



EYFS English Curriculum

30-50 months	<p><u>Reading</u> Enjoys rhyming and rhythmic activities Shows an awareness of rhyme and alliteration Recognises rhythm in spoken words Listens to and joins in with stories and poems one-to-one and also in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Is beginning to be aware of the way stories are structured Suggests how the story might end Listens to stories with increasing attention and recall Describes the main story, settings, events and principal characters. Shows interest in illustrations and print books and print in the environment Recognises familiar words and signs such as his/her own name and advertising logos. Look at books independently Handles books carefully Know information can be relayed in the form of print Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><u>Writing</u> Sometimes gives meaning to marks as he/she draws and paints Ascribes meanings to marks that he/she sees in different places</p>
40-60 months	<p><u>Reading</u> Continues a rhyming string Hears and says the initial sound in words Can segment the sounds in simple words and blend them together and knows which letters represent some of them Links sounds to letters, naming and sounding the letters of the alphabet Begins to read word and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers Reads and understands simple sentences Uses phonic knowledge to decode regular words and reads them aloud accurately Reads some common irregular words Demonstrates understanding when talking with others about what they have read</p> <p><u>Writing</u> Gives meaning to marks he/she makes as he/she draws, writes and paints Begins to break the flow of speech into words Continues a rhyming string</p>

	<p>Hears and says the initial sound in words</p> <p>Can segment the sounds in simple words and blend them together</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequences.</p> <p>Writes his/her own name and other things such as labels, captions</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>Uses his/her phonic knowledge to write words in ways which match their spoken sounds</p> <p>Writes some irregular common words</p> <p>Writes simple sentences which can be read by himself/herself and others</p> <p>Spells some words correctly and others are phonetically plausible.</p>
--	---