

## EYFS English Overview



The Oak Tree  
Federation

### Term 1 and 2 (Autumn Terms)

<u>Reading</u> (From 21 steps Reading)	Book Handling	<ul style="list-style-type: none"> <li>- Independently I show an interest in illustrations and print in books and the environment.</li> <li>- I know that information can be relayed in the form of print.</li> <li>- I can hold books the correct way up and turn pages.</li> <li>- I can listen to and join in with stories and poems, one-to-one and also in small groups.</li> </ul>
	Phonological Awareness	<ul style="list-style-type: none"> <li>- I enjoy rhyming and rhythmic activities.</li> <li>- I show awareness of rhyme and alliteration.</li> <li>- I recognise rhythm in spoken language.</li> <li>- I can continue a rhyming string.</li> <li>- I can recognise familiar words and signs such as my own name and advertising logos.</li> <li>- I can hear syllables and clap the number I can hear</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>- I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> </ul>
<u>Writing</u> (from 21 steps Writing)	<ul style="list-style-type: none"> <li>- I use and enjoy mark making materials and give meaning to my marks.</li> <li>- I can write my name, although some letter formations may be incorrect and there is a mixture of lower/upper case letters.</li> <li>- I can write single letters or groups of letters that represent meaning.</li> </ul>	
<u>Speaking and listening</u> (from 21 steps Speaking and listening)	Talking to others: competence; confidence; recitation, solo performance and presentation	<ul style="list-style-type: none"> <li>- I can speak in simple sentences.</li> <li>- I can speak about things that I like.</li> <li>- I can join in and say some familiar rhymes/ poems.</li> </ul>
	Talking with others: listening; responding; discussion and debate	<ul style="list-style-type: none"> <li>- I can show I know how to listen.</li> <li>- I can talk about what I have heard.</li> <li>- I can listen and respond to what some else says.</li> </ul>
	Role-play and drama	<ul style="list-style-type: none"> <li>- I can participate in role-play</li> </ul>

#### Phonics (Monster Phonics)

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k c k	e u r	h b	f f f l l l s s	j v w x	y z z z q u	ch sh th <sub>(v)</sub> th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	
							ASSESSMENT 1					ASSESSMENT 2

### Term 3 and 4 (Spring Terms)

<u>Reading</u> (From 21 steps Reading)	Book Handling	<ul style="list-style-type: none"> <li>- I can look at books independently.</li> <li>- I can handle books carefully.</li> <li>- I know that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>- I know that in English we have a return sweep at the end of each line</li> <li>- I am developing one to one matching of words on the page with the word I speak</li> <li>- I can point to each word as I read</li> <li>- I understand the concepts of letter/words/ initial letter/grapheme</li> </ul>
	Phonological Awareness	<ul style="list-style-type: none"> <li>- I can locate the initial letter in words and say the initial sound.</li> <li>- I can segment the sounds in simple words and blend them together.</li> <li>- I know which letters represent some of the sounds.</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>- I am beginning to be aware of the way stories are structured.</li> <li>- I can suggest how the story might end.</li> <li>- I can adapt my prediction if the story ends in a different way</li> </ul>
<u>Writing</u> (from 21 steps Writing)	<ul style="list-style-type: none"> <li>- I can write some coherent statements, although spelling and letter formation may not be accurate.</li> <li>- I can hold a pencil effectively.</li> <li>- I show an awareness of sequencing of letters by spelling common single syllable words correctly in my writing.</li> </ul>	
<u>Speaking and listening</u> (from 21 steps Speaking and listening)	Talking to others: competence; confidence; recitation, solo performance and presentation	<ul style="list-style-type: none"> <li>- I am beginning to add some detail to my spoken sentences.</li> <li>- When I speak I can make links to known stories, experiences or events.</li> <li>- I can show an awareness of tenses when I speak.</li> <li>- With some support, I can say familiar rhymes and poems.</li> </ul>
	Talking with others: listening; responding; discussion and debate	<ul style="list-style-type: none"> <li>- I can listen actively to children and adults.</li> <li>- I can listen and usually link my questions and comments to what I have heard.</li> <li>- I can listen as part of a group.</li> </ul>
	Role-play and drama	<ul style="list-style-type: none"> <li>- I can take part and use language to express myself.</li> </ul>

Phonics (Monster Phonics)	<b>TERM 2</b>	<b>oo</b> (u)	<b>ow</b>	<b>ee</b>	<b>ur</b>	<b>ai</b>	<b>or</b>	<b>oa</b>	<b>er</b>	<b>igh</b>	<b>air</b>	<b>oi</b>	<b>ear</b> <b>ure</b>
	look now down	look now down	see going just have	see going just have	it's do so	it's do so	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	day, away play children	
						ASSESSMENT 3							ASSESSMENT 4

## Term 5 and 6 (Summer Terms)

Reading (From 21 steps Reading)	Book Handling	- I enjoy an increasing range of books. - I can use vocabulary and forms of speech that are increasingly influenced by my experience of books. - I am secure with one to one matching - I am able to control all aspects of book handling and am consistent with the direction I look at print when reading
	Phonological Awareness	- I can link sounds to letters, naming and sounding the letters of the alphabet. - Begins to read words and simple sentences. - I am able to monitor if my reading is phonetically correct - I self-correct sometimes if my reading is not phonologically correct
	Comprehension	- I can describe main story settings, events and principal characters. - I know that information can be retrieved from books and computers. <b>- I am able to monitor if my reading</b>

Writing (from 21 steps Writing)	- I can spell some common words and make phonic attempts at spelling other words. - I can write 3 or more simple sentences that can be read without my help and that make sense.
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Speaking and listening (from 21 steps Speaking and listening)	Talking to others: competence; confidence; recitation, solo performance and presentation	- I can respond differently to adults and children - I can change my language to show an awareness of a listeners needs - I can answer questions - I can use ideas from stories and my experiences when I speak. - I can use appropriate tenses in my spoken language. - I can independently recite familiar rhymes and poems.
	Talking with others: listening; responding; discussion and debate	- I can listen actively and maintain my concentration for longer periods. - I can listen to stories and respond to them appropriately. - I can take turns within the groups.
	Role-play and drama	- I am confident in expressing my ideas and actions in role-play and making suggestions. - I can take part in a group or class performance.

Phonics (Monster Phonics)	<b>TERM 3</b>	<b>CVCC</b>	<b>CCVC</b>	<b>CVC+</b> <small>with previously taught graphemes</small>	<b>CVC+</b> <small>with previously taught graphemes</small>	<b>CCVCC</b>	<b>CCVCC</b>	<b>CVC+</b> <small>polysyllabic</small>	<b>CVC+</b> <small>compound words</small>	<b>CCC</b> <small>onset words</small> <b>CCVCC+</b> <small>with previously taught graphemes</small>	<b>CCVCC+</b> <small>with previously taught graphemes</small>	<b>CVC+</b> <b>HFW</b>	<b>CVC+</b> <b>HFW</b>
			your here saw	your here saw	time out house about	time out house about	made make came	I'm very old	called asked looked	their our	Mr, Mrs don't	people could	ASSESSMENT 5

## Early Learning Goals

### Literacy

#### 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.

#### 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.

### Communication and Language

#### 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.

#### 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.

### 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.