



# EYFS Nursery English and Communication and Language Curriculum

<p><b>Over Arching Principles</b></p>	<ul style="list-style-type: none"> <li>• <b>A unique child:</b> Recognizes that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured.</li> <li>• <b>Positive relationships:</b> Highlights that children learn to be strong and independent through positive relationships with adults and their peers.</li> <li>• <b>Enabling environments:</b> Focuses on creating environments where children can learn and develop successfully, with adults who respond to their individual interests and needs.</li> <li>• <b>Learning and development:</b> Acknowledges that children develop and learn in different ways and at different rates, and that the curriculum must reflect these different ways of learning.</li> </ul>		
<p><b>Characteristics of Effective Learning</b></p>	<p><b>Playing and exploring</b></p> <ul style="list-style-type: none"> <li>• <b>Finding out and exploring:</b> Children are curious about people, their environment, and events.</li> <li>• <b>Playing with what they know:</b> They use their experiences to create pretend scenarios and take on roles.</li> <li>• <b>Being willing to have a go:</b> They are motivated to start activities, take risks, and are not afraid of making mistakes.</li> </ul> <p><b>Active learning</b></p> <ul style="list-style-type: none"> <li>• <b>Being involved and concentrating:</b> They stay focused on a task and are engaged in the activity.</li> <li>• <b>Persevering:</b> They keep trying when faced with difficulties and don't give up easily.</li> <li>• <b>Enjoying achievements:</b> They feel a sense of accomplishment when they succeed.</li> </ul> <p><b>Creating and thinking critically</b></p> <ul style="list-style-type: none"> <li>• <b>Having their own ideas:</b> They develop their own thoughts and concepts.</li> <li>• <b>Making links:</b> They connect ideas and see relationships between different things.</li> <li>• <b>Choosing ways to do things:</b> They develop and use their own strategies to achieve a goal.</li> </ul>		
<p><b>Communication and Language</b></p>	<p>Name, Hello, Goodbye, Listen, Talk, Rhyme, Song, Story, Book, Page, Turn, Action, Join in, Favourite, Stop, Go</p>	<p>Question, Answer, Why, Because, Talk, Listen, Story, Book, Page, End, Beginning, Favourite, Repeat, Dialogue, Conversation</p>	<p>Past, Now, Next, Yesterday, Tomorrow, Story, Sequence, Talk, Explain, Describe, Predict, Question, Answer, Memory</p>
<p><b>Literacy</b></p>	<p>Book, Story, Picture, Page, Words, Letters, Rhyme, Song, Listen, Favourite, Draw, Mark, Pen, Chalk, Write</p>	<p>Book, Story, Picture, Page, Turn, Words, Letters, Print, Logo, Label, Draw, Mark, Line, Symbol, Write</p>	<p>Book, Story, Character, Plot, Predict, Next, Letters, Name, Symbol, Write, Mark, Sentence, Rhyme, Poem, Familiar</p>

## AUTUMN TERM - Link to NC English

Development  
Matters 3-4  
Milestones

### Communication and language

Children listen to others in one-to-one or small groups, join in with repeated refrains, understand simple questions, and begin to use talk to connect ideas and explain what is happening.

### English

Children enjoy sharing books with adults, join in with rhymes and songs, begin to recognise print in the environment, and make marks with increasing control to represent meaning.

## What we want the children to KNOW

Communication  
and Language

Attention and routines: Respond to name; participates in familiar songs with actions (e.g., register song).  
Shared attention: Maintains short joint attention in adult-led tasks (e.g., puppets, simple craft).  
Instruction following: Follows 1-step instructions (e.g., “Put the brush in the pot”).  
Play narration: Responds to adult narration with gestures/words during play.

Rhyme participation: Joins in with words, phrases, and actions (e.g., Noisy Neighbour).  
Book engagement: Points to and comments on illustrations; anticipates repeated refrains.  
Turn taking in talk: Waits and responds in simple exchanges (e.g., “Your turn to say the rhyme line”).  
Vocabulary growth: Uses new topic words in context (e.g., autumn, leaf, windy).

