

## LOXWOOD ENGLISH FOR EYFS

|                      | Autumn 1<br>DISCOVER   | Autumn 2<br>DISCOVER   | Spring 1<br>EXPLORE  | Spring 2<br>EXPLORE  | Summer 1<br>CREATE   | Summer 2<br>CREATE   |
|----------------------|--|--|--|--|--|--|
| Topic                | <b>This is me!</b>   | <b>Night and Day</b>   | <b>Traditional tales</b>   | <b>People that help us</b>   | <b>How Animals Grow</b>  | <b>Moving on, Journeys<br/>And Adventures</b>  |
| Key Texts            | <p>This is me:<br/><i>Incredible you</i><br/><i>What makes me me</i><br/><i>Only one you</i><br/><i>Super Duper you</i><br/><i>The lion inside</i><br/><i>Our class is a family</i></p> <p>Phonological awareness:<br/><i>Oi Frog collection</i><br/><i>Rumble in the jungle</i><br/><i>Hairy Maclairy set</i><br/><i>Tanka Tanka skunk</i><br/><i>Walking through the jungle</i><br/><i>Simon sock</i></p> <p>Other Familiar texts :<br/><i>Zoo</i><br/><i>Julia Donaldson e.g</i><br/><i>Gruffalo</i><br/><i>Room on a broom</i><br/><i>We're going on a bear hunt</i></p> | <p>Nonfiction books about the seasons and day and night</p> <p>Fiction:<br/><i>Halloween</i><br/><i>We're going on a Pumpkin hunt</i><br/><i>What's in the witches' kitchen?</i><br/><i>Funny bones</i><br/><i>Meg and Mog</i><br/><i>Bonfire night</i><br/><i>Look up</i><br/><i>How to catch a star</i><br/><i>Diwali</i><br/><i>The best Diwali ever</i><br/><i>Rama and Sita</i><br/><i>Owl babies</i></p> | <p>Nonfiction books about animals</p> <p>Fiction:<br/><i>Goldilocks and the three bears</i><br/><i>The three little pigs</i><br/><i>Little Red Riding Hood</i><br/><i>The Three Billy Goats Gruff</i><br/><i>The enormous Turnip</i><br/><i>Jack and the bean stalk</i><br/><i>Mixed up fairy tales</i><br/><i>Goldilocks and just one bear</i><br/><i>Goldilocks in space</i><br/><i>Three wolves and the big bad pig</i><br/><i>Jack and the jelly bean stalk</i><br/><i>Mrs Wolf's pancakes</i></p> | <p>Non-fiction - texts about people who help us<br/><i>Ambulance</i><br/><i>Police</i><br/><i>Fire service</i><br/><i>Nurses</i><br/><i>Doctors</i><br/><i>Vets</i><br/><i>Teachers</i></p> <p>Fiction –<br/><i>A superhero like you</i><br/><i>Maisie goes to hospital</i><br/><i>Mog and the Vee ee tee</i><br/><i>Cops and Robbers</i><br/><i>What the ladybird heard</i></p> | <p>Nonfiction - Books about spring Time, plants and animals</p> <p>Fiction -<br/><i>Superworm</i><br/><i>Hungry caterpillar</i><br/><i>The ugly duckling</i><br/><i>Tree</i></p> | <p>Nonfiction - Books about the world and journeys<br/><i>Amelia Earhart</i></p> <p>Fiction -<br/><i>The everywhere bear</i><br/><i>Zog</i><br/><i>Tiddler</i><br/><i>On the way home</i><br/><i>You can't take an elephant on the bus</i></p> |
| Speaking & Listening | <ul style="list-style-type: none"> <li>• Able to use language in recalling past experiences</li> <li>• Can retell a simple past event in correct order</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Uses talk to explain what is happening and anticipate what might happen next</li> <li>• Questions why things happen and gives</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> </ul>                         |  |

