The curriculum and skills taught in EYFS are drawn from the Statutory EYFS Framework Document https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2.

PRIME AREA 2 – COMMUNICATION & LANGUAGE

Children in EYFS will:

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Use new vocabulary in different contexts.
- Listens carefully to rhymes and songs, paying attention to how they sound.
- learn rhymes, poems and songs
- Engage in non-fiction books.
- Listens to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

SPECIFIC AREA – LITERACY - Communication and language

Children in EYFS will:

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts well formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Use new vocabulary in different contexts.
- Listens carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs
- Engage in non-fiction books.
- Listens to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

LITERACY

Children in EYFS will:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letters – sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the schools phonics programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sounds with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Listening and attention and understanding ELG:

Children are 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.

Speaking ELG:

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.

Comprehension ELG:

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 and stories, non-fiction, rhymes and poems and during role play.

Word reading ELG:

Say a sound for each letter in the alphabet and at least 10 diagraphs. Read words consistent with their phonics knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.

Writing ELG:

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 ready by others.

Being Imaginative and Expressive ELG:

Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and, when, appropriate, try to move in time with music.