

What English looks like in EYFS

Areas of Study	3-4 year olds	Reception	ELG
<p>Communication and Language Listen Attention and Understanding</p>	<p>Enjoy listening to longer stories and can remember what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts. Understands “why” questions. Sings a large repertoire of songs Knows many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals.</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary and use it 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 in a well-formed sentence. 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.</p>	<p>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 comment 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.</p>
<p>Speaking</p>	<p>Use long sentences of 4-6 words. Be able to express a point of view and to debate with an adult or a friend using words as well as actions. Can start conversations with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play.</p>	<p>Develop social phrases. Engage in storytime. 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 of their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction texts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>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.</p>
<p>Literacy Comprehension</p>	<p>Understand the 5 key concepts about print. 1. Print has meaning. 2. Print can have different purposes. 3. We read English text from left to right and from top to bottom. 4. The names</p>	<p>Read individual letters by saying the sounds for them.</p>	<p>Demonstrate understanding of what has been read to them. Anticipate (where appropriate) key events in stories.</p>

	<p>of the different parts of the book. 5. Page sequence.</p> <p>Develop their phonological awareness, so that they can spot the suggested rhyme, count or clap syllables in a word, recognise words with the same initial sounds, such as money and mother.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge t in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write “m” for mummy.</p> <p>Write some of their own name.</p>	<p>Blend sounds in words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to a school phonics programme.</p> <p>Read simple phrases and sentences made up of words with known letters-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sound and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondence using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
Word Building	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge t in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write “m” for mummy.</p> <p>Write some of their own name.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sound and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondence using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Writing	<p>Write some letters accurately</p>	<p>Write short sentences with words with known sound-letter correspondence using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and repeating the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>