

ENGLISH UNIT OVERVIEWS 2020-2021

Autumn Term EYFS: Unit 1 - Traditional Tales Unit 2 - Cultural Celebrations				
English Behaviours	Word Reading	Writing	Handwriting	Technical vocabulary
<p>C&L Listening & Attention (30-50)</p> <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. <p>C&L Understanding (30-50)</p> <ul style="list-style-type: none"> Beginning to understand ‘why’ and ‘how’ questions. <p>C&L Speaking (30-50)</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Builds up vocabulary that reflects the breadth of their experiences. 	<p>L Reading (30-50)</p> <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>RWI - October – Children know most of sounds and orally blend.</p> <p>December – Children know set 1 sounds and read word by blending (Set 1)</p>	<p>Writing 30-50 months</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. <ul style="list-style-type: none"> Name writing Begin to write familiar words – mum, dad Simple words relating to topics – hen Draw simple representations of themselves and their family Begin to use their developing phonics knowledge Ascribes meanings to marks that they see in different places. <ul style="list-style-type: none"> Recognise familiar logos and signs (the m McDonalds, Asda) Recognise their name in the environment Begin to recognise topic words in the environment (pictorial representation to aid) 	<p>H:</p> <ul style="list-style-type: none"> Developing fine motor control unit 1 – 4 s, a, t, p, recap. i, n, m, d, recap. g, o, c, k, recap. ck, e, u, r, h, b, f, l, ll, ss. 	<p>R:</p> <p>Phonics Letter Sound Digraph Reading Word Sentence decode grapheme phoneme vocabulary Blend Segment</p> <p>W:</p> <p>word letter sound</p>

Spring Term EYFS: Unit 3 - Turrets & Tiaras Unit 4 - Glorious Growing				
English Behaviours	Word Reading	Writing	Handwriting	Technical vocabulary
<p>C&L Listening & Attention (40-60+)</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity • Two-channelled attention – can listen and do for short span. <p>C&L Understanding (40-60+)</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Understands 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. <p>C&L Understanding (40-60+)</p> <ul style="list-style-type: none"> • 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 	<p>Reading (40-60+)</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>RWI</p> <p>February – Children to read Dittie books.</p> <p>April - Children to read red books.</p>	<p>Writing 40-60+ months</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <ul style="list-style-type: none"> • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. <ul style="list-style-type: none"> - Using Set 1 and 2 RWI sounds • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. <ul style="list-style-type: none"> - Using their phonic knowledge to spell simple words. Some errors – dog spelt ‘dg’ • Writes own name and other things such as labels, captions. <ul style="list-style-type: none"> - Surname as well • Attempts to write short sentences in meaningful contexts. <ul style="list-style-type: none"> - Using a capital letter, finger spaces and full stop. 	<p>H:</p> <ul style="list-style-type: none"> • j, v, w, x, y, z q. • ‘Anti-clockwise round’ and ‘down and off’ • ‘Down and retrace up’ and ‘zigzag’ letter families • Forming letters correctly to form words. • Ch and sh • Th and ng • ai and ee • igh and ur • ar and er • oa and oo • oi and or • ow and ear • air and ure 	<p>R:</p> <p>Phonics Letter Sound Digraph Reading Word Sentence decode grapheme phoneme vocabulary Trigraph Blend Segment</p> <p>W: word letter sound</p>

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Summer Term EYFS: Unit 5 - Pesky Pirates Unit 6 - Planet Protectors				
English Behaviours	Word Reading	Writing	Handwriting	Technical vocabulary
<p>C&L Listening & Attention (ELG)</p> <ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately. <p>C&L Understanding (ELG)</p> <ul style="list-style-type: none"> They answer 'how' and 'why' questions about their experiences and in response to stories or events. <p>C&L Understanding (ELG)</p> <ul style="list-style-type: none"> They develop their own narratives and explanations by connecting ideas or events. 	<p>L Reading (ELG)</p> <ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. <p>RWI</p> <p>May – Children to read green books.</p> <p>July – Children to read green/purple books.</p>	<p>Writing 40-60+ months</p> <ul style="list-style-type: none"> Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. <ul style="list-style-type: none"> Using their phonic knowledge to spell simple words. Writes own name and other things such as labels, captions. <ul style="list-style-type: none"> Surname as well Attempts to write short sentences in meaningful contexts. <ul style="list-style-type: none"> Using a capital letter, finger spaces and full stop. <p>Early Learning Goal</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>H:</p> <ul style="list-style-type: none"> Capital letters A, Z, M, N. Capital letters V, W, X, Y Capital letters B, D, P, R Capital letters C, G, O, Q Capital letters S, U, J, K. Capital letters E, F, H, I Capital letters T and L Pre-numeral patterns 0, 1, 2, 3, 4 5, 6, 7, 8, 9 Number and word formation 1,2,3,4,5 Number and word formation 6,7,8,9,10 Numbers and words 	<p>R:</p> <p>Syllable Phonics Letter Sound Digraph Reading Word Sentence decode grapheme phoneme vocabulary Blend Segment Trigraph</p> <p>W:</p> <p>word letter sound sentence full stop capital letter finger space adjective</p>