



# EYFS Reception 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>Core Texts Not Exhaustive</b></p>	<p>The Colour Monster Giraffes Can't Dance (Stories related to feelings abilities and celebrating differences)</p>	<p>Nursery rhymes - Twinkle twinkle , hickory dickory Just right for Christmas One Snowy Night (seasonal stories)</p>	<p>One Snowy Day Here comes Jack Frost</p>	<p>The Jolly Postman Little Bo Peep</p>	<p>Katie in London My cat likes to hide in boxes</p>	<p>Bog Baby Mary Anning</p>

## AUTUMN TERM - Link to NC English

ELG  
AT THE END  
OF THE YEAR

### **Communication and Language:**

#### **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.
- 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.

#### **Literacy**

##### **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.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

##### **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.

<p>Comprehension</p>	<p><b>1. Beginning to Engage with Patterned Texts</b></p> <ul style="list-style-type: none"> <li>• Listens with enjoyment to stories featuring rhyme, rhythm, and repeated refrains.</li> <li>• Joins in with familiar phrases from well-known books (e.g., “I’ll huff and I’ll puff…”).</li> <li>• Begins to echo story language in play (e.g., “Fee-fi-fo-fum!”).</li> </ul> <p><b>2. Developing Book-Like Language</b></p> <ul style="list-style-type: none"> <li>• Repeats patterned phrases and story structures with increasing fluency.</li> <li>• Uses sentence starters from books (e.g., “Once upon a time…” or “Suddenly…”).</li> <li>• Begins to retell stories using some original vocabulary and structure.</li> </ul> <p><b>3. Applying Story Language Creatively</b></p> <ul style="list-style-type: none"> <li>• Incorporates book-like vocabulary into imaginative play and storytelling.</li> <li>• Uses descriptive phrases and time-related language from texts (e.g., “It was a cold, dark night…”).</li> <li>• Retells stories with clear sequence and patterned language.</li> </ul>	<p><b>1. Grasp and Use a Wider Range of Structures in Books</b></p> <p><b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Listens to stories with repeated phrases and predictable patterns.</li> <li>• Joins in with familiar refrains and notices story openings and endings.</li> </ul> <p><b>Developing Book-Like Language</b></p> <ul style="list-style-type: none"> <li>• Uses sentence starters and repeated structures from books in speech and play.</li> <li>• Begins to retell stories using familiar patterns (e.g., “Then they all ran away…”).</li> </ul> <p><b>Applying Story Structures</b></p> <ul style="list-style-type: none"> <li>• Applies book-like structures to aid participation in storytelling and shared reading.</li> <li>• Uses phrases such as “Once upon a time…” and “Suddenly…” to build narrative flow.</li> </ul> <p><b>2. Know How to Look for Cues in Illustrations</b></p> <p><b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Notices key features in illustrations and begins to comment on what they see.</li> <li>• Points to characters or objects and labels them with simple words.</li> </ul> <p><b>Developing Visual Awareness</b></p> <ul style="list-style-type: none"> <li>• Uses illustrations to predict what might happen next in a story.</li> <li>• Begins to interpret facial expressions and actions in pictures.</li> </ul> <p><b>3. Memorise and Perform More Complex Action Rhymes and Nursery Rhymes</b></p> <p><b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Joins in with familiar rhymes and copies simple actions.</li> <li>• Enjoys repetition and rhythm in songs and rhymes.</li> </ul> <p><b>Developing Performance Skills</b></p> <ul style="list-style-type: none"> <li>• Recites longer rhymes with rhythm and performs coordinated actions.</li> <li>• Begins to use expression and voice variation when performing.</li> </ul>
<p>Word Reading SSP</p>	<p>s a t p i n m d g o c k c k e u r h b f f l l l e s s</p> <p>Children practise segmenting and blending using ‘phonics fingers’ to support recall of phonemes in words.</p>	

