

EYFS Communication, Language and Literacy Overview

Nursery	Autumn 1 Excellence	Autumn 2 Responsibility & Respect	Spring 1 Determination	Spring 2 Independence	Summer 1 Unity	Summer 2 Trust
	All about me! Colour/Feelings	Let's celebrate!	Traditional Tales	Growing and changing	Out and About	Moving on
Key Texts Nursery These may change depending on the needs and interests of the children.	The Colour Monster Brown Bear We're Going on a Bear Hunt So Much We're Going on a Monster hunt	Room on the Broom Owl Babies The Gruffalo The Gruffalo's Child Stickman Isaac and Iris Robin's Winter Song Little Robin Redvest	Goldilocks and the Three Bears The Three Little Pigs The Gingerbread Man Lunar New Year The Runaway Chapatti	Jasper's Beanstalk Jack and the Beanstalk Mr Wolf's Pancakes Oi Frog Grumpy Frog Walter's Wonderful Web Growing Good Peck Peck Peck Hattie Peck Teenie Weenie Tadpole	Shark in the Park The Very Hungry Caterpillar What's the time Mr Wolf The Tiger who came to Tea Ten Little Dinosaurs Walking Through the Jungle What the Ladybird Heard series Super worm	Duck in the Truck Mr Gumpy's Outing The Train Ride Whatever Next Supertato Real Life Superheroes
Outdoor learning	Continuous & Enhanced Provision					
	We offer children a constant environment that is safe for them to explore whilst challenging their learning. It allows our children the freedom to explore and become independent in making choices.					
Cultural Capital / Enrichment	By including, acknowledging, and building on children's knowledge, experiences, and interests, we celebrate the cultural capital our children already have. At the same time, we provide new opportunities and experiences, to challenge, expand, and increase children's knowledge, understanding, and skills e.g. library visits, sporting opportunities, cooking, music etc.					
CL Listening & understanding R4 R5 R6	Listens with interest to the noises adults make when they read stories Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door Shows interest in play with sounds, songs and rhymes Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus. Listens to others in one-to-one or small groups, when conversation interests them Listens to familiar stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Focusing attention – can still listen or do, but can change their own focus of attention Is able to follow directions (if not intently focused) <i>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</i>					

	<p><i>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</i></p>
<p>Understanding</p>	<p>Identifies action words by following simple instructions, e.g. Show me jumping Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) Developing understanding of simple concepts (e.g. fast/slow, good/bad) Understands use of objects (e.g. Which one do we cut with?) Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box Beginning to understand why and how questions <i>Understands a range of complex sentence structures including negatives, plurals and tense markers</i> <i>Beginning to understand humour, e.g. nonsense rhymes, jokes</i> <i>Able to follow a story without pictures or props</i> <i>Listens and responds to ideas expressed by others in conversation or discussion</i> <i>Understands questions such as who; why; when; where and how</i></p>
<p>Speaking</p>	<p>Uses language to share feelings, experiences and thoughts Holds a conversation, jumping from topic to topic Learns new words very rapidly and is able to use them in communicating Uses a variety of questions (e.g. what, where, who) Uses longer sentences (e.g. Mummy gonna work) Beginning to use word endings (e.g. going, cats) Beginning to use more complex sentences to link thoughts (e.g. using and, because) Able to use language in recalling past experiences Can retell a simple past event in correct order (e.g. went down slide, hurt finger) Uses talk to explain what is happening and anticipate what might happen next Questions why things happen and gives explanations. Asks e.g. who, what, when, how Beginning to use a range of tenses (e.g. play, playing, will play, played) Continues to make some errors in language (e.g. "runned") and will absorb and use language they hear around them in their community and culture Uses intonation, rhythm and phrasing to make the meaning clear to others Talks more extensively about things that are of particular importance to them Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle <i>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</i> <i>Uses language to imagine and recreate roles and experiences in play situations</i> <i>Links statements and sticks to a main theme or intention</i> <i>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</i> <i>Introduces a storyline or narrative into their play</i></p>

