

St Mary's English Overview – Reception to July 2021

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The table below outlines the most relevant early years outcomes to ELG, brought together from different areas of the Early Years Foundation Stage that match and are prerequisites for the National Curriculum programme of study for writing, reading and speaking.

The most relevant early years outcomes for reading, writing and speaking are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Literacy
- Expressive Arts and Design

Children are assessed at the end of the Reception year as Emerging, Expected or Exceeding according to the evidence gained and matched against the descriptors in the ELGs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<ul style="list-style-type: none"> • All about me • All about me (Family and house) • All about me (Timelines) • Elmer • Exploring Autumn • Nature Walks • Book Week – Julia Donaldson books 	<ul style="list-style-type: none"> • Senses / bonfire night • Dinosaurs • Remembrance Day • Diwali • Dinosaurs • Assessment week • Nativity play • Christmas 	<p>Traditional Tales:</p> <ul style="list-style-type: none"> • Goldilocks and the Three bears • Little Red Riding Hood/Three Little Pigs • Elves and the Shoemaker • The Gingerbread Man • Jack and the beanstalk • Three Billy Goats Gruff 	<ul style="list-style-type: none"> Fire Science week Mother's Day People who help us: Police Doctors Holy Week 	<p>Spring</p> <ul style="list-style-type: none"> Minibeasts- Caterpillar/butterfly Minibeasts- Ladybirds/Bumblebees Snails Pirates The Royal Family Faith and Culture week 1 - Judaism 	<ul style="list-style-type: none"> • Faith and Culture week 2 - Hinduism • Father's Day • Climate week • Superhero week Around the world: • Maidenhead and Local area • Poland • Italy • Spain • Africa • Farm • Summer
Phonics	<ul style="list-style-type: none"> • LCP planning Phonics Phase 1 and Phase 2 • Jolly Phonics songs • RWI picture cards 	<ul style="list-style-type: none"> • LCP planning Phonics Phase 2 and Phase 3 • Jolly Phonics songs • RWI picture cards 	<ul style="list-style-type: none"> • LCP planning Phase 3 and Revision • Jolly Phonics songs • RWI picture cards 	<ul style="list-style-type: none"> • LCP planning Phase 3 and Revision • Jolly Phonics songs • RWI picture cards 	<ul style="list-style-type: none"> • LCP planning Phase 4 • Jolly Phonics songs • RWI picture cards 	<ul style="list-style-type: none"> • LCP planning Phase 4 (Phase 5 for exceeding pupils) • Jolly Phonics songs • RWI picture cards

