

	EYFS	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts and themes for EYFS F2 (Can be used for all areas of learning)		Ourselves My Brother Our House Once there were Giants Titch Supertato	Festivals and Celebrations Rama and Sita Stick Man Nativity Story	Our Community But Excuse me that is my book Charlie Cooks Favourite Book Chinese New Year	Growing Nursery- A Seed in Need Jasper's Beanstalk Owl Babies Reception – A Seed in Need Jack and the Beanstalk Monkey Puzzle The Ugly Duckling Easter N&R- The Easter Story	Chicks (1 week) Nursery- Where's my egg? Reception- Rosie's Walk Recycling A Planet Full of Plastic The Adventures of a Plastic Bottle Somebody Swallowed Stanley	All Creatures Great and Small Spinderella The Hungry Caterpillar What the Ladybird Heard Snail and the Whale Superworm The Bad tempered Ladybird

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<p>English</p> <p>You may see English through...</p>	<p>Literacy EYFS: Reading</p> <p>Literacy EYFS: Writing</p> <p>Communication and Language EYFS: Speaking</p> <p>Physical Development EYFS: Moving and Handling</p>	<p>Introduction of phase 2 phonemes and graphemes.</p> <p>Drawing stick people, homes (practising lines and circles).</p> <p>Orally describing family, friends, toys, pets, pictures – using adjectives.</p> <p>Oral sentences about a favourite thing.</p> <p>Sound talking names and objects</p> <p>Exploring meaning of known vocabulary e.g. aunty, brother</p> <p>I-spy for orally segmented words – can they hear the blend?</p> <p>Story sacks – retelling stories</p> <p>Initial sound or CVC word picture match</p> <p>Name writing</p> <p>Recognising Phase 2 Tricky words</p> <p>Predicting what might happen in stories.</p>	<p>Introduction of phase 3 phonemes and graphemes (including digraphs)</p> <p>Recognising Phase 3 Tricky words</p> <p>Writing Phase 2 and 3 Tricky words.</p> <p>Comprehension of stories – answering questions about Guy Fawkes, the Nativity etc.</p> <p>Onomatopoeia – exploring sound words for fireworks</p> <p>Labels for pictures they have drawn</p> <p>Beginning to write simple phonetically plausible sentences (usually without finger spaces at this point).</p> <p>Exploring meaning of new vocabulary.</p> <p>Using other words than 'said'. What does the author use instead?</p> <p>Retelling stories – role play, story</p>	<p>Phase 3 phonemes and graphemes consolidating.</p> <p>Writing CVC words and CCVC words phonetically.</p> <p>Writing labels and captions.</p> <p>Writing sentences using phonic knowledge and with and capital letter, finger spaces and full stop.</p> <p>Using adjectives orally and in written sentences to expand them.</p> <p>Describing a hidden object using adjectives for someone to guess.</p> <p>Orally recounting events in detail using time connectives.</p> <p>Exploring the differences and similarities between fiction and non-fiction books.</p> <p>Alphabet – naming letters and ordering</p>	<p>Phase 4 Phonics</p> <p>Reading and writing Phase 4 Tricky words</p> <p>Reading high frequency words</p> <p>Writing CVC, CCVC words</p> <p>Writing polysyllabic words phonetically</p> <p>Writing sentences with capital letters, finger spaces and full stops. E.g. bean diaries</p> <p>Letters should be neatly formed and recognisable</p> <p>Hot seating characters from books</p> <p>Creating new versions of stories or orally extending the story to what might happen next.</p> <p>Using non-fiction books to find information about plants</p> <p>Reading instructions e.g. instructions left</p>	<p>Phase 4 Phonics (confident applying Phase 2 and 3).</p> <p>Reading and writing Phase 2, 3 and 4 Tricky words</p> <p>Mostly chooses the correct phoneme when faced with multiple options e.g. l or igh</p> <p>Reading and writing high frequency words</p> <p>Writing CVC, CCVC words using phonic knowledge</p> <p>Writing polysyllabic words phonetically</p> <p>Writing sentences with capital letters, finger spaces and full stops. Can read it back and check if it makes sense.</p> <p>Letters are neatly formed and recognisable</p> <p>Hot seating characters from books</p> <p>Creating new versions of stories or orally extending the story to what might happen next.</p> <p>Using non-fiction books to find information</p> <p>Reading simple instructions e.g. recipe, treasure hunt</p> <p>Uses story language, connectives and adjectives in writing</p> <p>Recognises a variety of punctuation when reading.</p>	

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		<p>Uses pictures as clues when reading stories</p> <p>Beginning to write some recognisable letters</p>	<p>sacks, small world, oral stories</p> <p>Writing for a purpose – Party invites, thank you notes, letters to Santa.</p> <p>Lists – birthday party things, Christmas meal shopping list, ingredients for a cake</p> <p>In books, identifying capital letters, finger spaces, words and full stops. Reading using phonic knowledge.</p>	<p>Writing for a purpose – recounts, labelling pictures, character profiles, shopping lists, book making</p> <p>Rhyming strings – orally and written</p> <p>Reading – captions to put on the correct place on a map, to decide if it's true or false, for treasure hunts.</p>	<p>by the Giant in Jack and the Beanstalk</p> <p>Curiosity box (gardening tools) – exploring vocabulary. What is it? What does it do? Introduce the new vocabulary.</p>		

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English EYFS Links	<p>Literacy - Reading 30-50 months</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • 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. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Reading</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<p>Literacy - Writing 30-50 months</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>40-60 months</p> <ul style="list-style-type: none"> • 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. <p>ELG</p> <p>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.</p>	<p>Communication and Language – Speaking 30 – 50 months</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> <p>40-60 months</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>ELG</p> <p>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</p>	<p>Physical Development - Moving and handling 30-50 months</p> <ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. <p>40-60 months</p> <ul style="list-style-type: none"> • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>ELG</p> <p>They handle equipment and tools effectively, including pencils for writing</p>			

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	<ul style="list-style-type: none"> • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>ELG 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.</p>			and explanations by connecting ideas or events.			