

Long Term English Overview Alder Coppice Primary School EYFS: Reception

<p>EYFS Development Matters Statements</p> <p><u>Communication and Language</u></p>	<p><u>The Reception Year</u> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p><u>Listening, Attention and Understanding</u></p>	<p><u>End of Year ELG</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
<p><u>Speaking</u></p>	<p><u>End of Year ELG</u></p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. •

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<p>Comprehension</p>	<p><u>End of Year ELG</u></p> <ul style="list-style-type: none"> • 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.
<p>Word Reading</p>	<p><u>End of Year ELG</u></p> <ul style="list-style-type: none"> • 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.
<p>Writing</p>	<p><u>End of Year ELG</u></p> <ul style="list-style-type: none"> • 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.

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EYFS Development Matters Statements	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace • Develop their small motor skills so that they can use a range of tools competently, safely and confidently - pencils, paintbrushes, scissors, knives, forks and spoons • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully 				
Physical Development Fine Motor	End of Year ELG <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. 				
Autumn Term 1 Projects	Wk 1-3 Getting to know you daily routines	Wk 4 All about me My Family	Wk 5 All about Me Feelings	Wk 6 All about Me Our senses/Diversity	Wk 7 Harvest Time
Literacy Texts	<u>Stories linked-</u> <u>Starting School</u> <u>My First Day at</u> <u>Reception</u> Topsy and Tim start School Jean and Gareth Adamson	The Great Book of Families Lucky Duck The Family Book My Grandpa is Amazing Grace is Amazing	Owl Babies The Rainbow Fish The Little Red Hen How to catch a star A Huge Bag of Worries	Only One you What I like about me It's OK to be different Welcome to our World You are Welcome	My First Festivals: Harvest The Little Red Hen (Variety of versions)

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	<p>Starting School Janet and Allen Ahlberg I am too absolutely small for school Lauren Child The Colour Monster goes to school Anna Llenas Harry and the Dinosaur go to School Ian Whybrow Adrian Reynolds</p>	<p>Have you filled a bucket up?</p>			
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Autumn Term 2 Projects	Wk 1 Cards, candles and carnivals Autumn / Diwali	Wk 2 Cards, candles and carnivals Fireworks Light and Dark	Wk 3 Cards, candles and carnivals Birthdays!	Wk 4 Cards, candles and carnivals Carnival: What is a carnival?	Wk 5 Cards, candles and carnivals Carnival: Creating a colour carnival	Wk 6 Cards, candles and carnivals The Nativity	Wk 7 Cards, candles and carnivals Christmas
Literacy Texts	Ferdie and the Falling Leaves Why do leaves change colour? Hodge the Hedgehog Dipal's Diwali My First Festivals Diwali	Sparks in the Sky Day Monkey, Night Monkey Little Glow	Kipper's Birthday Happy Birthday Winnie Happy Birthday Blue Kangaroo	CBeebies: Carnival Time! Carnival catastro- pea.	Elmer The Colour Monster Mix It up Festival of Colours The Boy and the Rainbow What makes a rainbow?	The Owl and the Star The Christmas Story	The Jolly Postman The Christmas Bear