English

Listening to texts: Attentive to short picture books (e.g., Brown Bear; Dear Zoo).  
Markmaking breadth: Makes marks with chalks, paints, pens; Penpals  
Print handling: Holds books; orients front/back; turns pages with support.  
Sound-action mapping: Imitates rhyme actions; matches rhythm.

Book preferences: Seeks familiar books; anticipates favourite sections.  
Joint attention: Sustains attention during shared rhyme time; imitates actions.  
Illustration scanning: Locates key features in images; names items.  
Grip variety: Marks at varied scales with evolving grips.

## SPRING TERM - Link to NC English

<p>Development Matters 3-4 Milestones</p>	<p>Communication and language Children listen to others in one-to-one or small groups, join in with repeated refrains, understand simple questions, and begin to use talk to connect ideas and explain what is happening.</p> <p>English Children enjoy sharing books with adults, join in with rhymes and songs, begin to recognise print in the environment, and make marks with increasing control to represent meaning.</p>
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## What we want the children to KNOW

<p>Communication and Language</p>	<p>Dialogic play starts: Initiates simple dialogue to negotiate roles (e.g., “I drive, you pay”).</p> <p>Rhyme recall: Recites longer sections; shows pleasure in familiar refrains.</p> <p>Question response: Answers closed and simple open questions about play/books.</p> <p>Sentence expansion: Begins to join ideas with “and” in talk.</p>	<p>Conversational back-and-forth: Sustains exchanges to extend play scenarios.</p> <p>Reasoning talk: Answers “why” with cause (e.g., “Because it spilled”).</p> <p>Listening stamina: Attentive through whole book without prompts; predicts endings.</p> <p>Perspective taking: Comments on characters’ feelings/actions in stories.</p>
<p>English</p>	<p>Independent page turning: Moves from start to end, noticing items of interest.</p> <p>Illustration language: Names/labels salient features (e.g., “lion, cage”).</p> <p>Rhyme mapping: Uses actions to match pace/shape of rhymes; some phrases.</p> <p>Mark focus: Watches mark formation; repeats intentional strokes.</p>	<p>Book stamina: Engaged through longer texts; mimics adult reading (intonation).</p> <p>Comprehension Q&amp;A: Answers closed questions during story share.</p> <p>Environmental print: Recognises logos/labels; connects to meaning.</p> <p>Linear patterns: Produces continuous lines/enclosed shapes across media.</p>

## SUMMER TERM - Link to NC English

Development  
Matters 3-4  
Milestones

### Communication and language

Children listen to others in one-to-one or small groups, join in with repeated refrains, understand simple questions, and begin to use talk to connect ideas and explain what is happening.

### English

Children enjoy sharing books with adults, join in with rhymes and songs, begin to recognise print in the environment, and make marks with increasing control to represent meaning.

## What we want the children to KNOW

Communication  
and Language

Organising play: Assigns roles, directs others, and selects resources verbally.

Comprehension in reading: Answers “who/where/what” from illustrations/text.

Rhyme repertoire: Recites a range of rhymes; explains preferences.

Temporal language: Uses “now/next” to plan actions in play.

Tense use: Talks about past/present events appropriately (e.g., “Yesterday we...”).

Causative sentences: Uses “because” to explain outcomes (e.g., “It fell because...”).

Instruction following: Follows two-step instructions in sequence.

Reading along: Echo-reads familiar lines; comments during read-alouds.

English

Narrative prediction: Suggests next events using plot so far.

Inquiry language: Answers “how/why” questions about texts.

Symbolic writing: Creates strings of symbols; labels as purposeful writing.

Print awareness: Recognises more local print (signs, room labels).

Book talk: Names/locates favourite books; gives brief plot/character descriptions.

Retelling with props: Re-enacts excerpts with puppets/small world.

Text structure: Anticipates repeated phrases; distinguishes text vs illustration.

Name readiness: Notices name letters; approximates name order in marks; hand preference.