<p>Floppy's Phonics</p>	<p>children begin to read simple sentences based on their phonic knowledge and the introduction of common 'tricky' words including: I he she the no go</p>	
<p>Writing</p>	<p><b>1. Recognise and Begin to Write Their Name</b>  <b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Recognises their name when spoken or seen in print.</li> <li>• Shows interest in name cards, pegs, or labelled belongings.</li> </ul> <p><b>Developing Name Awareness</b></p> <ul style="list-style-type: none"> <li>• Identifies the initial letter of their name and attempts to copy it.</li> <li>• Begins to trace or write their name with adult support.</li> <li>• Writes their first name with some recognisable letters and correct sequence.</li> <li>• Uses name writing during play and routines (e.g., signing in, labelling work).</li> </ul> <p><b>2. Mark Make in a Variety of Areas</b>  <b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Explores mark making in different areas of provision (e.g., role play, construction).</li> </ul> <p><b>Developing Control and Purpose</b></p> <ul style="list-style-type: none"> <li>• Draws lines, circles, and shapes with increasing control.</li> <li>• Begins to assign meaning to marks (e.g., "That says mummy").</li> </ul> <p><b>Applying Mark Making</b></p> <ul style="list-style-type: none"> <li>• Chooses to mark make during play to represent ideas (e.g., maps, signs, menus).</li> <li>• Uses a range of tools and media to create purposeful marks.</li> </ul> <p><b>3. Use Writing Independently and with an Adult to Write Labels and to Record Ideas in Number</b>  <b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Makes marks alongside number activities (e.g., tally marks, dots).</li> <li>• Attempts to label drawings with initial sounds or symbols.</li> </ul> <p><b>Developing Writing Purpose</b></p> <ul style="list-style-type: none"> <li>• Writes initial sounds or known letters to label objects with adult support.</li> </ul>	<p><b>1. Use Some Letters in Sequence to Convey Meaning, Including CVC Words</b>  <b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Makes marks and uses random letters to represent meaning.</li> <li>• Begins to recognise and write some letters from their name or environment.</li> </ul> <p><b>Developing Phonetic Awareness</b></p> <ul style="list-style-type: none"> <li>• Uses initial sounds and some known letters to represent words.</li> <li>• Attempts to write simple CVC words with adult support (e.g., cat, dog).</li> <li>• Uses letters in sequence to convey meaning in play and writing tasks.</li> </ul> <p><b>2. Begin to Break Speech into Words When Writing</b>  <b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Dictates sentences or phrases in a single stream of speech.</li> <li>• Makes marks or strings of letters to represent whole ideas.</li> </ul> <p><b>Developing Word Awareness</b></p> <ul style="list-style-type: none"> <li>• Begins to separate spoken ideas into individual words when writing.</li> </ul> <p><b>3. Write Labels with Growing Independence</b>  <b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Makes marks or uses initial sounds to label drawings or objects.</li> <li>• Copies adult-written labels with support.</li> </ul> <p><b>Developing Label Writing</b></p> <ul style="list-style-type: none"> <li>• Writes simple labels using known sounds and letters (e.g., sun, hat).</li> <li>• Begins to choose words independently for labelling activities.</li> <li>• Uses writing to support play (e.g., signs, menus, name tags).</li> </ul>

	<ul style="list-style-type: none"> <li>• Begins to record quantities using marks or numerals (e.g., “3 apples”)</li> </ul>	
<p>Transcription-handwriting</p>	<p>Pen Pals letter formation plus:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul> <p>Workbook 2: Long neck giraffe: l i t u j y                  One armed robot: r b n h m k p</p>	
<p>Communication and language</p>	<p><b>1. Know and Follow the Class Rules for Good Sitting, Good Listening, Good Looking, and Good Speaking</b></p> <p><b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Responds to adult prompts to sit still, look, and listen during group times.</li> <li>• Shows awareness of classroom expectations through imitation.</li> </ul> <p><b>Developing Understanding</b></p> <ul style="list-style-type: none"> <li>• Begins to use the language of class rules (e.g., “good sitting”) with adult support.</li> <li>• Follows simple group-time expectations with reminders.</li> </ul> <p><b>Applying Class Rules</b></p> <ul style="list-style-type: none"> <li>• Follows class rules with increasing independence during group and carpet times.</li> <li>• Encourages peers by modelling good sitting, listening, and speaking.</li> <li>• Explains the importance of class rules and helps others follow them.</li> </ul> <p><b>2. Know Behaviours for Successful Listening Through Listening Games and Modelling</b></p>	<p><b>1. Know That Listening Is Important</b></p> <p><b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Responds to adult prompts to listen during group times.</li> <li>• Shows awareness of listening expectations through imitation.</li> </ul> <p><b>Developing Listening Awareness</b></p> <ul style="list-style-type: none"> <li>• Begins to explain why listening is important (e.g., “So we know what to do”).</li> <li>• Recognises when they or others are not listening.</li> </ul> <p><b>Applying Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrates active listening during adult-led activities.</li> <li>• Encourages others to listen and models good listening behaviours.</li> </ul> <p><b>2. Know How to Take Turns in Speaking and Listening, and Begin to Listen to Others</b></p> <p><b>Developing Turn-Taking</b></p> <ul style="list-style-type: none"> <li>• Takes short turns in conversation with adult support.</li> <li>• Begins to respond to what others say.</li> </ul> <p><b>Applying Conversation Skills</b></p> <ul style="list-style-type: none"> <li>• Takes turns in conversation with peers, using eye contact and appropriate pauses.</li> </ul>

**Beginning to Engage**

- Joins in with simple listening games with adult support.
- Watches others to copy listening behaviours (e.g., still body, eye contact).

