



FULFEN PRIMARY EYFS CURRICULUM DESIGN

National Curriculum Subject	English
Key Stage 1	See National Curriculum Document
EYFS Educational Programme	<p>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).</p>
INTENT	<p>We aim to build (in sequence) the foundational knowledge, skills and understanding children need in order to be successful and prepare children for subsequent teaching and learning in Key stage 1 and beyond.</p> <p>We support children’s instinctive need and desire to communicate by:</p> <ul style="list-style-type: none">• Role modelling the qualities and characteristics of an excellent communicator.• Immersing children in a rich environment of words, sounds, rhythm, verbal and non-verbal expression.• Engaging children in conversation.• Providing a real purpose to listen and talk.• Valuing the different ways and means that children use to communicate. <p>We support children to learn to read by:</p> <ul style="list-style-type: none">• Recalling sounds speedily at the start of each Phonics session.• Sound talking word out loud for children to say e.g c>a>t – cat

	<ul style="list-style-type: none"> • Modelling reading words by pointing to sounds and blending them (swiping) from left to right • Teaching different digraphs. • Providing opportunities for children to read words containing familiar letter groups. • Pointing out correspondences between letters and sounds that are unusual. • Listening to children read aloud, ensuring books are consistent with their developing phonics knowledge. • Sending home good quality books which are carefully matched to the Phonics scheme and phonetically decodable. <p>We support children to learn to write by:</p> <ul style="list-style-type: none"> • Teaching them memorable phrases when forming letters accurately. • Encouraging and modelling an effective pen grip. • Modelling how to form different letters accurately focussing on the starting point and direction before expecting children to sit letters on the line. • Modelling how to segment using their fist and fingers- (hold up one finger for each sound in a word. • For common exception words, helping children to identify the sound that is tricky to spell. • Supporting children to form a complete sentence orally before writing. • Identifying the number of words in a sentence and what a 'good' sentence has. • Helping children to memorise their sentence before writing by repeatedly saying it out loud. • Dictating sentences for children to write which contain only the taught sound-letter correspondences. • Modelling how to read and re-read your own writing to check it makes sense.
<p>Knowledge (What we want children to know)</p>	<p>Speaking, Listening and Understanding</p> <p>We want children to know:</p> <ul style="list-style-type: none"> • Words carry meaning. • When it is their turn to speak. • The meaning of different words. • What a sentence is. • Different words can mean the same thing. • Some words can have more than one meaning.

- Adjectives are describing words..
- Nouns are objects.
- Verbs are action words.
- Plurals mean more than one.
- The present tense describes what is happening now.
- The past tense describes what has already happened.
- The future tense describes what is going to happen.
- The rules of conversation.
- Which words start a question.
- Story telling vocabulary.
- How to use my voice in different ways e.g. tone, volume, projection.

Writing

We want children to know how to:

- 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.

Reading & Comprehension

We want children to:

- Demonstrate my understanding of what has been read by re-telling stories and narratives using 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.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with my phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

**Skills:
(What the
children are
learning to do)**

Communication & Language

Children are learning to:

- Listen
- Sustain attention
- Ask questions
- Explain
- Describe
- Narrate
- Sequence
- Offer an opinion
- Share ideas
- Remember
- Take turns
- Gesture
- Follow instructions
- Respond
- Repeat
- Retrieve
- Take turns
- Process information
- Predict
- Retell
- Connect ideas
- Discuss

Writing

Children are learning to:

- Hold a pencil using a tripod grip.
- Trace over lines and circles using the correct directional movement for letter formation.
- Form straight line print letters correctly (l, i, t, j, f) |
- Form curve letters correctly (c, o, a, d, g, q, e, s)
- Form tunnel letters correctly (r, n, h, m, b, p, u, y)
- Form diagonal line letters correctly (v, w, k, x, z)
- Copy letters and words from environmental print.
- Hear and write the first, middle and final sounds in CVC words.
- Rehearse what they want to write verbally.
- Write simple lists, labels and captions.
- Write short captions and sentences made of CVC words using known graphemes.
- Write meaningful sentences (which match a picture).
- Leave finger spaces between the words in sentences/captions.
- Re-read what they have written to check that it makes sense.

- Spell common exception words correctly when writing them in captions/sentences.
- Use a full stop at the end of sentences.
- Use a capital letter at the beginning of sentences.
- Use a capital letter for the personal pronoun 'I'.

