

# Early Years English Curriculum



	What is special?		What has changed?		What's next?	
	Settling into school Hist- A Peak into the Past	Autumn changes to Winter Hist- How do we move transport Nocturnal animals: bats	Winter Geog- Outdoor adventures	Down at the bottom of the garden Geog- Maps	Small beast, big beast Geog- Around the world	
Core Reading Texts	<p>(last two weeks)</p>	<p>Drawing club: Bat Fink, Goldilocks, and Wacky Races.</p>	<p>Drawing club: Penguin by Polly Dunbar, The Gingerbread Man, The Tale of Jack Frost,</p>	<p><b>Traditional text link:</b> The Enormous Turnip</p> <p><b>Traditional text link:</b> Jack and the beanstalk</p>	<p>Small Beast</p> <p>Big Beasts</p> <p><b>Traditional text link:</b> The Three Little Pigs</p> <p>STORY AND PICTURES BY MAURICE SENDAK</p>	
Additional Texts	<ul style="list-style-type: none"> <li>I Am Too Absolutely Small for School</li> <li>Starting School- Janet and Allan Allberg</li> <li>Everybody's Welcome by Patricia Hegarty</li> <li><b>Non-Fiction-</b> families</li> </ul>	<ul style="list-style-type: none"> <li>How to Catch a Star</li> <li>Whatever Next!</li> <li>The Way Back Home</li> <li>How To Catch A Star</li> <li>Naughty Bus</li> <li>Mr Gumpy's Motorcar</li> <li>My First Book of Transport</li> <li>Oil! Get Off My Train</li> <li>Duck in the Truck</li> <li>The Great Balloon Hullabaloo</li> </ul>	<ul style="list-style-type: none"> <li>The Penguin who wanted to fly</li> <li>The Bears winter house</li> </ul> <p><b>Non- fiction:</b></p> <ul style="list-style-type: none"> <li>Animals in winter</li> <li>What can you see in winter?</li> <li>Penguins in the fridge</li> </ul>	<ul style="list-style-type: none"> <li>A Tiny Seed</li> <li>Titch</li> <li>The Extraordinary Gardener</li> <li>All The Wild Wonders – Poems of the Earth</li> </ul> <p><b>Non- fiction-</b></p> <ul style="list-style-type: none"> <li>National Trust: Out and About</li> </ul>	<ul style="list-style-type: none"> <li>The Very Hungry Caterpillar</li> <li>Bear, Brown Bear, What Do You See?</li> <li>Farmer Duck</li> <li>Oliver's Vegetables Tree: Seasons Come, Seasons Go</li> <li><b>Non-fiction texts</b> relating to life cycles of different animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>Handa's surprise</li> <li>Dear zoo</li> <li>Tiger who came to tea</li> <li>Rosie's walk</li> <li>Owl babies</li> <li>Shark in the park</li> <li>Elmer the Elephant</li> <li>Farmer Duck</li> </ul>



	Can recognise and match picture labels and silhouettes to objects in the environment.	Can orally segment some simple cvc words.	Can recognise and match picture labels and silhouettes to objects in the environment, in books, pictures or when playing using digital devices.	Can segment and spell Phase 2 CVC words. Can match Phase 2 graphemes and phonemes.	I can show interest and answering simple questions about the text  Beginning to track from left to right.  Beginning to track from left to right and discriminate between similar and familiar letter like shapes.	Says the sound for each Phase 2 and 3 graphemes use words that I know to check my reading makes sense I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	I can demonstrate understanding when talking about what I have read  Beginning to track from left to right.  Beginning to track from left to right and discriminate between similar and familiar letter like shapes.	I can repeat words or phrases to check my reading Differentiated groups for phonics. I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words	<b>Oral Blending and Segmenting</b>  Knows that print carries meaning.  Recognises familiar signs and labels, and their own name. Hears and says initial sounds in words	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can sometimes notice errors I know that illustrations can help me make sense of my reading I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	<b>Oral Blending and Segmenting</b>  Knows that print carries meaning.  Recognises familiar signs and labels, and their own name. Hears and says initial sounds in words	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 1</b>	<b>Phase 3</b>	<b>Phase 1</b>	<b>Phase 3</b>	<b>Phase 1</b>	<b>Phase 3</b>	<b>Phase 1</b>	<b>Phase 3</b>
Phonics	Environmental Sounds Instrumental Sounds	Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r  Whole class phonics with assessment on the last week of term	Body Percussion	Set 5: h, b, f, l, ss  Phonic assessments during the last week of Autumn 2.	Rhythm and Rhyme	Set 6: j, v, w, x  Set 7: y, z, zz, q Set 8: ch, sh, th, ng  Phonics assessments during the last week of Spring 1.	Alliteration	Set 9: Ai, ee, igh, oa, oo (long), oo (short)  Phonic assessments during the last week of Spring 2.)	Introduce a sound a week  Set 1: s, a, t, p Set 2: i, n, m, d	Set 10: ar, or, ur, ow, oi,  Set 11: ear, air, ure, ur  Phonic assessments during the last week of Summer 1	Introduce a sound a week  Set 3: g, o, c, k	Consolidation
EYFS Irregular/High Frequency Words		to, no, go,		I, into, her		me, be, he, my by, she, they		we, are, me,		you, all, was, give, live		Consolidation
	<b>N</b>	<b>R</b>	<b>N</b>	<b>R</b>	<b>N</b>	<b>R</b>	<b>N</b>	<b>R</b>	<b>N</b>	<b>R</b>	<b>N</b>	<b>R</b>
Comprehension	Listens attentively, showing pleasure, to a familiar story published.	Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book. Joins in with familiar rhymes and songs.	Listens attentively, showing pleasure, to a familiar story published	Has a love of stories and listens attentively to story time. Enjoys talking to others about favourite stories. Is able to talk about the main events in the story and predict what might happen. Can retell a story using role play or small world	Uses their own illustrations or props to retell a story.	Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.	Uses their own illustrations or props to retell a story. Engages in story talk when in the role play or in small world.  Once upon a time Happily ever after Now, then, after that, next Beginning, middle, end.	Identifies non-fiction texts, remembering facts.	Knows how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds.	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.	Will request favourite rhymes, poems, fiction or non-fiction books based on own interest, enjoyment and pleasure. Plays with new vocabulary of particular interest when engaged in activities such as reading, role play and small world.	Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.

VIPER and  
SPAG  
(reception)

Vocabulary  
Language focus  
around sharing  
holiday experiences,  
new routines, and  
feelings.  
Where? What?  
Who?Now, Next.  
How do you feel?  
Size: comparing  
Bigger than, smaller  
than

resources, using  
some story language.

Vocabulary  
Sequence  
  
Capital letter.

Vocabulary  
Retrieval  
  
Word spaces.

Vocabulary  
Retrieval  
Sequence  
  
Sentence.

Vocabulary  
Prediction  
Retrieval  
Sequence  
  
Full stop.

Vocabulary  
Prediction  
Retrieval  
Sequence  
  
Full stop.