**Developing Listening Skills**

- Identifies and names good listening behaviours (e.g., “I’m looking at the speaker”).
- Responds to simple instructions in listening games.

**Applying Listening Behaviours**

- Uses listening behaviours during group times and play.
- Reflects on own listening with adult support (e.g., “I forgot to listen”).

**Secure and Independent**

- Demonstrates active listening across the day.
- Supports others in listening games and explains how to be a good listener.

**3. Begin to Know How to Take Turns in Conversation****Beginning to Engage**

- Listens to others speak and begins to wait for a pause before responding.
- Uses gestures or single words to join in.

**Developing Turn-Taking**

- Takes short turns in conversation with adult support.
- Begins to use phrases like “my turn” or “you go”.

**4. Participate in Predictable Texts Shared Regularly in Class****Beginning to Engage**

- Joins in with repeated phrases and actions in familiar stories.
- Anticipates key parts of well-known texts.

**Developing Participation**

- Recites repeated refrains and joins in with predictable story structures.
- Uses story language in play (e.g., “We can’t go over it...”).

**5. Begin to Ask Questions and Participate in Adult Narration or Independent Learning****Developing Participation**

- Listens and responds with relevant comments.

**3. Know to Put Their Hand Up to Have a Turn at Speaking in a Whole Class Discussion****Developing Group Awareness**

- Raises hand with adult prompting to take a turn.
- Waits for their name or signal before speaking.

**Applying Turn-Taking in Groups**

- Raises hand independently and waits for their turn.
- Listens to others while waiting to speak.

**4. Know How to Begin Articulating Their Ideas and Thoughts in Sentences****Beginning to Engage****Developing Sentence Use**

- Begins to speak in full sentences with adult support.
- Uses sentence starters (e.g., “I think...” or “My idea is...”).

**Applying Expressive Language**

- Articulates ideas in clear, simple sentences.
- Uses descriptive language to explain thoughts.

**5. Ask Questions to Find Out More and to Check Understanding (‘Tell Me More’, ‘How’, ‘Why’)****Beginning to Engage**

- Uses simple question words (e.g., “What’s that?”).
- Responds to adult questions with short answers.

**Developing Questioning Skills**

- Begins to ask questions to extend understanding.
- Uses prompts like “Why?” or “How?” with support.

**6. Know How to Follow Two-Step Instructions****Beginning to Engage****Developing Instruction Following**

- Begins to follow two-step instructions with reminders.
- Uses visual or verbal cues to support understanding.

**Applying Multi-Step Instructions**

- Follows two-step instructions independently in familiar contexts.
- Checks understanding by repeating or asking for clarification.

**7. Engage in Storytime Through Short Stories and Supportive Discussions**

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- Asks simple questions (e.g., “What’s that?”) during shared activities.
- Joins in with adult-led storytelling or explanations.

**6. Recall Simple and Familiar Nursery Rhymes**

**Developing Recall**

- Recites parts of well-known rhymes with support.
- Recognises and names favourite rhymes.

**Applying Rhyme Knowledge**

- Recites full rhymes with rhythm and expression.

**7. Know Vocabulary Linked to Feelings and School Routines**

**Beginning to Engage**

- Uses simple emotion words (e.g., happy, sad) with adult modelling.
- Names familiar routines (e.g., snack, tidy up).

**Developing Vocabulary**

- Identifies feelings in self and others using basic vocabulary.
- Uses routine-related words in context (e.g., “It’s home time now”).

**Developing Story Engagement**

- Responds to questions about characters or events.
- Begins to retell parts of the story.

**Applying Storytime Participation**

- Engages in discussion about story themes and vocabulary.
- Uses story language in play and conversation.

**8. Know Some Specialist Vocabulary for the Half Term in All Subject Areas**

**Developing Vocabulary Use**

- Begins to use specialist words in context (e.g., *habitat*, *pattern*).
- Recognises and names key vocabulary from displays or books.