Reading & Comprehension

Children are learning to:

- Recognise that some books tell stories and others give information.
- Read English text from left to right and from top to bottom.
- Names of different parts of a book.
- Recognise new words and their meanings.
- Re-tell stories/narratives using my own words perhaps drawing upon some key phrases from the story. use the structure of well-known stories to invent new narratives.
- Anticipate key events in a story.
- Understand that a full stop completes one whole sentence and that a capital letter begins a new sentence.
- Suggest a word that rhymes with another.
- Hear the initial sound in words. Hear the final sound in words. Hear the middle sound in a CVC word.
- Recognise, and say a sound for, the letters of the alphabet. Recognise, and say a name for, the letters of the alphabet.
- Recognise, and say a sound for, phase 2 digraphs. Recognise, and say a sound for, phase 3 digraphs and trigraphs.
- Blend sounds to read VC words made up of known letter sound correspondences. Blend sounds to read CVC words made up of known letter-sound correspondences.
- Blend sounds to read CCVC/CVCC words made up of known letter-sound correspondences.
- Read a few common exception words matched to the phonics programme.
- Read some high frequency words.
- Read some simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.
- Re-read sentences to build up my confidence, fluency, understanding and enjoyment in word reading.

IMPLEMENTATION	<p>Communication and Language is a fundamental core skill. It is the key to enabling children to achieve and provides the strong foundations for future learning. It is promoted through a language rich ethos and environment in which adults narrate, ask questions, model thinking, provide a running commentary, repeat and extend language and give children reasons and a desire to talk. At the planning stage new and ambitious vocabulary linked to the theme is identified and displayed within the environment in the form of words and sentences acting as visual prompts for adults and children.</p> <p>Careful consideration is given to how children develop listening, attention and understanding to improve speaking skills. Within the continuous provision, adults actively seek and plan for opportunities to provoke talk. It is also taught through direct teaching e.g. daily group times, snack times and story and rhyme-time.</p> <p>A Curiosity Table is used to display intriguing objects and pictures and children are encouraged to describe, discuss and ask questions about what they see.</p> <p>The Investigation Area is used to pose questions and extend language through observing change, growth and new life. Enhancements are regularly added to all areas of the provision as a stimulus to inspire interest and engage children in talk e.g. setting up a scenario in the Role Play to encourage discussion and problem solving.</p> <p>All adults in EYFS have a sound knowledge and deep understanding of how children learn to talk. They move fluidly around the environment, modelling the qualities of a good communicator and searching for opportunities to engage with children in conversation.</p> <p>Staff are experts at teaching Phonics in Early Years. Children are taught discrete systematic phonics lessons every day in Reception, using the Rocket Phonics validated scheme. 2 lessons per week focus on blending and reading and 2 lessons per week focus on segmenting and spelling. Children practise and apply their skills when they complete activities in their individual practice books every day. One lesson per week is dedicated to teaching</p> <p>In Reception, Staff deliver weekly guided reading sessions. Children read carefully matched phonetically decodable books and practise and apply their phonics knowledge to read words and sentences. Staff choose books carefully and deliver daily story and song and rhyme time sessions as a priority.</p>
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	<p>Staff re-read stories and discuss them with children to build familiarity and understanding. Children are supported to dramatize stories once they know them well.</p> <p>Staff ensure that activities and challenges within continuous provision are linked to a book of the week which is linked to a specific theme/topic.</p> <p>A wide range of fiction, non-fiction, traditional and contemporary poems and rhymes are used to ensure children develop a love of reading.</p> <p>Children have the opportunity to practise and apply their developing reading and mark making/writing skills within continuous provision (indoors and outside). Staff ensure a wide range of books are provided and rotated regularly in the different well maintained reading areas (both indoors and outside).</p> <p>Staff provide targeted support during daily periods of continuous provision for children who need assistance to 'keep up' or 'catch up'.</p>	
<p>Key Vocabulary</p>	<p>phoneme, grapheme, blend, segment, decode, encode, letter, capital, space, full stop, sense, check, rehearse, word, sentence, caption, list, story, label, fiction, non-fiction, poem, song, rhyme, predict, title, blurb, beginning, middle, end, problem, solution, order</p>	
<p>EYFS Topics/themes:</p>	<p style="text-align: center;">Pre-School</p> <p style="text-align: center;">Ourselves Celebrations Happily Ever After People Who Help Us Holidays Plants and Animals Seasons</p>	<p style="text-align: center;">Reception</p> <p style="text-align: center;">Marvellous Me Let's Celebrate It's a Wonderful World Once Upon a Time All Creatures Great and Small Holidays Commotion in the Ocean</p>

**IMPACT
Early Learning
Goals**

ELG: Comprehension

Children at the expected level of development will:

- **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.**

ELG: Word Reading

Children at the expected level of development will:

- **Say a sound for each letter in the alphabet and at least 10 digraphs;**
- **Read words consistent with their phonic knowledge by sound-blending.**

ELG: Writing

Children at the expected level of development will:

- **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.**

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- **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.**

ELG: Speaking

Children at the expected level of development will:

- **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;**

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| | <ul style="list-style-type: none">• 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. |
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Find further information on how English is taught at Fulfen Primary School on this page: [English](#)