

## Ivington CE Primary & Pre-school



# Reaching together... with the fruits of the spirit

# **EYFS English Curriculum Progression Overview**

	Communication and Language  The development of children's spoken language underpins all seven areas of learning and development.			Literacy It is crucial for children to develop a life-long love of reading.		
	Spoken language and back and forth interaction	Active engagement in texts stories, non-fiction, rhymes and poems	Vocabulary and language structures	Language comprehension developed through adult talk about the world and books	Word reading decoding and recognition of familiar words	Writing transcription and composition
Nursery Curriculum	<ul> <li>Develop listening behaviours and skills.</li> <li>Respond to an adult or peer with words or actions.</li> <li>Begin to initiate conversation.</li> <li>Pay attention to more than one thing at a time.</li> <li>Express a point of view when in disagreement, using words as well as actions.</li> <li>Understand an instruction of two parts.</li> <li>Use talk to organise themselves and their play.</li> <li>Begin to use social phrases.</li> </ul>	<ul> <li>Listen to longer stories with enjoyment, remembering much of what happens.</li> <li>Sing a large repertoire of songs.</li> <li>Know and recall many rhymes.</li> <li>Talk about familiar books and be able to tell a story.</li> </ul>	Use a wider range of vocabulary.  Understand and respond to 'why' questions.	<ul> <li>Understand the five key concepts about print:         <ol> <li>print has meaning</li> <li>print can have different purposes</li> <li>English text is read from left to right and top to bottom</li> <li>the names of the different parts of a book 5) page sequencing</li> </ol> </li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	Develop phonological awareness:  identify and suggest rhymes  count or clap syllables in a word  recognise words with the same initial sound  Say individual letter sounds and orally blend them into simple words.	<ul> <li>Use some print and letter knowledge in early writing.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>



## Ivington CE Primary & Pre-school



## **EYFS English Curriculum Progression Overview**

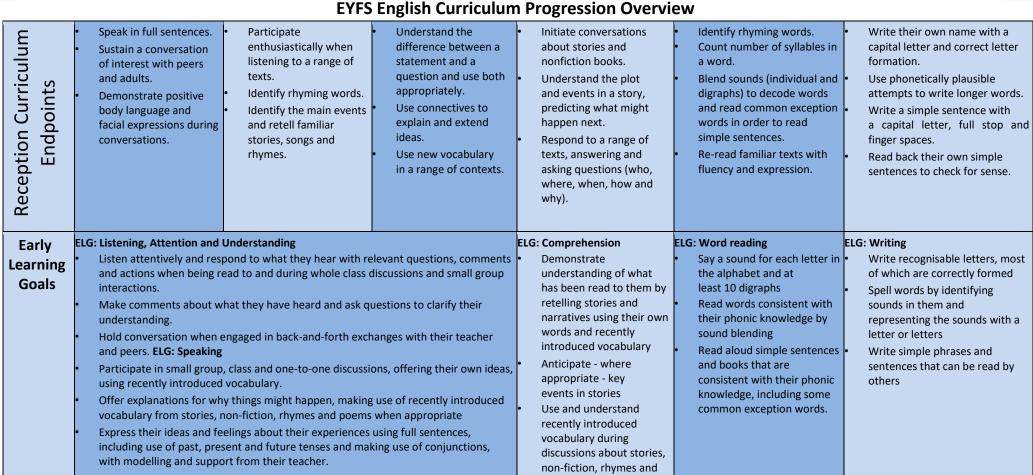
Nursery Curriculum Endpoints	<ul> <li>Maintain eye contact and pay attention when listening.</li> <li>Be confident to speak to an adult and/or another child.</li> <li>Understand and follow simple instructions.</li> </ul>	Respond to texts and songs through facial expressions, actions and spoken language.     Recall and retell a story using visual aids and props.	<ul> <li>Know alternative words that have the same or similar meaning.</li> <li>Learn and use new vocabulary related to topic.</li> <li>Express needs and wants with learnt vocabulary.</li> </ul>	Understand the purpose of books.     Respect books and take care of them. Respond     to stories using learnt vocabulary, expressing ideas and opinions.	<ul> <li>Recognise their name.         Be secure in phonological         awareness with sounds in         their name.         Orally blend and identify         simple words playing Read         Write Inc Fred Talk games.</li> </ul>	Read their own mark making to an adult.     Produce recognisable letters with a particular focus on those in their name.
Reception Curriculum	Develop active listening behaviours and skills.     Respond to an adult or peer with words and sentences. Initiate and     sustain conversation. Understand an     instruction and clarify meaning.     Understand how to     listen carefully and explain why listening is important. Use language to organise     and extend play.     Articulate ideas and thoughts in well-     formed sentences.     Use social phrases with an understanding of context.	Enjoy stories and engage in story time sessions.     Know and recall a range of songs and rhymes. Develop a     deep familiarity with texts and retell stories using repetition and their own words.	Learn and begin to use new vocabulary.     Ask questions to find out more and to check they understand what has been said to them. Articulate ideas     and thoughts in wellformed sentences.     Use a range of     connectives to connect ideas or actions.     Use talk to solve     problems, organise thinking and activities.     Use talk to explain how things work and     why they might happen.     Describe events in some detail.	Develop and initiate conversations about stories and non-fiction, learning and using new vocabulary in discussion. Re-read books to build     confidence in understanding and enjoyment.	<ul> <li>Consolidate phonological awareness of rhyme, syllables and identification of sounds in words.</li> <li>Read individual letters by saying the sound.</li> <li>Blend sounds to read simple words from known letter/sound correspondences.</li> <li>Read some digraphs that represent one sound.</li> <li>Read some common exception words.</li> <li>Read simple phrases and sentences containing words with known letter—sound correspondences and exception words.</li> <li>Re-read books to build confidence in word reading and fluency.</li> </ul>	Form lower-case and capital letters correctly.     Write their name with a capital letter.     Spell words by identifying the sounds and then writing the phoneme/ grapheme correspondences.     Write short sentences with words with known phoneme/ grapheme correspondences using a capital letter and full stop.  Re-read writing to check that it makes sense.



### **Ivington CE Primary & Pre-school**







poems and during role-

play.