**Applying Subject Vocabulary**

- Uses vocabulary confidently in learning activities.
- Explains meanings with adult support.

**9. Know Some Vocabulary Associated with Christmas and Diversity**

**Developing Cultural Vocabulary**

- Uses words linked to Christmas and other celebrations (e.g., *menorah*, *lantern*).
- Begins to describe traditions using new vocabulary.

**Applying Inclusive Language**

- Talks about different celebrations using appropriate vocabulary.
- Uses words to compare and discuss similarities and differences.

# SPRING TERM - Link to NC English

ELG  
AT THE END  
OF THE YEAR

## **Communication and Language:**

### **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.
- 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.

## **Literacy**

### **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.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **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.

**1. Recall Key Elements of Books They Have Heard and Read****Beginning to Engage**

- Listens to stories with enjoyment and begins to remember familiar characters or events.
- Joins in with repeated phrases or refrains.

**Developing Recall**

- Retells key parts of familiar stories with adult support.
- Names characters, settings, or events from well-known books.

**2. Express Preferences for Books****Beginning to Engage**

- Shows interest in favourite books or stories.
- Chooses familiar texts during free play or storytime.

**Developing Book Awareness**

- Talks about favourite characters or parts of a story.
- Begins to explain why they like certain books.

**3. Read Simple Phonically Regular Captions and Sentences****Beginning to Engage**

- Recognises some letters and sounds in familiar words.
- Attempts to blend simple CVC words with adult support.

**Developing Phonic Reading**

- Reads short captions using known sounds and blending strategies.
- Begins to decode simple phonically regular sentences.
- s and sentences with increasing fluency and confidence.

**4. Tell Stories in Their Play with an Increasing Awareness of Beginnings,****Middles and Endings****Beginning to Engage**

- Uses simple story language in play (e.g., “Once upon a time...”).
- Re-enacts familiar stories with props or peers.

**Developing Story Structure**

- Begins to include a clear beginning and ending in imaginative play.
- Uses characters and events to build simple narratives.

**5. Join in Stories by Taking Parts to Perform to Each Other****Beginning to Engage**

- Joins in with repeated phrases and actions during group storytelling.
- Responds to adult prompts to act out parts of a story.

**1. Understand Cause and Effect in Books They Have Heard or Read****Beginning to Engage**

- Responds to events in stories with emotion or simple comments (e.g., “Oh no!”).
- Notices when something changes or goes wrong in a story.

**Developing Understanding**

- Begins to explain why something happened in a story (e.g., “He fell because he ran too fast”).
- Recognises simple cause-and-effect relationships with adult support.

**2. Predict the Endings of Books****Beginning to Engage**

- Anticipates repeated phrases or familiar endings in well-known stories.
- Responds to prompts like “What do you think will happen?”

**Developing Prediction Skills**

- Makes simple predictions based on illustrations or story clues.
- Begins to justify predictions with adult support.

**3. Begin to Answer Questions About What They Have Read with****Growing Confidence****Beginning to Engage**

- Responds to simple questions with gestures or single words.
- Needs adult support to recall story details.

**Developing Response Skills**

- Answers basic questions about characters, settings, or events.
- Begins to use full sentences when responding.