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| <p><b>(Communication and language)</b></p> | <p>(e.g. went down slide, hurt finger)</p> <ul style="list-style-type: none"> <li>• Talks more extensively about things that are of particular importance to them</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul> <p>(Birth to five matters, range 5-6)</p>  |   | <p>explanations. Asks e.g. who, what, when, how</p> <ul style="list-style-type: none"> <li>• Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> </ul> <p>(Birth to five matters, range 5-6)</p>  |   | <ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline or narrative into their Play</li> </ul> <p>(Birth to five matters, range 5-6)</p>   |  |
| <p><b>Phonics (Read, Write, Inc)</b></p>   | <p>Phonological awareness activities<br/>Read single-letter Set 1 sounds (first 16)</p>   | <p>Read all Set 1<br/>Single letter sounds<br/>Blend sounds into words orally</p> | <p>Blend sounds to read words<br/>Read short Ditty stories<br/>Read Set</p>   | <p>Read Red Storybooks<br/>Read 4 double consonants</p> | <p>Read Green Storybooks</p>  | <p>Read Green or Purple Storybooks<br/>Read first 6 Set 2 sounds</p> |
| <p><b>Spelling</b></p>                     | <ul style="list-style-type: none"> <li>• Begins to write the letters in their name.</li> <li>• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> </ul> <p>(Birth to five matters, range 5-6)</p>   |   | <ul style="list-style-type: none"> <li>• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul> <p>(Birth to five matters, range 5-6)</p>  |   | <ul style="list-style-type: none"> <li>• Uses their developing phonic knowledge to Write things such as labels and captions, later progressing to simple sentences</li> </ul> <p>(Birth to five matters, range 5-6)</p>   |  |
| <p><b>Punctuation &amp; Grammar</b></p>    | <p>Capital letters and full stops</p>   |   |   |   |   |  |
| <p><b>Reading</b></p>                      | <ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Begins to develop phonological and phonemic awareness</li> <li>- Shows awareness of rhyme and alliteration</li> </ul> |   | <ul style="list-style-type: none"> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Describes main story settings, events and</li> </ul> |   | <ul style="list-style-type: none"> <li>• Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> <li>• Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> </ul> |  |

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|                       | <ul style="list-style-type: none"> <li>- Recognises rhythm in spoken words, songs, poems and rhymes</li> <li>- Claps or taps the syllables in words during sound play</li> <li>- Hears and says the initial sound in words</li> </ul> <p>(Birth to five matters, range 5-6)</p>  | <p>Principal characters in increasing detail</p> <ul style="list-style-type: none"> <li>• Re-enacts and reinvents stories they have heard in their play</li> <li>• Continues to develop phonological and phonemic awareness</li> </ul> <ul style="list-style-type: none"> <li>- Continues a rhyming string and identifies alliteration</li> <li>- Hears and says the initial sound in words</li> <li>- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</li> <li>- Starts to link sounds to letters, naming and sounding the letters of the alphabet</li> <li>- Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> </ul> <p>(Birth to five matters, range 5-6)</p>  | <p>(Birth to five matters, range 5-6)</p>   |
| <p><b>Writing</b></p> | <ul style="list-style-type: none"> <li>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Includes mark making and early writing in their play</li> <li>• Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> </ul> | <ul style="list-style-type: none"> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in</li> </ul> | <ul style="list-style-type: none"> <li>• Uses their developing phonic knowledge to Write things such as labels and captions, later progressing to simple sentences</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul> <p>(Birth to five matters, range 5-6)</p>                                   | <ul style="list-style-type: none"> <li>• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul> <p>(Birth to five matters, range 5-6)</p>  |  |  |  |  |
| <b>Handwriting</b>                              | <ul style="list-style-type: none"> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> </ul> <p>(Birth to five matters, range 5-6)</p> | <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Begins to form recognisable letters independently</li> </ul> <p>(Birth to five matters, range 5-6)</p> | <ul style="list-style-type: none"> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> </ul> <p>(Birth to five matters, range 5-6)</p> |  |  |  |
| <b>Terminology we want the children to know</b> | Capital letter<br>Lower case letter<br>Full stop<br>Finger spaces<br>Pencil<br>Pen<br>Sharpener<br>Rubber<br>Ruler<br>Table<br>Chair<br>Interactive white board   |  |  |  |  |  |
| <b>Links to other subjects</b>                  | PSED-<br><i>Sense of self</i><br>-Talking about themselves and their families<br><br><i>Making relationships</i>  | PSED-<br><i>Sense of self</i><br>-Talking about themselves and their families<br><br><i>Making relationships</i>   | PSED<br><i>Sense of self</i><br>-Talking about themselves and their families<br><br><i>Making relationships</i>  | PSED-<br><i>Sense of self</i><br>-Talking about themselves and their families<br><br><i>Making relationships</i> | PSED-<br><i>Sense of self</i><br>-Talking about themselves and their families<br><br><i>Making relationships</i> | PSED-<br><i>Sense of self</i><br>-Talking about themselves and their families<br><br><i>Making relationships</i> |

