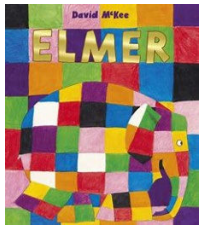
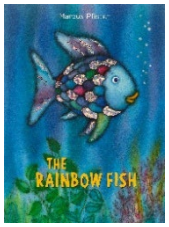
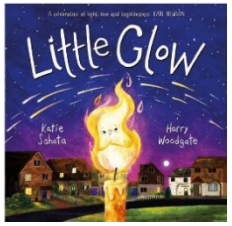
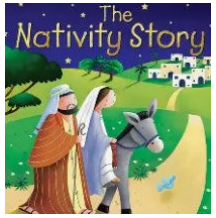
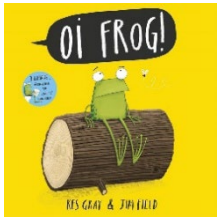
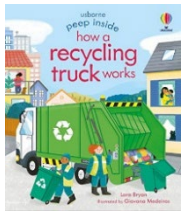
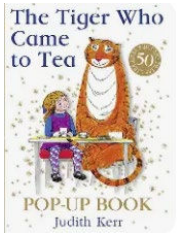
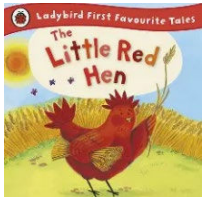
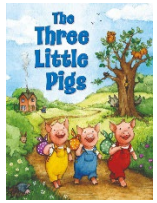
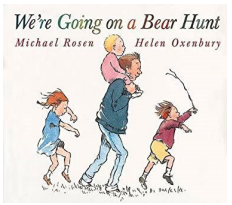
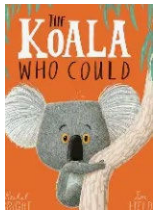
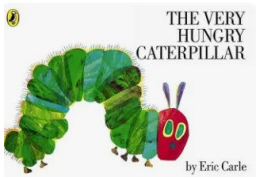
EYFS English Overview

Autumn Who Am I?	Spring Why is my world so amazing?	Summer How do I change over time?
Focus Texts    	**Focus Texts**    	**Focus Texts**    
Vocabulary	**Vocabulary**	**Vocabulary**
Listening, Understanding and Attention	**Listening, Understanding and Attention** Express an opinion and make a simple prediction based on a familiar story	**Listening, Understanding and Attention** **ELG:** Children at the expected level of development will:

Consistently demonstrate the required listening behaviours: eyes focused; sitting still etc Ask and answer simple questions about my learning Use new vocabulary I have learnt in my play **Speaking** List some rhyming words Use 'because' to explain my ideas and thoughts Self-correct some errors when talking Use new words in sentences **Comprehension** Answer literal, retrieval questions based on a story heard or read with an adult Make a prediction Know what a fiction book is Know what an author is and where to find the title of a book Recognise the repetitive phrases in the story **Word Reading** Read individual letters by saying the sounds for them. Segment sounds in words Blend sounds into words in order to read short words made up of known letter-sound correspondences. Segment and blend CVC words	Retell longer stories using phrases and vocabulary from the story Ask and answer more complex questions about their learning Hold a conversation and take turns **Speaking** Hold a conversation and take turns which shows active listening Talk for a range of different purposes Pronounce my phonemes correctly Use past and present tense when speaking (not always accurately) **Comprehension** Infer with how characters are feeling Know what a non-fiction book is Know what a poem is Ask text related questions Know how to retell the story in order Know what a sentence is **Word Reading** Identify some digraphs and trigraphs Read simple sentences and books matched to my phonics. Read a few common exception words linked to school's phonic programme Read some complex captions **Writing**	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. **Speaking** **ELG:** 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; 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. **Comprehension** **ELG:** 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;

Read simple captions **Writing** Form some lower-case letters accurately a, c, e, l, m, n, o, r, u, v, w, x, z Use phonics knowledge to begin securely writing CVC words, segmenting their phonemes aloud	Form all ascender and descender letters correctly Write short sentences, with taught digraphs, such as 'the cat is big' Use a full stop at the end of my short sentences Know the capital letter for each letter in the alphabet	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading** **ELG:** 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; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing** **ELG:** 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.
Writing for purpose Post cards Birthday invitations Birthday cards Shopping lists for party food Letters to Santa Christmas list	**Writing for purpose** Information poster to label re lifecycles Recycling leaflet Thank you letter to local emergency services Instructions – how to get to the library Post cards from hot and cold countries Shopping list from ASDA for healthy food	**Writing for purpose** Labelled map of local area Own story book Recipe Traditional tale Own passport Letters to each other

Phonics Autumn Term **Autumn 1** Read first 16 single-letter Set 1 sounds **Autumn 2** Read first 25 single-letter Set 1 sounds Blend sounds into words orally (CVC words) Introduce tricky words I and the	**Phonics Spring Term** **Spring 1** Read first 25 single-letter Set 1 sounds Blend sounds to read words in Ditty Sheets **Spring 2** Read 31 sounds in Set 1 including special friends (qu, sh, ch, th, nk, ng) Blend sounds to read words in Red Ditties Introduce tricky words of, my, to, no	**Phonics Summer Term** **Summer 1** Read 35 sounds from Set 1 sounds including (ss,ll,ff,ck) Blend sounds to read words in Green story books **Summer 2** Read 41 sounds including the first 6 of Set 2 (ay, ee, igh, ow, oo, oo) Blend sounds to read words in Green story books fluently. Embed tricky words I , the, of, my, to, no, your, said, you, he are