

How the Early Years Foundation Stage Framework links to English in the National Curriculum

How it is taught in EYFS:	In EYFS we are working towards the following Early learning goals (ELGs)		How it looks in Year 1:
▪ Daily phonics sessions. ▪ Daily Story time ▪ Home reading book ▪ Writing as part of phonics sessions. ▪ Making marks in paint, sand, glitter etc. using their fingers. ▪ Mark making and writing as part of play both inside and outside. ▪ Threading, cutting, drawing to develop their fine motor skills. ▪ Using small tools such as pencils, pens, paintbrushes, scissors to develop fine motor skills. ▪ Writing notes, cards, labels and	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.	<u>Spoken language:</u> Listening and responding appropriately to others. Asking relevant questions. Developing strategies to build their vocabulary. Speaking with increasing fluency and command of Standard English. Participating in discussions, role-play, performances etc. <u>Reading – word reading:</u> Applying phonics knowledge and skills to decode. Respond speedily with correct sound to graphemes for all 40+ phonemes, including alternative sounds. Blending accurately to read unfamiliar words. Reading common exception words. Reading words with contractions. Reading books aloud accurately that are correctly matched to their phonic ability. Re-reading books to build fluency. <u>Reading – comprehension:</u> Developing pleasure in reading. Listening to and discussing a wide range of stories, poems and non-fiction. Linking what they read / hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. Recognising and joining in with predictable phrases.
	Communication and Language 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	

letters to friends and family (writing with a purpose).		modelling and support from their teacher.	Learning to appreciate rhymes and poems and beginning to recite some by heart. Discussing word meanings. Drawing on what they already know and information provided by the teacher. Checking a text makes sense and correctly inaccuracies. Discussing the significance of the title and events. Making inferences on the basis on what is being said and done. Predicting what might happen next. <u>Writing – transcription:</u> Spelling words containing each of the 40+ phonemes, common exception words and days of the week. Naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound. Adding prefixes and suffixes (s, es, un, ing, ed, er, est). Beginning to form lower-case letters in the correct directions. Forming capital letters, digits 0-9 and understanding letter handwriting 'families'. <u>Writing – composition:</u> Saying sentences aloud before writing (composing orally). Sequencing sentences to form short narratives. Re-reading to check their writing makes sense. Discussing what they have written and reading their writing aloud to others. <u>Writing – vocabulary, grammar and punctuation:</u> Leaving spaces between words. Joining words and clauses with 'and'. Beginning to punctuate sentences with capital letters, full stops, question marks and exclamation marks. Using capital letters for proper nouns and the personal pronoun 'I'.
	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.	
	Literacy 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.	
	Literacy 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.	
	Expressive art and design	• Invent, adapt and recount narratives and stories with peers and their teacher.	

	Being imaginative and expressive		
	Physical development Fine motor skills	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	