



Early Years English Planning By end of Autumn 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 1**
- Children will begin to listen to stories read to them by an adult.
- They will sit and engage with simple phrases from the story when it is read to them.

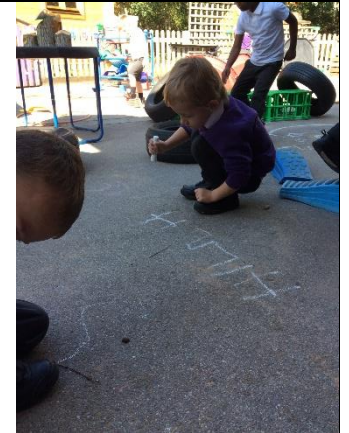
<p>Book Front cover Title Author Story Nursery Rhyme Pictures Writing Reading</p>	
<p>Examples of activities</p> 	<p>Whole class and small group stories - using identified Favourite 5 books repetitively. Photos displayed in reading area and are referred to - remember when...?</p> <p>Talk Through Stories programme and all staff to encourage children to join in with remembered phrases, words, sentences...use My Turn Your Turn where needed.</p> <p>Stories to be read with children every day, inside and out. Planned for and at opportune moments.</p> <p>Reading Area outside to be maintained and used.</p>  
<p>Reading Key vocabulary Sound Letter Word Sentence</p>	<p><u>Milestone 1</u></p> <ul style="list-style-type: none"> • Children can clap syllables for names and common words (for ex hello) • Children can orally recognise words with the same initial letters • Children can spot rhymes • Children can read own name • Children can begin to engage with RWI lessons when learning new sounds.

<p>Read/reading (and past tense - read)</p> <p>My Turn/Your Turn</p> <p>Fred talk</p>	<ul style="list-style-type: none"> • They can repeat a sound when an adult has modelled it to them. • Children can start to recognise sounds when taught to them by an adult. • They can begin to use the skill of Fred Talk to blend and read words.
<p>Examples of activities</p> <p>Systematic Read Write Inc Phonics lessons are taught - whole class, then small groups.</p> <p>Nursery Rhymes - singing whole class, small group and linked to art/craft/small world play inside and out.</p> <p>Rhyming activities are planned for and led. After adult led activities, the resources are left in the provision for children to use independently. Examples include Rhyming Bingo board games, matching pictures</p> <div data-bbox="94 539 434 991">  </div> <div data-bbox="1792 276 2139 735">  </div> <p>Nursery Rhyme Day raises awareness of Nursery Rhymes with families and children.</p> <p>Rhyming Books - adults pause and comment on the rhyming words asking children to say the rhyming words.</p> <p>Favourite 5 books throughout the year include one that rhymes at all times.</p> <p>Key Group games include clapping names, words and build up to phrases.</p> <p>Provision includes opportunities to match letters to things that begin with that sound.</p> <p>Children begin with finding their peg and drawer with labels (with picture prompt), moving on to finding their name on the Go For Gold Chart and emotions chart (without picture prompt). Lunch choices are made with adult support and children are encouraged to point to their name.</p>	
<p>Writing</p> <p>Key vocabulary</p> <p>Write/writing/wrote</p> <p>Draw/drawing/drew</p> <p>Pen/pencil/crayon/chalk...</p> <p>Pencil grip</p> <p>Letter</p> <p>Sound/phonic mat</p>	<p><u>Milestone 1</u></p> <ul style="list-style-type: none"> • Children choose to play at writing, making marks in a way that is meaningful to them. • They copy shapes, simple drawings or lines. • Children are starting to form lowercase letters they have been taught in RWI sessions correctly. • Children choose to use a variety of pens and pencils to write these letters
<p><u>Examples of activities</u></p>	



Adult led activities - drawing and writing about our experiences, about our families. Children are invited to talk, draw and write about a wide range of things, beginning with what they have experienced and know about. Writing frames/any resources used are then left in the provision for independent use.

Adults model writing, writing as the children talk - telling them that what we are doing is recording the words said in writing. Then anyone can read it and it can be kept forever!



Writing is aimed at the whole cohort but also boys in particular. Activities are "masculinised" to be specifically appealing to boys (traditionally boys data shows lower levels in writing than girls). Pirate maps, superhero secret messages - anything outside, big and messy! Boys who are reluctant to pick up a mark making implement are targeted by adults to make marks in their own ways, related to their play, making it interesting and motivating them to try.

Specific English Resources

A wide range of mark making implements and things to make marks on.
Mark making is for inside and out, large and small, on the floor or fence... it doesn't always have to be writing. Drawing, scribbling, anything is important and meaningful.

Continuous Provision

Reading and Writing is part of the unit for adults to actively model using at this early part of the year. Pointing out how we use reading and writing is essential.

Telling the children that we are teaching them to read and write, that this is part of why they are in school is essential and must be repetitive.

Sound/Phonic mats are present in many areas before October half term. Children are encouraged and shown how to refer to them when doing any writing activity from this point on.

Possible Provision Enhancements

Pictures of things that rhyme for children to have a go at writing (cat, hat) when these sounds have been taught.

Birthday/Christmas cards - at first with pictures on the front and a writing frame, later with just a folded card.

Paper with a border linked to a current book or theme such as Bonfire Night or Diwali.

Paper with a space for a picture and a speech bubble - used with an adult and then left in the provision.