<p>Writing</p>	<ul style="list-style-type: none"> • Fine Motor Skills. • Write own name. • Writing initial sounds on dotted letters – progressing to independent letter formation. • Writing CVC words. 	<ul style="list-style-type: none"> • Fine Motor Skills. • Write own name. • Writing initial sounds on dotted letters – progressing to independent letter formation. • Writing CVC words. 	<p>40-60 months</p> <p><i>Phonics and Spelling Rules</i></p> <ul style="list-style-type: none"> • To continue a rhyming string. • To hear and say the initial sound in words. • To segment the sounds in simple words and blend them together. • To link sounds to letters, naming and sounding the letters of the alphabet. <p><i>Letter Formation, Placement and Positioning</i> Physical Development - Moving and Handling</p> <ul style="list-style-type: none"> • To show a preference for a dominant hand. • To begin to use anticlockwise movement and retrace vertical lines. • To begin to form recognisable letters. • To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. <p><i>Literacy – Writing:</i></p> <ul style="list-style-type: none"> • To give meaning to marks they make as they draw, write and paint. • To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. <p><i>Planning, Writing and Editing</i> Communication and Language - Speaking</p> <ul style="list-style-type: none"> • To link statements and stick to a main theme or intention. • To use talk to organise, sequence and clarify thinking, ideas, feelings and events. • To introduce a storyline or narrative into their play. <p>Literacy - Writing</p> <ul style="list-style-type: none"> • To write own name and other things such as labels, captions. • To attempt to write short sentences in meaningful contexts. <p><i>Expressive Arts and Design - Being Imaginative</i></p> <ul style="list-style-type: none"> • To play cooperatively as part of a group to develop and act out a narrative. <p><i>Awareness of Audience, Purpose and Structure</i> Communication and Language – Speaking</p>	<p>Working towards ELGs – see Summer 2</p>	<p>ELGs</p> <ul style="list-style-type: none"> • To use their phonic knowledge to write words in ways which match their spoken sounds. • To write some irregular common words. • To develop their own narratives and explanations by connecting ideas or events. • To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. • To express themselves effectively, showing awareness of listeners’ needs. • To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. • To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
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| | | | <ul style="list-style-type: none">• To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.• To use language to imagine and recreate roles and experiences in play situations. <p>Sentence Construction and Tense
Communication and Language - Understanding</p> <ul style="list-style-type: none">• To begin to understand 'why' and 'how' questions. <p>Speaking</p> <ul style="list-style-type: none">• To question why things happen and give explanations and ask questions, e.g. who, what, when, how.• To use a range of tenses in speech. For example, play, playing, will play, played. <p>Use of Phrases and Clauses</p> <ul style="list-style-type: none">• To begin to use more complex sentences to link thoughts when speaking, e.g. using 'and' and 'because'. <p>Use of Terminology</p> <ul style="list-style-type: none">• To show an understanding of prepositions, such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. | | |
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Reading	<ul style="list-style-type: none"> • Children are given non-word picture books (Stage 1) on entry to school to develop story telling ability and comprehension. • Children move onto word books once they are able to blend sounds together. 	<ul style="list-style-type: none"> • Children are given non-word picture books (Stage 1) on entry to school to develop story telling ability and comprehension. • Children move onto word books once they are able to blend sounds together. 	<p>40-60 months Phonics and Decoding</p> <ul style="list-style-type: none"> • To continue a rhyming string. • To hear and say the initial sound in words. • To segment the sounds in simple words and blend them together and know which letter represents some of them. • To link sounds to letters, naming and sounding the letters of the alphabet. <p>Fluency</p> <ul style="list-style-type: none"> • To begin to read words and simple sentences. <p>Reading: Comprehension</p> <ul style="list-style-type: none"> • To understand humour, e.g. nonsense rhymes, jokes. <p>Comparing, Contrasting and Commenting</p> <ul style="list-style-type: none"> • To enjoy an increasing range of books. <p>Words in Context and Authorial Choice</p> <ul style="list-style-type: none"> • To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. <p>Inference and Prediction</p> <ul style="list-style-type: none"> • To suggest how a story might end. • To begin to understand ‘why’ and ‘how’ questions. <p>Poetry and Performance</p> <ul style="list-style-type: none"> • To play cooperatively as part of a group to develop and act out a narrative. <p>Non-Fiction</p> <ul style="list-style-type: none"> • To know that information can be retrieved from books and computers. 	<p>Working towards ELGs – see Summer 2</p>	<p>ELGs</p> <ul style="list-style-type: none"> • To use phonic knowledge to decode regular words and read them aloud accurately. • To read and understand simple sentences. • To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. • To demonstrate understanding when talking with others about what they have read. • To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. • To express themselves effectively, showing awareness of listeners’ needs.
Speaking	<ul style="list-style-type: none"> • Children are encouraged to listen and take turns in speaking. • Children to speak about their own needs. • To follow or read a story and ask or answer questions. 	<ul style="list-style-type: none"> • Children are encouraged to listen and take turns in speaking. • Children to speak about their own needs. • To follow or read a story and ask or answer questions. 	<p>40-60 months Listening Skills Communication and Language – Listening and Attention</p> <ul style="list-style-type: none"> • To maintain attention, concentrate and sit quietly during appropriate activity. • To have two-channelled attention – can listen and do for short span. <p>Understanding</p> <ul style="list-style-type: none"> • To understand humour, e.g. nonsense rhymes, jokes. • To follow a story without pictures or props. <p>Following Instructions Communication and Language - Understanding</p> <ul style="list-style-type: none"> • To respond to instructions involving a two-part sequence. 	<p>Working towards ELGs – see Summer 2</p>	<p>ELGs</p> <ul style="list-style-type: none"> • To listen attentively in a range of situations. • To give their attention to what others say and respond appropriately, while engaged in another activity. • To follow instructions involving several ideas or actions. • To answer ‘how’ and ‘why’ questions about their

Asking and Answering Questions

Personal, Social and Emotional Development - Making Relationships

- To ask appropriate questions of others.

Drama, Performance and Confidence

Personal, Social and Emotional Development - Self-Confidence

And Self-Awareness

- To confidently speak to others about own needs, wants, interests and opinions.

Vocabulary Building and Standard English

Communication and Language - Speaking

- To begin to use more complex sentences to link thoughts (e.g. using and, because).
- To use a range of tenses (e.g. play, playing, will play, played).
- To use vocabulary focused on objects and people that are of particular importance to them.
- To build up vocabulary that reflects the breadth of their experiences.

Speaking for a Range of Purposes

Communication and Language - Speaking

- To use language to imagine and recreate roles and experiences in play situations.
- To link statements and stick to a main theme or intention.
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- To introduce a storyline or narrative into their play.

Personal, Social and Emotional Development - Making Relationships

- To explain own knowledge and understanding.

Participating in Discussion

Personal, Social and Emotional Development - Making Relationships

- To initiate conversations, attend to and take account of what others say.

Communication and Language-understanding

- To listen and respond to ideas expressed by others in conversation or discussion.

experiences and in response to stories or events.

- To speak confidently in a familiar group and talk about their ideas.
- To express themselves effectively, showing awareness of listeners' needs.
- To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.