



English in the Early Years

Reception 2021-22



EYFS (EYFS Statutory Framework 2021)

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).

EYFS – Literacy

Our children will develop a love for reading. Pupils enjoyed spending time reading and discussing content and their own ideas around a text. They will be confident in reading decodable words and a large number of high frequency words. They will write simple sentences that can be read by others and demonstrate their secure phonics knowledge. Pupils show independence by seeking resources, e.g. word/sound mats to help them develop writing independently. They identify purposes for writing, e.g. cards, stories or shopping lists. Our pupils know that their writing is highly valued and can always be improved by reflecting on the process.

Communication and Language	Comprehension	Word Reading	Writing
<ul style="list-style-type: none"> - High quality interactions between adults and children - opportunities for talk embedded and models during all areas of curriculum and school day. 	<ul style="list-style-type: none"> - Weekly special stories - Daily class stories - Promote a love of reading - Make previously read books available for children to share at school and at home. - Model ‘thinking out loud’ to model retrieve, interpret and choice skills. 	<ul style="list-style-type: none"> - Ensure secure phase 1 - Daily phonics (40mins) - Blending daily including revisiting previously taught sounds and newly taught sounds - Autumn – Phase 2 - Spring – Phase 3 	<ul style="list-style-type: none"> - Ensure secure phase 1 - Daily phonics (40 mins) includes writing daily. - When teaching new sounds, teach corresponding grapheme including letter formation (rhyme to support starting point and direction) - Model and teach segmenting daily.

<ul style="list-style-type: none"> - phase 1 phonics embedded throughout day - daily story times - model 'thinking out loud' model speaking in sentences, asking questions and making observations - special stories linked to children interests and current learning. - Retell stories including using story sacks and props - Opportunities to role play - New vocabulary introduced through stories and topics - 	<ul style="list-style-type: none"> - Allow many opportunities to story map, retelling stories and role play. - Frequency discuss characters, settings and story structure. - RIC – verbally - Weekly individual reading - Reading for pleasure books (child choosing a book for Reception library to take home for a week) - Books specifically chosen for interests and current learning e.g. the past. - Nonfiction books shared - While reading, new vocabulary discussed and taught (Adult chosen and child chosen) 	<ul style="list-style-type: none"> - Summer – Phase 3 revisit and Phase 4 - Daily common expectation words - Highlight 'tricky' part of common expectation words - Daily fluency sessions - Ensure reading books are consistent with their developing phonic knowledge - Opportunities to read in the environment - Weekly individual reading - 2 x books (match phonics level) per week. - Promote a love of reading - 	<ul style="list-style-type: none"> - Children to use fingers to segment words to individual sounds - word – phrase – caption – sentence - Dictate sentences to ensure they only contain taught GPC - Model writing daily including segmenting, common expectation words, capital letters, finger spaces and full stops. - Orally construct sentences for purpose - Model and address common misconception such as full stops at end of the line. - Model and teach reading back own writing to check it makes sense - Display phase 2, 3 and common expectation words - Mark making equipment in all areas of provision to encourage purposeful writing - Provide opportunities and motivation for children to independently mark make and write during provision - Ensure gross motor skills ready for fine motor - Fine motor activities within provision including cutting, threading etc. - Targeted fine motor interventions
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Development Matters- Communication and Language

Children 3 to 4 are learning to:

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?".
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

- May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- 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.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Children in reception are learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Development Matters- Literacy

Children 3 to 4 are learning to:

- 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 - page sequencing.
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.
- Engage in extended conversations about stories, learning new vocabulary.
- 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.
- Write some or all of their name.
- Write some letters accurately.

Children in Reception are learning to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- 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.

Development Matters – Physical Development**Children 3 and 4 are learning to:**

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.

Children in Reception are learning to:

- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Vocabulary**ELG: Listening, Attention and Understanding****Children at the expected level of development 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking**Children at the expected level of development will:**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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.

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- 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

ELG: Word Reading

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Autumn

Autumn 1: 'You Choose'

Key texts:

You Choose (communication and language)

The Three Little Pigs

Goldilocks

Handa's Surprise

Phonics – See FFT weekly scope

Consolidate/Embed Phase 1 phonic and listening and attention kills.

