



Eccleston Lane Ends

English Curriculum Overview - EYFS

Writing objectives

- Give meaning to the marks they draw, write and paint
- Begin to break the flow of speech into words
- Continue a rhyming string
- Hear and say the initial sounds in words
- Segment the sounds in simple words and blend them together
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels, captions
- Attempt to write short sentences in meaningful contexts
- Use phonic knowledge to write words in way which match their spoken sounds
- Spell some common irregular words
- Write simple sentences which can be read by themselves and others
- Write phonetically plausible words

Phonics Development

- Write CVC words
- Apply taught digraphs into writing
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- Write words with adjacent consonants
- Use key features of narrative in own writing (EXC)
- Have an awareness of a capital letter and full stop when writing a simple sentence

Reading Objectives

- Continue a rhyming string

- Hear and say the initial sounds in words
- Segment the sounds in simple words and blend them together and knows which letters represent some of them
- Link sounds to letters, naming and sounding the letters of the alphabet
- Begin to read words and simple sentences
- Use vocabulary and forms speech that are increasingly influenced by their experiences of books
- Enjoy reading an increasing range of books
- Know that information can be retrieved from books and computers
- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words
- Demonstrate understanding when talking with others about what they have read

Communication and Language Objectives

- Maintain attention, concentrates and sits quietly during appropriate activity (L&A)
- Two-channelled attention - can listen and do for short span (L&A)
- Respond to instructions involving a two-part sequence (U)
- Understand humour, e.g. nonsense rhymes, jokes (U)
- Able to follow a story without pictures or props (U)
- Listen and respond to ideas expressed by others in conversation or discussion (U)
- Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words (S)
- Use language to imagine and recreate roles and experiences in play situations (S)
- Link statements and sticks to a main theme or intention (S)
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events (S)
- Introduce a storyline or narrative into their play (S)
- Listen attentively in a range of situations (L&A)
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (L&A)
- Give attention to what others say and respond appropriately, while engaged in another activity (L&A)
- Follow instructions involving several ideas or actions (U)

- Answer 'how' and 'why' questions about their experiences and in response to stories or events (U)
- Express self effectively, showing awareness of listeners' needs (S)
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future (S)
- Develop narratives and explanations by connecting ideas or events (S)