

EYFS – English, Communication and language and Literacy

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).

ELG- Reading	ELG - Writing	ELG - Comprehension	ELG Speaking	ELG - Listening, attention and understanding	ELG- Fine Motor Skills
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 an understanding when talking with others about what they have read.	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Sounds are spelt correctly, and others are phonetically plausible.	Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will anticipate-where appropriate- key events in stories. Children will use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Children will participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. They will 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.	Children will 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. They will make comments about what they have heard and ask questions to clarify their understanding. Children will hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.

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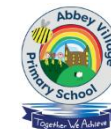
Key Learning for EYFS- Small step goals

	Listening and attention	Understanding	Speaking
3 &4 year olds	<ul style="list-style-type: none"> Enjoy listening to longer stories and remember much of what happens. Pay attention to more than one thing at a time. Listen to others 1:1 and in a small group. Sustain attention when engrossed in own activity. 	<ul style="list-style-type: none"> Understand a question or instruction that has 2 parts such as ‘get your coat’ or ‘wait at the door.’ Understand why questions such as ‘why do you think the caterpillar got so fat?’ Know many rhymes. Be able to talk about familiar books. Be able to tell a long story. 	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Use a wider range of vocabulary linked to different topics and stories. scientific vocabulary when talking about parts of a flower or insect. Examples form the Gruffalo stroll, roasted, knobbly, wart, feast. Sing a large repertoire of song from a core set of books songs and rhymes. Use longer sentences of four to six words. Begin to express a point of view and debate when they disagree using words as well as actions. Start a conversation and continue it for many turns. Use talk to organise themselves and their play.
	<p>Observation checkpoint:</p> <ul style="list-style-type: none"> Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions? 		
Children in reception	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Listen to others 1:1/ in groups/ whole class, in familiar and new situations or activities, listen to stories with enjoyment. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Attention- maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar. Respond- to others questions, when listening to stories, to instructions, responding with relevant comments. Communication- engage in conversations with others giving attention, respond and communicate appropriately, talk about familiar events or characters in stories. 	<ul style="list-style-type: none"> Respond to- interact with other people in a range of situations in conversations in their play, in response to stories or questions. Follow- instructions, requests, and ideas in a range of contexts and situations. Respond to and answer questions- ‘where’ ‘how’ and ‘why’ questions about self and own experiences, ‘how’ and ‘why’ in response to stories and events; answer questions in response to thoughts, ideas, predictions, speculation, provocations. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> Speaking – speak clearly, speak in sentences, use sentences that give many details. Questioning – ask and answer questions when talking to familiar/unfamiliar people in different contexts. Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words. Communication – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts. Uses Tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events. Reasoning – talk about and explain reasons for actions, events, activities; explain their ideas giving reasons in different contexts. Clarify Thinking – use talk to connect ideas and share their thinking in different contexts. Narrative – use language of stories to imagine and recreate ideas in different contexts Connect one idea or action to another using a range of connectives.

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Key Learning for EYFS- Small step goals- Reading

	Phonics	Word learning	Comprehension
3 & 4 year olds	<ul style="list-style-type: none"> Develop their phonological awareness so that they can : <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound such as money and mother 		<ul style="list-style-type: none"> Understand the five key concepts of print: <ul style="list-style-type: none"> 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 the book Page sequencing
Children in reception	<p>GPC recognition (hear, say, read letters), oral blending, blending for reading</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them ch/sh/igh... Orally blend sounds to make simple words. Decode a number of regular words using Phase 2 phonemes. Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy. Link sounds to letters, naming and sounding letters of the alphabet. Use decoding to read – using build and blend strategy – towards automatically reading known words. Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy. Use phonic knowledge to attempt unknown words. 	<p>HFW both decodable and common irregular words (tricky)</p> <p>Read decodable HFWs sight words (list1) (e.g. a an as at if in). Read decodable HFWs sight words (list2) (e.g. will that this then them). Read common irregular words (tricky) from Phase 2 (e.g. the to no going to). Read common irregular words (tricky) from Phase 3 (e.g. he she we me be was you they all are my her). Read some common irregular words (tricky) from Phase 4 (e.g. said like have so). Distinguish between a word, a letter and a space. Read simple sentences. Recognise some capital and lowercase letters</p>	<ul style="list-style-type: none"> Listen attentively to a story at the appropriate interest level. Recite simple rhymes, songs and poems. Differentiate between text and illustrations. Understand that print conveys meaning. Hold a book correctly and turn pages from front to back and recognise front and back cover. Know that in English print is read from left to right and top to bottom. Use picture clues to help read a simple text. Predict storyline (e.g. the ending and some vocabulary, aided by illustrations). Talk about events, settings and characters. Retell narratives in the correct sequence, drawing on the language patterns of stories. Respond to questions about who, what, where, when linked to text and illustrations. Sequence a simple story or event. Use gestures and actions to act out a story, event or rhyme from text or illustrations. Make predictions based on illustrations, story content and title. Respond to questions about how and why something is happening. Say what a character might be thinking, saying or feeling. Say how they feel about stories and poems. Recall the main points in text in the correct sequence. Use the structure of a simple story when re-enacting and re-telling. Talk about the themes of simple texts, (e.g. good over evil). Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.). Re-read books to build up their confidence in word

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reading, their fluency and their understanding and enjoyment.

Key Learning for EYFS- Small step goals- Writing

	Composition	Transcription
3 & 4 year olds	<ul style="list-style-type: none"> 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; write 'm' for mummy. 	<ul style="list-style-type: none"> Experiment with a range of mark making tools holding the tools effectively. Write some letters accurately. Write some or all of their name.
Children in Reception	<p>Composition:</p> <ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Understands that thoughts and stories can be written down. Have their own ideas and reasons for writing. Orally compose a sentence and hold it in memory before attempting to write it. Begin to use simple sentence forms. Can talk about the features of their own writing. Write a simple narrative. Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). <p>Vocabulary, grammar, punctuation:</p> <ul style="list-style-type: none"> Begin to recognise and know there needs to be spaces between words in a simple sentence. Recognise and know that full stops are at the end of a sentence. Recognise and know that a sentence starts with a capital letter. Write a simple phrase with finger spaces that can be read back by themselves. Write simple sentences using finger spaces that can be read by themselves and others. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	<p>Spelling: GPC recognition, Oral segmenting, segmenting for spelling</p> <ul style="list-style-type: none"> Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Segment sounds in simple words. Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell). Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). Spell some irregular common words(tricky) the, to, no, go, independently. Write own name. <p>Handwriting</p> <ul style="list-style-type: none"> Write left to right and top to bottom. Form some lower-case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Know how to form clear ascenders ('tall letters') and descenders ('tails'). Form some capital letters correctly, including the initial letter of their name. Form letters from their name correctly. (N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly) <p>Fine motor skills (linked to handwriting)</p> <ul style="list-style-type: none"> Develop their small motor skills so they can they use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.