



Early Years English Planning By end of Summer Term

ELG Literacy

Comprehension

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.

Word Reading

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.

Writing

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.

Educational Programme

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

Comprehension

Key vocabulary

Milestone 3

- Children can act out in their play key phrases from a story they have read and can act as characters from the story.

	<ul style="list-style-type: none"> • They can confidently answer questions about the story when asked by an adult. • Children can select their own choice of non-fiction and fiction books.
<p><u>Examples of activities</u></p> <p>Helicopter stories - acting out their own stories will have embedded the idea of storytelling, acting and taking on a character. Stories that have been read to them will come through in their own stories. Children will be writing their own stories for Helicopter Story sessions and be encouraged to read them out to the class with their friends acting them out.</p> <p>English lessons will have fully embedded the concepts of MYTY, TTYP and favourite phrases so that all children actively engage in story time and discuss what they have heard or read in lessons and in their own play.</p> <p>The language and vocabulary from stories will be heard in children's play and seen in their independent writing.</p> <p>Children will be found reading in a variety of places around the classroom, inside and out. They will read a range of books, including favourite tales repeatedly, non-fiction and rhymes.</p> <p>The reading area will have books stored in a front facing fashion, will include fiction, non-fiction and rhymes. There will be dual language books and books depicting a range of cultures, needs and countries.</p> <p>Puppets and small world areas will be near the books, encouraging storytelling. Adults will model this,</p>	
<p>Reading Key vocabulary</p>	<p><u>Milestone 3</u></p> <ul style="list-style-type: none"> • Children are able to read stories that match their phonics knowledge by using the skills of Fred Talk and sound blending. • They are starting to read red words from the RWI stories. • Children can read words with special friends ch, sh, th, ng, nk, qu, ss, ll, ff, ck • Children are re reading stories to build up their confidence at home and in school.
<p><u>Examples of activities</u></p> <p>RWI sessions will be ability grouped regularly - and more often as deemed appropriate by each group teacher.</p> <p>Books that match the children's reading levels will be displayed for use in the classroom and adults will encourage children to have a go.</p>	

Activities that use green and red words will be led by adults and children will have the opportunity to play with the independently after.



Games will be set up -

Pinny time will include use of special friends sound cards and words to support reading of 10 digraphs - sh, ch, th, ng, nk, qu, ss, ff, ll, ck. Words will be displayed and used in games that have these digraphs (as well as ay, ee, igh, ow, oo, oo - set 2 RWI special friends)

Writing

Key vocabulary

Milestone 3

- Children can write simple phrases using Fred Talk to help them spell.
- They can choose a theme for their writing that interests them.
- Children can re-read their own writing to an adult.
- They are able to form most lowercase letters in the correct direction.
- Write a dictated sentence (example - The big red dog is in the shed).

Examples of activities

Red words will be displayed in the classroom and children will be directed to use them when writing.

Specific English Resources

Heightened awareness, display and use of set 1 and 2 special friends around the classroom and outside.

Continuous Provision

Green and red word cards displayed and available for use in provision.

Special friends cards available for use in provision.

Possible Provision Enhancements

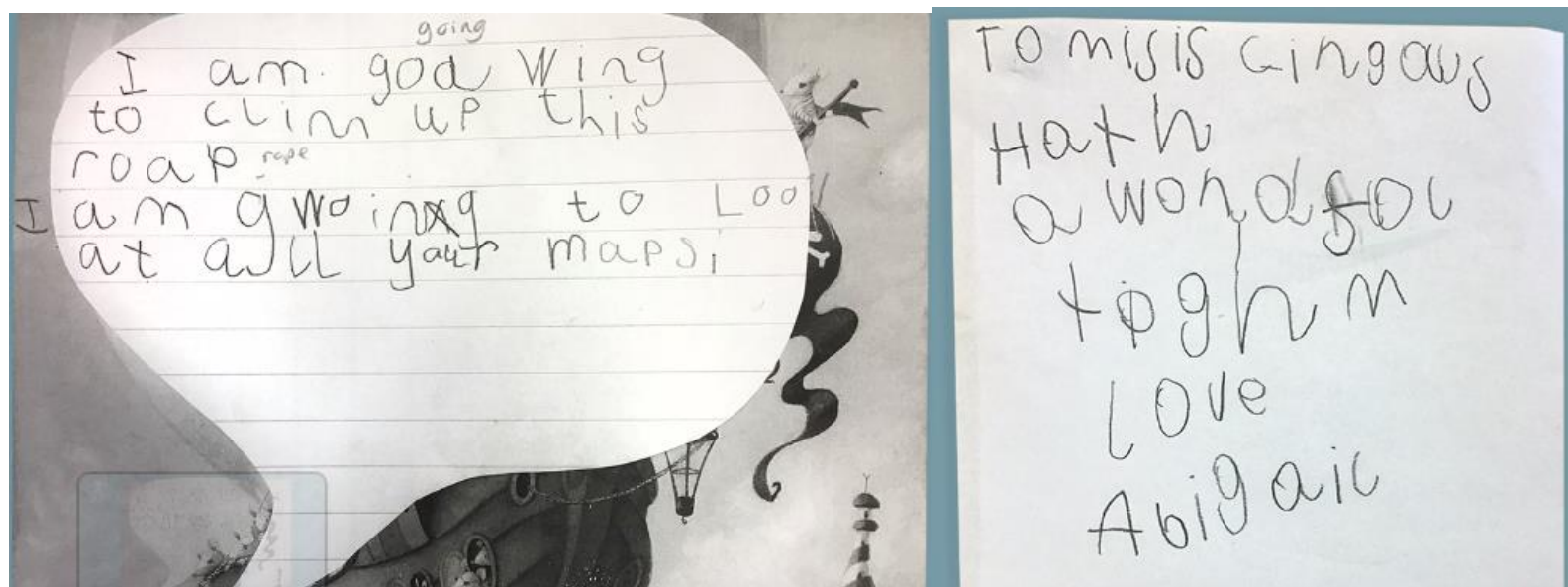
Themed writing frames linked to topics - caterpillars, seaside, plants.

Links to role play - garden centre, shops,

Mud kitchen - recipes, orders for mud cakes.

	Writing opportunities planned and arranged in different areas, themed and linked to play seen. Writing boxes/clipboards to include speed sound charts.	Bikes -delivering letters to people around the playground, taking food orders and being Deliveroo drivers or Dominoes delivery etc.
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Examples of writing that meets the ELG





This one is not there yet - yes phonics are used, yes it is readable - but it is not a complete sentence that makes sense. It is also not enough writing.