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|  | <p><i>-Getting to know the staff and the children in the class</i></p> <p>UW-<br/><i>People and communities</i><br/><i>-Talking about their lives and their memories</i><br/><i>The world</i><br/><i>-Talking about their Homes</i></p> <p>CL-<br/><i>Listening and attention</i><br/><i>Understanding</i><br/><i>-Learning the rules and routines of the school day</i><br/><i>Speaking</i><br/><i>-using talk to get across their wants and needs</i></p> <p>PD-<br/><i>Moving and handling</i><br/><i>-developing fine and gross motor control</i></p> | <p><i>-Getting to know the staff and the children in the class</i></p> <p>UW-<br/><i>People</i><br/><i>Talks about their own family celebrations and compares them to other families and cultures.</i></p> <p>CL-<br/><i>Listening and attention</i><br/><i>Understanding</i><br/><i>-Continuing to learn the rules and routines of the school day</i><br/><i>Speaking</i><br/><i>-using talk to get across their wants and needs</i></p> <p>PD-<br/><i>Moving and handling</i><br/><i>-developing fine and gross motor control</i></p> | <p><i>-Continuing to get know the staff and the children in the class</i></p> <p>Literacy-<br/><i>Reading</i><br/><i>-Listening to the language in traditional fairy tales and comparing them to other stories</i><br/><i>Writing</i><br/><i>-Beginning to use their phonic knowledge to write simple words</i></p> <p>EAD<br/><i>Being imaginative and expressive</i><br/><i>-Responds to the stories they are listening to and roles plays them using plotlines and fairy tale language</i></p> <p>PD-<br/><i>Moving and handling</i><br/><i>-developing fine and gross motor control</i></p> | <p><i>-Getting to know the staff and the children in the class</i></p> <p><i>Understanding emotions</i><br/><i>-Knows when and who to ask for help from inside and outside of school.</i></p> <p>UW-<br/><i>People</i><br/><i>-Talks about the jobs that people do and how they can help them</i></p> <p>PD-<br/><i>Moving and handling</i><br/><i>-developing fine and gross motor control</i></p> | <p><i>-Getting to know the staff and the children in the class</i></p> <p>UW-<br/><i>The world</i><br/><i>-Talks about nature and the changing of the season.</i><br/><i>-Notices changes in animals and plants from different seasons.</i></p> <p>PD-<br/><i>Moving and handling</i><br/><i>-developing fine and gross motor control</i></p> | <p><i>-Getting to know the staff and the children in the class</i></p> <p>UW<br/><i>The world</i><br/><i>-Talks about different journeys and modes of transport</i><br/><i>-Talks about and can name some of the different countries</i></p> <p>PD-<br/><i>Moving and handling</i><br/><i>-developing fine and gross motor control</i></p> |
| <b>Stunning start or fabulous finish</b> | Children to settle in and become familiar and secure in the setting.  | Pyjama day  | Traditional tales<br>Book week dressing up  | Visit from the emergency services   | Visit to a farm   | Seaside visit  |
| <b>Visits or Visitors</b>                | Getting to know the staff in the school<br>Pantomime in school  |   | Dance workshop-book week<br>Visit from emergency services   |   | Visit to a farm or the Seaside  |  |