	<p><b>Developing Performance Skills</b></p> <ul style="list-style-type: none"> <li>• Takes on simple roles in story performances with support.</li> <li>• Uses voice and movement to represent characters.</li> </ul>	
<p>Word Reading</p> <p>SSP Floppy's Phonics</p>	<p>j v w x y z zz qu ch sh th th ng dge ve wh cks tch nk</p> <p>Children practise segmenting and blending using 'phonics fingers' to support recall of phonemes in words. Children begin to read simple sentences based on their phonic knowledge and the introduction of common 'tricky' words including:</p> <p>we so to do into me</p>	
<p>Writing</p>	<p><b>1. Write Captions and Simple Sentences Using Regular Words Including Those with Digraphs, with Growing Independence</b></p> <p><b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Writes initial sounds or known letters to represent words.</li> <li>• Attempts to write simple CVC words with adult support.</li> </ul> <p><b>Developing Sentence Writing</b></p> <ul style="list-style-type: none"> <li>• Writes simple captions using phonetically plausible spellings.</li> <li>• Begins to include digraphs (e.g., <i>sh, ch, th</i>) in words with support.</li> </ul> <p><b>Applying Phonic Knowledge</b></p> <ul style="list-style-type: none"> <li>• Writes short sentences using regular words, including those with digraphs.</li> <li>• Uses finger spaces and sentence starters with increasing independence.</li> </ul> <p><b>2. Form Most Letters Accurately During Focused Handwriting Work</b></p> <p><b>Developing Letter Formation</b></p> <ul style="list-style-type: none"> <li>• Forms some recognisable letters with correct starting points.</li> <li>• Begins to use consistent size and spacing during handwriting activities.</li> </ul> <p><b>Applying Handwriting Skills</b></p> <ul style="list-style-type: none"> <li>• Forms most lowercase letters accurately during focused tasks.</li> <li>• Uses correct pencil grip and posture with reminders</li> </ul>	<p><b>1. Write Simple Sentences with Regular Words, Including Those with Digraphs</b></p> <p><b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Writes initial sounds or known letters to represent words.</li> <li>• Attempts to write simple CVC words with adult support.</li> </ul> <p><b>Developing Phonic Sentence Writing</b></p> <ul style="list-style-type: none"> <li>• Writes short captions or phrases using regular words and some digraphs (e.g., <i>ship, chat</i>).</li> <li>• Uses finger spaces inconsistently with adult prompting.</li> </ul> <p><b>Applying Phonic Knowledge</b></p> <ul style="list-style-type: none"> <li>• Writes simple sentences using regular words and digraphs with increasing independence.</li> <li>• Begins to use sentence starters and punctuation with support.</li> </ul> <p><b>2. Write a Sentence with Growing Independence</b></p> <p><b>Developing Sentence Independence</b></p> <ul style="list-style-type: none"> <li>• Writes short sentences with adult prompting and modelling.</li> <li>• Begins to reread own writing to check for sense.</li> </ul> <p><b>3. Write Most Lower-Case Letters Appropriately</b></p> <p><b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Makes marks and attempts to form letters with varied orientation and size.</li> <li>• Traces or copies letters with adult support.</li> </ul> <p><b>Developing Letter Formation</b></p> <ul style="list-style-type: none"> <li>• Forms some recognisable lowercase letters with correct starting points.</li> </ul>

		<ul style="list-style-type: none"> <li>• Begins to use consistent size and spacing during handwriting activities.</li> </ul> <p><b>Applying Handwriting Skills</b></p> <ul style="list-style-type: none"> <li>• Forms most lowercase letters accurately during focused tasks.</li> <li>• Uses correct pencil grip and posture with reminders.</li> </ul> <p><b>Secure and Independent</b></p> <ul style="list-style-type: none"> <li>• Forms all taught lowercase letters correctly and consistently.</li> <li>• Applies accurate letter formation across independent writing tasks.</li> </ul>
<p>Transcription-handwriting</p>	<p>Pen Pals letter formation plus:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul> <p>Workbook 3: curly caterpillar letters: c a d o s g q e f    Zigzag monster letters: z v w x</p>	
<p>Communication and language</p>	<p><b>1. Take Turns in Conversations When Involved with the Whole Class or Small Group Teaching as They Volunteer Ideas</b></p> <p><b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Responds to adult prompts to wait before speaking.</li> <li>• Shares ideas with support in small group settings.</li> </ul> <p><b>Developing Turn-Taking</b></p> <ul style="list-style-type: none"> <li>• Begins to take turns in conversation with adult guidance.</li> <li>• Listens to others and responds with short comments.</li> </ul> <p><b>Applying Conversation Skills</b></p> <ul style="list-style-type: none"> <li>• Takes turns in whole-class and small-group discussions with increasing independence.</li> <li>• Volunteers ideas and responds to others respectfully.</li> </ul> <p><b>2. Listen and Respond to Each Other Without Adult Guidance</b></p> <p><b>Developing Peer Interaction</b></p> <ul style="list-style-type: none"> <li>• Begins to respond to others’ ideas or questions in conversation.</li> <li>• Uses listening behaviours with reminders.</li> </ul> <p><b>Applying Independent Listening</b></p>	<p><b>1. Skills in Good Listening and Attention Must Now Be Consolidated and Demonstrated Around School</b></p> <p><b>Developing Listening Across Contexts</b></p> <ul style="list-style-type: none"> <li>• Demonstrates listening behaviours in classroom routines and small group work.</li> <li>• Begins to apply listening skills in less structured areas (e.g., outdoor play, transitions).</li> </ul> <p><b>Applying Listening School-Wide</b></p> <ul style="list-style-type: none"> <li>• Uses good listening and attention across different areas of the school.</li> <li>• Responds appropriately to instructions and conversations in varied contexts.</li> </ul> <p><b>2. Develop Questioning Skills to Think About, Then Use, When Talking to Farmer Sarah and Other Visitors (Who, What, Where, When, Why, How)</b></p> <p><b>Developing Questioning Skills</b></p>

- Listens and responds to peers without adult prompting.
- Maintains short conversations during play and learning.

