

King Ina Church of England Academy

English Curriculum Progression of Skills for EYFS

Our curriculum approach to English reflects our vision statement:

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication and Language

EYFS children will have speaking and listening learning experiences providing opportunities to -

- * 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
- * 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.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Literacy

EYFS children will have learning experiences providing opportunities to develop comprehension skills so that they can:

- * 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 about stories, non-fiction, rhymes and poems and during role-play

EYFS children will have learning experiences providing opportunities to develop word reading skills so that they can:

- * say a sound for each letter in the alphabet and at least 10 digraphs
- * read words consistent with their phonic knowledge by sound-blending
- * read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

EYFS children will have learning experiences providing opportunities to develop writing skills so that they can:

- * 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 read by others.

EYFS children will have learning experiences providing opportunities to develop fine motor skills so that they can –

- * hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases