



## **English in EYFS**

English in the EYFS is taught as part of 2 broader areas ~ 'Communication and Language' and 'Literacy'. At this age, speaking and listening plays a big part in literacy sessions and well as daily phonics lessons, daily Literacy lessons, daily songs and rhymes and daily stories where they join in or listen for pleasure.

**Communication and Language** is a Prime Area and is made up from **Listening, Attention and Understanding, and Speaking**. This involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Literacy** is a Specific Area and is used to develop a child's ability read and write. Literacy is made up from **Comprehension, Word Reading and Writing**. Children will develop this in range of ways including familiarity with phonics, understanding simple sentences, demonstrating understanding of what they have read, the ability to write spoken sounds and words and write simple sentences.

## **Intent**

**Taken from *Early Years Foundation Stage Statutory Framework. For group and school-based providers. Setting the standards for learning, development and care for children Nov 2024:***

### **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, storytelling 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).'*

## Implementation

In addition to our daily phonics and reading lessons, children have a daily literacy lesson. We follow the Pathways to Write programme where the focus is on using quality texts to develop a rich and varied vocabulary and developing those important oracy skills.

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Peace at Last by Jill Murphy</b> <b>Outcome</b> - Oral retelling of story. Draw images and write labels to represent the story	<b>The Three Little Pigs by Mara Alperin</b> <b>Outcome</b> –Label a plan and write a simple caption.	<b>Let's all Creep through Crocodile Creek by Jonny Lambert</b> <b>Outcome</b> – Make a story map and write labels and captions	<b>The Journey Home by Emma Levey</b> <b>Outcome</b> – Retell/rewrite of the story	<b>The Pirates are Coming! by John Condon</b> <b>Outcome</b> - Retell/rewrite of the story	<b>The Sea Saw by Tom Perciva</b> <b>Outcome</b> – rewrite the story

## Impact

Through carefully planned activities, chosen by us, activities based around the interests of the children and children working and exploring independently, children at the expected level of development, at the end of Reception, will achieve these Early Learning Goals.

## Literacy

### **Early Learning Goal: Comprehension**

- 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.

### **Early Learning Goal: Word Reading**

- 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.

### **Early Learning Goal: Writing**

- 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

## **Communication and Language**

### **Early Learning Goal: Listening, Attention and Understanding**

- 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.

### **Early Learning Goal: Speaking**

- 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.