched to the school's phonic programme
Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	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 a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>	- Blend sounds into words so that they can read short words..
Repeat words and phrases from familiar stories.	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 some or all of their name. Write some letters accurately.	Read some letter groups that represent one sound and say sounds for them.
Ask questions about the book. Make comments. and shares their own ideas.		Read simple phrases and sentences made up of words with known letter -sound correspondences.
Develop play around favourite stories using props.		Reread these books to build up their confidence in word reading, fluency, understanding and enjoyment.
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely.		Use some of their print and letter knowledge in their early writing.
Add some marks to their drawing which they give meaning to. E.g. drawing a spider with legs.		Form lower case and capital letters correctly
Enjoy sharing books with an adult.		spell words by identifying the sounds and then writing the sounds with letter/s

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Sing songs and say rhymes independently, for example, singing whilst playing.		Write short sentences with words and known letter-sound correspondences using a capital letter and a full stop
Say some of the words in songs and rhymes. Copy finger movements and other gestures.		Reread what they have written to check that it makes sense.
Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.		

### Expressive Arts and Design (Specific Area)

0/3	3/4	R
Explore paint using fingers as well as other parts of their body, as well as brushes and other tools.	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Develop story lines in their pretend play
Start to make marks intentionally.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	
Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make	Listen with increased attention to sound Remember and sing entire songs.	
Use their imagination as they consider what they can do with different materials.	Sing the pitch of a tone sung by another person ('pitch match').	
Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	
	Create their own songs or improvise a song around one they know.	