

## Long Term English Overview Alder Coppice Primary School EYFS: Reception

<p><b>EYFS Development Matters Statements</b></p> <p><b><u>Communication and Language</u></b></p>	<p><b><u>The Reception Year</u></b>            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><b><u>Listening, Attention and Understanding</u></b></p>	<p><b><u>End of Year ELG</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<p><b><u>Speaking</u></b></p>	<p><b><u>End of Year ELG</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>

## Long Term English Overview Alder Coppice Primary School EYFS: Reception

<p><b>EYFS Development Matters Statements</b></p> <p><u>Literacy</u></p>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>
<p><b>Comprehension</b></p>	<p><b><u>End of Year ELG</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<p><b>Word Reading</b></p>	<p><b><u>End of Year ELG</u></b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<p><b>Writing</b></p>	<p><b><u>End of Year ELG</u></b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

## Long Term English Overview Alder Coppice Primary School EYFS: Reception

<b>EYFS Development Matters Statements</b>	<ul style="list-style-type: none"><li>• Progress towards a more fluent style of moving, with developing control and grace</li><li>• 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</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li><li>• Further develop the skills they need to manage the school day successfully</li></ul>
<b>Physical Development  Fine Motor</b>	<b><u>End of Year ELG</u></b> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li></ul>

## Long Term English Overview Alder Coppice Primary School EYFS: Reception

<b>Spring Term 1 Projects</b>	Wk 1 <b>Wonderful Winter</b>  What the features of the winter season?	Wk 2 <b>Wonderful Winter</b>  Exploring the South Pole	Wk 3 <b>Wonderful Winter</b>  Exploring the North Pole	Wk 4 <b>Amazing Animals</b>  Zoo Animals	Wk 5 <b>Amazing Animals</b>  The Rainforest	Wk 6 <b>Amazing Animals</b>  Jungles Animals	Wk 7 <b>Amazing Animals</b>  Animals in the Ocean
<b>Literacy Texts</b>	Winter Nonfiction Texts	Lost and Found	Dear Polar Bear  Nonfiction Polar Bear Facts	Dear Zoo	Doris the Loris Were roaming in the rainforest If I ran the Rainforest Buddy rainforest rescue	Rumble in the Jungle Walking through the Jungle Monkey Puzzle	Rainbow Fish The Singing Mermaid

<b>Spring Term 2 Projects</b>	Wk 1 <b>Amazing Animals</b>  Farmyard Animals	Wk 2 <b>Amazing Animals</b>  Woodland	Wk 3 <b>Amazing Animals</b>  Dinosaurs	Wk 4 <b>Step into Spring</b>  Signs of Spring	Wk 5 <b>Step into Spring</b>  Signs of Spring
<b>Literacy Texts</b>	Farmer Duck Wake up Bumble Farm Frank the Farmer What the Ladybird Heard	The Gruffalo Owl Babies Woodland Animals Information Book	Harry and his Bucket of Dinosaurs Katie and the Dinosaurs How to grow a Dinosaur Bumpus Jumpus Dinosaurumpus!	The Easter Story	Signs of Spring Time