### **3. Know Vocabulary Linked to the Season of Winter and Celebrations**

#### **Beginning to Engage**

- Recognises and names familiar seasonal items (e.g., snow, tree, lights).
- Joins in with songs or stories linked to celebrations.

#### **Developing Seasonal Vocabulary**

- Uses words linked to winter and celebrations in play and discussion.
- Begins to describe seasonal changes and traditions.

### **4. Make Different Voices for Different Characters in Their Play, Taking It in Turns to Play Out a Story with Each Other**

#### **Beginning to Engage**

- Uses simple phrases or actions to represent characters in play.
- Copies voices or expressions with adult modelling.

#### **Developing Role Play Skills**

- Begins to use different voices or expressions for characters.
- Takes turns with peers to act out familiar stories.

- Begins to ask purposeful questions using “who,” “what,” and “where.”
- Uses questioning to show interest in visitors and new experiences.

#### **Applying Inquiry Language**

- Asks thoughtful questions using a range of question words (e.g., “Why do sheep need hay?”).
- Listens to answers and builds on responses with follow-up questions.

### **3. Predict What Might Happen Next in a Range of Stories and Scenarios and Listen to Each Other’s Ideas**

#### **Beginning to Engage**

- Anticipates familiar story endings or repeated phrases.
- Responds to prompts like “What do you think will happen?”

#### **Developing Predictive Thinking**

- Makes simple predictions based on illustrations or story clues.
- Begins to listen to peers’ ideas and respond with agreement or curiosity.

### **4. Perform a More Complex Nursery Rhyme with Confidence and Actions**

#### **Beginning to Engage**

- Joins in with familiar rhymes and copies simple actions.
- Enjoys rhythm and repetition in group performances.

#### **Developing Performance Skills**

- Recites longer rhymes with rhythm and coordinated actions.
- Begins to use expression and voice variation.

### **5. Know Vocabulary Linked to People Who Help Us and Spring**

#### **Beginning to Engage**

- Recognises and names familiar helpers (e.g., doctor, firefighter) and spring items (e.g., flower, rain).
- Joins in with songs or stories linked to the theme.

#### **Developing Topic Vocabulary**

- Uses words linked to people who help us and spring in play and discussion.
- Begins to describe roles and seasonal changes using new vocabulary.

## SUMMER TERM - Link to NC English

ELG  
AT THE END OF THE  
YEAR

### **Communication and Language:**

#### **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.
- 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.

### **Literacy**

#### **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.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### **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.