Listen to and enjoy familiar stories

Oral blending and segmenting

Identifying initial sounds

Join in with familiar stories and repeated refrains

Marking making

Name writing

Develop GPC

CVC blending and segments

Autumn 2: Exploring

Key texts:

Whatever Next

We're Going on a Bear Hunt

Stickman

The Snowman

Phonics – See FFT weekly scope

Consolidate/Embed Phase 1 phonic and listening and attention kills.

Join in with familiar stories and repeated refrains

Retell key event within stories through role play and props

Identify and describe characters and settings from familiar stories

Develop vocabulary

Identifying smallest units of sounds within cvc words

Name writing (letter formation)

Develop GPC

Letter formation

CVC blending and segments (lists)

Labelling

	Caption writing
Spring	
<p>Spring 1: The Past</p> <p>Key texts:</p> <p>Non- Fiction Dinosaur books</p> <p>Tyrannosaurus Drip</p> <p>Cave Baby</p> <p><i>Phonics – See FFT weekly scope</i></p> <p>Join in with familiar stories and repeated refrains</p> <p>Retell stories through role play and props</p> <p>Identify and describe characters and settings from familiar stories</p> <p>Identify purpose fiction and non-fiction texts</p> <p>Extend and apply new vocabulary</p> <p>Identifying smallest units of sounds within cvc words</p> <p>Name writing (letter formation)</p> <p>Develop GPC</p> <p>Letter formation</p> <p>CVC blending and segments (lists)</p> <p>Labelling</p>	<p>Spring 2: Fantasy/Story Telling</p> <p>Key texts:</p> <p>The Gingerbread Man</p> <p>The Three Billy Goats Gruff</p> <p>Room on the Broom</p> <p>Supertato</p> <p><i>Phonics – See FFT weekly scope</i></p> <p>Retell stories through role play and props</p> <p>Order Key events of story</p> <p>Identify and describe characters and settings from familiar stories</p> <p>Develop narratives and story telling through drama and role-play</p> <p>Extend and apply new vocabulary</p> <p>Develop GPC</p> <p>Letter formation</p> <p>Labelling</p> <p>Caption writing</p> <p>Simple Sentences (understanding of sentence e.g. structure, being made up of words etc)</p>

<p>Caption writing</p> <p>Simple Sentences (understanding of sentence e.g. structure, being made up of words etc)</p>	<p>Characters descriptions (verbally and written)</p> <p>Speech Bubble – understand when characters in the story are speaking (compared to narration)</p>
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Summer

<p>Summer 1: On The Farm</p> <p>Key texts:</p> <p>On the Farm</p> <p>What the Ladybird Heard</p> <p>Farmer Duck</p> <p>Oliver's Vegetables</p> <p>Poetry</p> <p><i>Phonics – See FFT weekly scope</i></p> <p>Extend and apply new vocabulary</p> <p>Develop GPC</p> <p>Letter formation</p> <p>Dictated sentences</p> <p>Independently construct sentences for purpose</p> <p>Sentence writing to include CL, FSP, FS</p> <p>Purpose for writing – Non-Fiction</p> <p>Facts about farm animals</p>	<p>Summer 2: Under the Sea</p> <p>Key texts:</p> <p>Commotion in the Ocean</p> <p>Rainbow Fish</p> <p>The Snail and the Whale</p> <p>Stanley Bright</p> <p>Alice & Kicking – At the bottom of the bottom of the bottom of the sea.</p> <p><i>Phonics – See FFT weekly scope</i></p> <p><i>Reading – Shared Reading FFT</i></p> <p>Retell stories through role play and props</p> <p>Order Key events of story</p> <p>Identify and describe characters and settings from familiar stories</p> <p>Develop narratives and storytelling through drama and role-play</p> <p>Extend and apply new vocabulary</p> <p>Develop GPC</p> <p>Letter formation</p>
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<p>Recount of trip to Hesketh Farm (past tense)</p> <p>Letter to Farmer Chris</p> <p>Written instruction (How to plant a bean)</p>	<p>Sentence writing to include CL, FSP, FS</p> <p>Independent construct sentences for purpose</p> <p>Story writing – link to Alive & Kicking</p> <p>Character description (adjectives)</p> <p>Written retelling of story</p>
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