

## English Scheme of Work – EYFS

English Strand	NC Requirement	Resources/Time	Success Criteria (Outcome)
<b>Grammar</b>	<b>By the end of Reception:</b> <ul style="list-style-type: none"> <li>Begins to break the flow of speech into words.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting exercise books</li> </ul>	<ul style="list-style-type: none"> <li>Children can write simple sentences which can be read by themselves and others.</li> </ul>
<b>Handwriting</b>	<b>By the end of Reception:</b> <ul style="list-style-type: none"> <li>To ensure that all children are demonstrating good pencil control</li> <li>To ensure that all children can form most basic single letters correctly</li> <li>Can copy over/under a model</li> <li>Can imitate an adult's handwriting</li> <li>Can read their own mark making.</li> <li>To start to use a keyboard and become familiar with its layout.</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting exercise books</li> <li>Letter formation practice resources</li> <li>Handwriting-lined whiteboards</li> <li>Easy-grip pencils</li> <li>Penpals handwriting scheme</li> <li>Laptops with Microsoft Word</li> </ul>	<ul style="list-style-type: none"> <li>Children's writing is legible letters formed in the correct way (not necessarily correctly sized).</li> <li>Children can type a simple text.</li> </ul>
<b>Punctuation</b>	<b>By the end of Reception:</b> <ul style="list-style-type: none"> <li>Children to start to use a full stop and capitals to demark sentences</li> </ul>	<ul style="list-style-type: none"> <li>Example of simple model sentence on English board</li> </ul>	<ul style="list-style-type: none"> <li>Children's writing to show an appreciation of basic sentence structure and demarcation.</li> </ul>
<b>Reading</b>	<b>By the end of Reception:</b> <ul style="list-style-type: none"> <li>Continues a rhyming string</li> <li>Hears and says the initial sound in words</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>KRM</li> <li>Guided reading</li> <li>Reading corners</li> <li>Appropriate selection of free choice books</li> </ul>	<ul style="list-style-type: none"> <li>Children can read and understand simple sentences</li> <li>They use phonic knowledge to decode regular words and read them aloud accurately</li> <li>Sometimes read irregular uncommon words</li> <li>Demonstrate</li> </ul>

	<ul style="list-style-type: none"> <li>• Begins to read words and simple sentences</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experience of books</li> <li>• Enjoys an increasing range of books</li> <li>• Knows that information can be retrieved from books and computers</li> <li>• Shows awareness of alliteration</li> <li>• Read and understand simple sentences/decode regular words and read some common irregular words</li> </ul>		<p>understanding when talking with others about what they have read</p>
<p><b>Speaking, Listening and Discussion</b></p>	<p><b>By the end of Reception:</b></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experience in play situations</li> <li>• Links statements and stick to a main theme of 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> <li>• Explains own knowledge and understanding, and asks appropriate questions of others</li> <li>• Takes steps to resolve conflicts with other children e.g. finding a compromise</li> <li>• Confident to speak to others about own needs, wants, interest and opinions</li> <li>• Can describe self in positive terms and talk about abilities</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Is able to follow a story without pictures or props</li> <li>• Responds to instructions involving a two-part sequence. Understands humour e.g. nonsense rhymes, jokes.</li> <li>• Initiates conversation, attends to and takes account of what others say</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Plays cooperatively as part of a group to develop and act out a narrative</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• They answer 'how' and 'why' questions about their experiences and in response to stories or events</li> <li>• Children express themselves effectively, showing awareness of listeners' needs</li> <li>• Use the past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>• Develop their own narratives and explanations by connecting ideas of events</li> <li>• Play co-operatively, taking turns with others</li> <li>• Take account of one another's ideas about how to organise their activity</li> <li>• They show sensitivity to others' needs and feelings</li> <li>• Have confidence to speak in a familiar group</li> </ul>

	<ul style="list-style-type: none"> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> </ul>		<ul style="list-style-type: none"> <li>Say when they do or don't need help</li> </ul>
<b>Spelling</b>	<p><b>By the end of Reception:</b></p> <ul style="list-style-type: none"> <li>Some awareness of sequencing letters to make words</li> <li>Can write single letters or groups of letters which represent meaning</li> <li>Write own name with wrong letter formations or mixed upper/lower case</li> <li>Copy under or over a model</li> <li>Begin to write coherent statements using phonic knowledge</li> <li>Can spell some common, single syllable words</li> </ul>	<ul style="list-style-type: none"> <li>KRM</li> <li>Phonics on English display</li> <li>Frequent word resources</li> </ul>	<ul style="list-style-type: none"> <li>Children's work shows consistent application of phonic knowledge to spell meaningful words and phrases</li> </ul>
<b>Writing Composition</b>	<p><b>By the end of Reception:</b></p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li><i>Begin to write coherent statements</i></li> <li><i>Say what they want to write, speaking in clearly defined statements or sentences</i></li> <li>Can write 3 or more simple statements that can be read without the child's help and that make sense</li> <li><i>Exposition to a range of text types</i></li> <li><i>To introduce different writing style by covering the text type progression relevant to year (see Appendix A below)</i></li> </ul>	<ul style="list-style-type: none"> <li>Pie Corbett Bumper Book of Story Telling into Writing KS1 (fiction)</li> <li>Talk for Writing Across the Curriculum (non-fiction)</li> <li>Flip chart paper</li> </ul>	<ul style="list-style-type: none"> <li>Children to demonstrate an appreciation of creating fiction and non-fiction text</li> <li>Children's text to consistently include</li> </ul>

### Appendix A: Text Type Progression through the years

Year Group	Narrative	Non-fiction	Poetry (taught in short units)
R	<ul style="list-style-type: none"> <li>Well-known tales</li> </ul>	<ul style="list-style-type: none"> <li>Labels and captions</li> <li>Recounts</li> </ul>	<ul style="list-style-type: none"> <li>Nursery rhymes</li> </ul>