<p style="text-align: center;">Comprehension</p>	<p><b>1. Predict the Development of the Plot</b>  <b>Applying Plot Awareness</b></p> <ul style="list-style-type: none"> <li>• Predicts story developments using knowledge of structure and character behaviour.</li> <li>• Explains predictions using reasoning and story language.</li> </ul> <p><b>Secure and Independent</b></p> <ul style="list-style-type: none"> <li>• Makes confident predictions and explains reasoning clearly.</li> <li>• Uses prediction to engage with unfamiliar texts and extend story discussions.</li> </ul> <p><b>2. Empathise with Characters</b>  <b>Developing Emotional Awareness</b></p> <ul style="list-style-type: none"> <li>• Begins to explain why a character might feel a certain way.</li> <li>• Relates character experiences to their own feelings.</li> </ul> <p><b>Applying Empathy</b></p> <ul style="list-style-type: none"> <li>• Describes character emotions and motivations with increasing detail.</li> <li>• Uses empathy to explain actions or choices in stories.</li> </ul> <p><b>3. Make Links Between Texts</b>  <b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Recognises familiar characters or themes across stories.</li> <li>• Notices repeated phrases or structures in different books.</li> <li>• Begins to compare characters, settings, or events across texts.</li> <li>• Talks about similarities in story structure or language.</li> </ul>	<p><b>1. Name Book Characters and Describe Their Qualities</b>  <b>Developing Character Awareness</b></p> <ul style="list-style-type: none"> <li>• Begins to describe characters' behaviours or feelings (e.g., "He's brave because he helped").</li> <li>• Uses story language to talk about character traits.</li> </ul> <p><b>Applying Character Description</b></p> <ul style="list-style-type: none"> <li>• Describes characters using a range of qualities (e.g., "She's clever and helpful").</li> <li>• Compares characters across different stories.</li> </ul> <p><b>2. Articulate the Dilemmas Characters Face</b>  <b>Developing Problem Awareness</b></p> <ul style="list-style-type: none"> <li>• Begins to explain what the character's problem is (e.g., "He lost his toy").</li> <li>• Suggests simple solutions or outcomes.</li> </ul> <p><b>Applying Dilemma Thinking</b></p> <ul style="list-style-type: none"> <li>• Articulates dilemmas clearly and explains how they affect the story.</li> <li>• Reflects on character choices and possible consequences.</li> </ul> <p><b>3. Access Simple Information Books and Recall Some Facts They Have Read</b>  <b>Developing Non-Fiction Awareness</b></p> <ul style="list-style-type: none"> <li>• Begins to recall key facts from simple information texts.</li> <li>• Uses topic vocabulary in discussion (e.g., "Penguins live in cold places").</li> </ul> <p><b>Applying Fact Recall</b></p> <ul style="list-style-type: none"> <li>• Recalls and shares facts from non-fiction books with growing independence.</li> <li>• Uses information to support play or learning (e.g., building, drawing, role play).</li> </ul>
<p style="text-align: center;">Word Reading</p> <p style="text-align: center;">SSP Floppy's Phonics</p>	<p>ai ee -y -igh oa -oo oo ar or ur ow oi ear air -er er -ue - ue - ure - ture</p> <p>Children practise segmenting and blending using 'phonics fingers' to support recall of phonemes in words.</p> <p>children begin to read simple sentences based on their phonic knowledge and the introduction of common 'tricky' words including:  was are my like you all</p>	

Writing

- 1. Write Simple Sentences Using Regular Words Including Those with Digraphs**  
**Developing Phonic Sentence Writing**
  - Writes short captions or phrases using regular words and some digraphs (e.g., *ship*, *chat*).
  - Uses finger spaces inconsistently with adult prompting.**Applying Phonic Knowledge**
  - Writes simple sentences using regular words and digraphs with increasing independence.
  - Begins to use sentence starters and punctuation with support.
- 2. Begin to Extend Writing into More Than One Sentence, or a Sentence Extended with the Word 'And'**  
**Beginning to Engage**
  - Writes single words or short phrases with adult support.
  - Dictates ideas for adults to scribe.**Developing Sentence Extension**
  - Writes simple sentences and begins to add "and" to extend ideas (e.g., "I saw a cat and a dog").
  - Uses known vocabulary to link ideas with support.
  - Begins to use descriptive language to add detail.
- 3. Write Most Lower-Case Letters Appropriately**  
**Developing Letter Formation**
  - Forms some recognisable lowercase letters with correct starting points.
  - Begins to use consistent size and spacing during handwriting activities.**Applying Handwriting Skills**
  - Forms most lowercase letters accurately during focused tasks.
  - Uses correct pencil grip and posture with reminders.

- 1. Write Simple Sentences with Regular Words, Including Those with Digraphs**  
**Beginning to Engage**
  - Writes initial sounds or known letters to represent words.
  - Attempts to write simple CVC words with adult support.**Developing Phonic Sentence Writing**
  - Writes short captions or phrases using regular words and some digraphs (e.g., *ship*, *chat*).
  - Uses finger spaces inconsistently with adult prompting.**Applying Phonic Knowledge**
  - Writes simple sentences using regular words and digraphs with increasing independence.
  - Begins to use sentence starters and punctuation with support.**Secure and Independent**
  - Writes full sentences independently using a range of regular words and digraphs.
  - Applies phonic knowledge confidently to spell unfamiliar words.
- 2. Extend Writing into More Than One Sentence, or a Sentence Extended with the Word 'And' with Greater Independence**  
**Beginning to Engage**
  - Writes single words or short phrases with adult support.
  - Dictates ideas for adults to scribe.**Developing Sentence Extension**
  - Writes simple sentences and begins to add "and" to extend ideas (e.g., "I saw a cat and a dog").
  - Uses known vocabulary to link ideas with support.**Applying Extended Writing**
  - Writes two connected sentences or extends a sentence using "and" independently.
  - Begins to use descriptive language to add detail.
- 3. Write Lower-Case Letters Appropriately and Some Capital Letters That Have Personal Importance**  
**Developing Letter Formation**
  - Forms most lowercase letters with correct starting points and orientation.

		<ul style="list-style-type: none"> <li>• Begins to write capital letters from their name or familiar words.</li> </ul> <p><b>Applying Handwriting Skills</b></p> <ul style="list-style-type: none"> <li>• Writes lowercase letters accurately and consistently during focused tasks.</li> <li>• Uses capital letters for names or personal vocabulary with support.</li> </ul>
<p>Transcription-handwriting</p>	<p>Pen Pals letter formation plus:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul> <p>consolidate letters from workbook 2 and 3 for successful transition to Year 1</p>	
<p>Communication and language</p>	<p><b>1. Tell Familiar Stories with Dialogue Using Small World Figures or Puppets, or in Role Play with Specific Props</b> <b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Re-enacts familiar stories using simple phrases and gestures.</li> <li>• Uses small world figures or props to represent characters and actions.</li> </ul> <p><b>Developing Storytelling Skills</b></p> <ul style="list-style-type: none"> <li>• Begins to include dialogue and character voices in play.</li> <li>• Uses props to support storytelling structure (e.g., beginning, middle, end).</li> </ul> <p><b>2. Process Language Which Includes Challenging Adjectives, Verbs and Positional Vocabulary in Instructions</b> <b>Developing Language Processing</b></p> <ul style="list-style-type: none"> <li>• Begins to follow instructions with challenging adjectives and verbs (e.g., “tiptoe quietly”, “place gently”).</li> <li>• Understands basic positional vocabulary (e.g., under, next to, behind).</li> </ul> <p><b>Applying Instructional Language</b></p>	<p><b>1. Generate Original Narratives Using Small World, Figures or Puppets, or in Role Play with Open-Ended Props</b> <b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Uses figures or props to act out familiar storylines.</li> <li>• Repeats known phrases or actions in imaginative play.</li> </ul> <p><b>Developing Narrative Skills</b></p> <ul style="list-style-type: none"> <li>• Begins to create original story ideas using small world or role play.</li> <li>• Uses dialogue and character voices with adult support.</li> </ul> <p><b>Applying Storytelling Language</b></p> <ul style="list-style-type: none"> <li>• Develops structured narratives with a clear beginning, middle, and end.</li> <li>• Collaborates with peers to build and perform imaginative stories.</li> </ul> <p><b>2. Memorise Rhymes and Incorporate Body Percussion or Instrumental Sounds as a Simple Performance</b> <b>Beginning to Engage</b></p> <ul style="list-style-type: none"> <li>• Joins in with familiar rhymes and copies simple actions.</li> <li>• Responds to rhythm and beat with movement or clapping.</li> </ul>

- Follows multi-step instructions using descriptive and positional vocabulary.
- Uses new adjectives and verbs in play and conversation.

### **3. Play Games Where They Give Instructions to Each Other**

#### **Developing Peer Interaction**

- Gives basic instructions to peers during play (e.g., “Go there”, “Put it here”).
- Uses gesture and voice to support communication.

#### **Applying Instructional Language**

- Gives clear instructions using descriptive and positional vocabulary.
- Takes turns leading and following in structured games.

### **4. Recall and Define Specialist Vocabulary for the Half Term**

#### **Beginning to Engage**

- Repeats new words with adult modelling.
- Recognises specialist vocabulary in familiar contexts.

#### **Developing Vocabulary Recall**

- Begins to use topic-specific words in play and discussion.
- Explains simple meanings with support.

#### **Developing Performance Skills**

- Recites longer rhymes with rhythm and coordinated body percussion.
- Begins to use instruments to enhance rhyme performance.

### **3. Recall and Define Specialist Vocabulary for the Half Term**

#### **Developing Vocabulary Recall**

- Begins to use topic-specific words in play and discussion.
- Explains simple meanings with support.

#### **Applying Vocabulary Knowledge**

- Recalls and defines specialist vocabulary across subjects.
- Uses new words to describe, explain, and ask questions.

### **4. Answer Open-Ended or Speculative Questions**

#### **Developing Thinking Skills**

- Begins to answer open-ended questions with personal ideas (e.g., “I think...”).
- Uses reasoning with adult prompting.

#### **Applying Speculative Thinking**

- Answers speculative questions using imagination and topic knowledge.
- Builds on others’ ideas in group discussion.

#### **Developing Instruction Following**

- Begins to follow two-step instructions with reminders.
- Uses visual or verbal cues to support understanding.

#### **Applying Multi-Step Instructions**

- Follows three-step instructions independently in familiar contexts.
- Checks understanding by repeating or asking for clarification.