



## EYFS - English Overview



### Communication and Language

#### Listening and Attention

Pupils will be taught to:

- Listen to others one to one or in small groups, when conversation interests them.
- Listen to stories with increasing attention and recall.
- Join in with repeated refrains and to anticipate key events and phrases in rhymes and stories.
- Focus attention – still listen or do, but to be able to shift own attention.
- Follow directions (if not intently focused on own choice of activity).
- Maintain attention, concentrate and sit quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

#### Understanding

Pupils will be taught to:

- Understand use of objects (e.g. “What do we use to cut things?”)
- Prepositions such as ‘under’, ‘on top’, ‘behind’.
- To understand ‘why’ and ‘how’
- Listen and respond to ideas expressed by others in conversation or discussion.
- Respond to simple instructions, e.g. to get or put away an object.
- To follow a story without pictures or props

#### Speaking

Pupils will be taught to:

- Use more complex sentences to link thoughts (e.g. using and, because).
- Retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Question why things happen and gives explanations. Asks e.g. who, what, when, how.
- Use a range of tenses (e.g. play, playing, will play, played).
- Use intonation, rhythm and phrasing to make the meaning clear to others.
- Use vocabulary focused on objects and people that are of particular importance to them.
- Build up vocabulary that reflects the breadth of their experiences.
- Use talk in pretending that objects stand for something else in play, e.g, ‘This box is my castle.’
- Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Use language to imagine and recreate roles and experiences in play situations.

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|  |   | <ul style="list-style-type: none"> <li>• Link statements and sticks to a main theme or intention.</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduce a storyline or narrative into their play.</li> </ul>  |
| <p><b>Our Early Learning Goal:</b><br/>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.</p> | <p><b>Our Early Learning Goal:</b><br/>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> | <p><b>Our Early Learning Goal:</b><br/>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.</p> |

### Literacy

| Reading  | Writing   |
|--|---|
| <p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To enjoy rhyming and rhythmic activities.</li> <li>• Rhyme and alliteration and develop an awareness of this.</li> <li>• To recognise rhythm in spoken words.</li> <li>• To listen to and join in with stories and poems, one-to-one and also in small groups.</li> <li>• How to join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• The way stories are structured.</li> <li>• To suggest how the story might end.</li> <li>• To listen to stories with increasing attention and recall.</li> <li>• To describe main story settings, events and principal characters.</li> <li>• To show an interest in illustrations and print in books and print in the environment.</li> <li>• To recognise familiar words and signs such as their own name and advertising logos.</li> </ul> | <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Give meaning to marks as they draw and paint.</li> <li>• Ascribe meanings to marks that they see in different places.</li> <li>• Give meaning to marks they make as they draw, write and paint.</li> <li>• Begin to break the flow of speech into words.</li> <li>• Continue a rhyming string.</li> <li>• Hear and says the initial sound in words.</li> <li>• Segment the sounds in simple words and blend them together.</li> <li>• Link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Write their own name and other things such as labels, captions.</li> <li>• To write short sentences in meaningful contexts.</li> </ul> |

- To look at books independently.
- To handle books carefully.
- To know that information can be relayed in the form of print.
- To hold books the correct way up and turns pages.
- To know that print carries meaning and, in English, is read from left to right and top to bottom.
- To continue a rhyming string.
- To hear and says the initial sound in words
- To segment the sounds in simple words and blend them together and knows which letters represent some of them.
- To link sounds to letters, naming and sounding the letters of the alphabet.
- To begin to read words and simple sentences.
- To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- To enjoy an increasing range of books.
- To know that information can be retrieved from books and computers.

**Our 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.

**Our 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