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| **EYFS** |
| **Subject specific focus from statutory framework for Early Years Foundation Stage**  **The specific areas**  **Communication and language**  **Listening and attention:** 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.  **Understanding:** children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  **Literacy**  **Reading:** 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.  **Writing:** 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.  **Guidance from Development Matters (2013)**  **Early Years Outcomes- 40-60+ months**  **WRITING**  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.  **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**  **Guidance from Development Matters (2013)**  **Early Years Outcomes- 40-60+ months**  **READING**  • 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.  • Enjoys an increasing range of books.  • Knows that information can be retrieved from books and  computers.  **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.**  **Guidance from Development Matters (2013)**  **Early Years Outcomes- 40-60+ months**  **SPEAKING**  • 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.  **Early Learning Goal**  **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.**  **Guidance from Development Matters (2013)**  **Early Years Outcomes- 40-60+ months**  **UNDERSTANDING**  • Responds to instructions involving a two-part sequence.  Understands humour, e.g. nonsense rhymes, jokes.  • Able to follow a story without pictures or props.  • Listens and responds to ideas expressed by others in  conversation or discussion.  **Early Learning Goal**  **Children follow instructions involving several ideas or**  **actions. They answer ‘how’ and ‘why’ questions about**  **their experiences and in response to stories or events**. |
| READING and Writing  Autumn 1   * Daily phonics sessions following – letters and sounds and Jolly Phonics. Start Phase 2 ( for most children) * Reading focus – Language based activities- rhyming activities, letter recognition, blending and segmenting, searching for sounds, retelling and acting out of stories. * Talk for writing * Nursery Rhyme a week. * Individual Readers * Beginning to read Phase 2 tricky words * Fine motor skills, dough disco and name writing   Autumn 2   * Daily phonics sessions following – letters and sounds and Jolly Phonics. * Weekly Guided Reading Session * Reading focus – Language based activities- rhyming activities, letter recognition, blending and segmenting, searching for sounds, retelling and acting out of stories. * Talk for Writing * Nursery Rhyme a week. * Individual Readers * Read Phase 2 tricky words and begin to write * Name writing and letter formation start with tall letters, then curly letters , robot letters and zig zag monsters * Word of the Day   Spring 1   * Daily phonics sessions following – letters and sounds and Jolly Phonics. Begin Phase 3 ( for most) * Weekly Guided Reading Session * Reading focus – rhyming words, segmenting and blending. Reading words, captions, sentences. Being able to talk about what they have read. * Talk for writing * Individual Readers * Beginning to read Phase 3 tricky words * Encouraging children to write simple cvc words independently and some simple captions and sentences with support. * Simple comprehensions * Word of the Day * Letter formation, writing simple sentences using tricky words     Spring 2   * Daily phonics sessions following – letters and sounds and Jolly Phonics. Consolidate Phase 3/ segmenting and blending * Weekly Guided Reading Session * Reading focus – reading simple sentences, respond to questions who, what, where and when linked to text and illustrations. Talk about how the characters are feeling * Individual Readers * Word of the Day * Talk for writing Traditional Tales * Read and write Phase 2 and 3 tricky words * Encouraging children to write simple cvc words independently and some simple captions and sentences.   Summer 1   * Reading – reading clues and matching up to pictures – reading simple sentences, segmenting and blending * Using language influenced by knowledge of books and experiences * Daily phonics sessions following – letters and sounds and Jolly Phonics. segmenting and blending Begin Phase 4 * Weekly Guided Reading Session * Reading focus – reading simple sentences, respond to questions who,what,where and when linked to text and illustrations, making predictions, Show an understanding of how information can be found in non-fiction texts to answer questions * Individual Readers * Begin to read Phase 4 tricky words * Write sentences with capital letters, finger spaces and full stops using phonic knowledge. * Word of the Day   Summer 2   * Daily phonics sessions following – letters and sounds and Jolly Phonics. HA Start Phase 5 MA Consolidate Phase 3 and 4 * Weekly Guided Reading Session * Reading focus – reading simple sentences, respond to questions who,what,where and when linked to text and illustrations , Distinguishes between good and bad characters. * Individual Readers * Read phase 4 tricky words * Word of the Day * Children use their phonic knowledge to write word 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 |