<p>Phonics</p> <p>Little Wandle</p>	<ul style="list-style-type: none"> • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> ○ Shows awareness of rhyme and alliteration ○ Recognises rhythm in spoken words, songs, poems and rhymes ○ Claps or taps the syllables in words during sound play ○ Hears and says the initial sound in words 	<ul style="list-style-type: none"> • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> ○ Shows awareness of rhyme and alliteration ○ Recognises rhythm in spoken words, songs, poems and rhymes ○ Claps or taps the syllables in words during sound play ○ Hears and says the initial sound in words 	<p>Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p>
<p>Reading</p>	<ul style="list-style-type: none"> •Listens to and joins in with stories and poems, Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories •Shows interest in illustrations and words in print and digital books and words in the environment •Recognises familiar words and signs such as own name, advertising logos and screen icons •Looks at and enjoys print and digital books independently <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>Handles books and touch screen technology carefully and the correct way up with growing competence</p>	<ul style="list-style-type: none"> • As for autumn plus • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • 	<p><i>As for autumn & spring</i></p> <p><i>Children securing Range 5 will be working within range 6</i></p> <p><i>Enjoys an increasing range of print and digital books, both fiction and non-fiction</i></p> <p><i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</i></p> <p><i>Describes main story settings, events and principal characters in increasing detail</i></p> <p><i>Re-enacts and reinvents stories they have heard in their play</i></p> <p><i>Knows that information can be retrieved from books, computers and mobile digital devices</i></p> <p><i>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</i></p> <p><i>Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</i></p>

<p>Writing</p>	<ul style="list-style-type: none"> • Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right 	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words 	<ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and
<p>Letter formation and handwriting</p>	<ul style="list-style-type: none"> • manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons (PD) • <i>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience (EAD)</i> 	<p>As autumn plus:</p> <ul style="list-style-type: none"> • can grasp and release with two hands to throw and catch a large ball, beanbag or an object • creates lines and circles pivoting from the shoulder and elbow • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces <ul style="list-style-type: none"> • Uses tools for a purpose (PD) • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> • writing recognisable letters in sequence, such as in their own name

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Reception	Autumn 1 Excellence	Autumn 2 Responsibility & Respect	Spring 1 Determination	Spring 2 Independence	Summer 1 Unity	Summer 2 Trust
	All about me! Colour/Feelings	Let's celebrate!	Traditional Tales	Growing and changing	Out and about	Moving on
Key Texts Reception These may change depending on the needs and interests of the children.	The Colour Monster The Colour Monster goes to School The Little Red Hen (TfW)	Flash bang wheel! Lighting a lamp The Gruffalo Owls (non fiction) Hooray for hedgehogs Little Robin Red Vest	The Gingerbread Man Lunar New Year The Great Race The Three Billy Goats Gruff The Magic Porridge Pot Gloria's Porridge The Three Little Pigs	Jack and the Beanstalk The Runaway Pancake Tad Tadpole to Frog Oliver's Vegetables Growing Good	Stanley's Stick On Sudden Hill What the Ladybird Heard series Yucky Worms	Titch When I was little like you were Up Up Up
Outdoor learning	Continuous & Enhanced Provision					
Cultural Capital / Enrichment	We offer children a constant environment that is safe for them to explore whilst challenging their learning. It allows our children the freedom to explore and become independent in making choices.					
Cultural Capital / Enrichment	By including, acknowledging, and building on children's knowledge, experiences, and interests, we celebrate the cultural capital our children already have. At the same time, we provide new opportunities and experiences, to challenge, expand, and increase children's knowledge, understanding, and skills e.g. library visits, sporting opportunities, cooking, music etc.					
CL Listening and attention	Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span					
Understanding	Understands a range of complex sentence structures including negatives, plurals and tense markers Beginning to understand humour, e.g. nonsense rhymes, jokes Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how					
Speaking	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play					

Phonics	Little Wandle Phase 2	Little Wandle Phase 2	Little Wandle Phase 3	Little Wandle Phase 3	Little Wandle Phase 3	Little Wandle Phase 4
	<p>Begins to develop phonological and phonemic awareness</p> <p>Continues a rhyming string and identifies alliteration</p> <p>Hears and says the initial sound in words</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>Starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p>					
Reading	<p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Re-enacts and reinvents stories they have heard in their play</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc</p>					
Writing	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p>					
Letter formation and handwriting	<p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters independently</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>					