



English Overview -EYFS

Composition

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Talk for Writing Text	Little Red Hen Fiction	Little Red Hen's Diary Non-fiction	The Enormous Turnip Fiction	Christmas is... Poetry	Three Billy Goats Gruff Fiction	How to Trap a Troll Non-fiction	The Gingerbread Man Fiction	Gingerbread Men Non-fiction	The Very Hungry Caterpillar	Love that Book Response to text	Sleepy Bumblebee Fiction	The Bee Spine Poetry
Writing Outcomes Adult-led shared and guided writing	Lists and captions based on model text (words and phrases)	Lists and captions based on model text (words and phrases)	Longer captions based on model text (phrases)	Longer captions based on model text (phrases)	Sentences linked to model text (Minimum of 1 sentence)	Sentences linked to model text (multiple sentences) First... Next... Finally...	5 sentence story Once upon a time... One day... Unfortunately Luckily... Finally	5 Sentence information text Gingerbread men are... Gingerbread men eat... Gingerbread men live... Gingerbread men like... Gingerbread men do not like...	Innovated story Minimum of 5 Sentences Once upon a time... First... Then... Next... Finally... Writing invented stories	Response to given text Multiple sentences reflecting chosen genre Writing invented stories	Innovated story Minimum of 5 Sentences One day... Unfortunately After that... After that... But just then... Writing invented stories	Sentences and phrases Poem-focus on use of language for description and similes Writing invented stories
Key words/phrases to be taught or on spelling card (may be more or different depending on model text)	Application of phonics	Application of phonics	Application of phonics	Christmas is	the, is, a, he, she, it, to, were, they, go, my	First, Next, Finally put, for, of, his,	Once upon a time, one day, unfortunately, luckily, was, a, he, she, put, has, was	Gingerbread, men, are, eat, live, like, do, some, or	ate, he, she, turned, into, was, some, of	I, like, do, has, my	because, unfortunately, were, was, of, his, he, could, to, one, after, she, a, all, the, I, chased	Exception words dependent on what children want to write
Text Structure	Introduce: Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end Retell simple 5-part story: Once upon a time, First / Then / Next, But, So, Finally,.....happily ever after Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme, Names, Labels, Captions, Lists, Diagrams, Message											

Sentence construction	<p>Introduce: Simple sentences</p> <p>Simple Connectives: and, who, until, but</p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using coordinating conjunctions (and, but, so)</p> <p>-'ly' sentence starters e.g. Luckily / Unfortunately,</p> <p>Repetition for rhythm: Run, run as fast as you can..., He walked and he walked and he walked...</p>
Language	<p>Introduce: Determiners-the / a, my, your, an, this, that, his, her, their, some, all</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Adjectives e.g. old, little, big, small, quiet</p> <p>Adverbs e.g. luckily, unfortunately, fortunately</p> <p>Similes – using 'like'</p>
Punctuation	<p>Introduce:</p> <p>Finger spaces</p> <p>Full stops (during hold a sentence-RWI Red story books)</p> <p>Capital letters (introduce as part of hold a sentence in RWI Red story books AND during discrete handwriting sessions-see transcription below)</p> <p>Question marks (introduce in Spring 1-How to Trap a Troll)</p>
Terminology to introduce	finger space, letter, word, sentence, full stops, capital letter, question mark

Transcription						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	<p>Correct posture for writing</p> <p>Correct pencil grip</p> <p>Letter formation of all letters in-line with RWI teaching order</p> <p>Formation of digits 0-5</p>	<p>Consolidate posture for writing</p> <p>Reinforce correct pencil grip</p> <p>Discrete handwriting sessions daily: Writing on plain paper to focus on formation</p> <p>Follow RWI handwriting lesson routine</p> <p>Stage 1A</p> <p>'Around Letters'-c, a, o, d, g, q</p> <p>'Down letters'-l, t, b, p, k, h, i, j, m, n, r, u, y</p> <p>'Curly letters'-e, f, s</p> <p>'Zig zag letters'-v, w, z, x</p> <p>Formation of digits 6-9</p>	<p>Consolidate posture for writing</p> <p>Reinforce correct pencil grip</p> <p>Discrete handwriting sessions daily: Follow RWI handwriting routine</p> <p>Review formations as necessary</p> <p>Introduce Stage 1B- Relative size of letters</p> <p>Use lined paper</p> <p>'Boat letters'-a, c, e, i, m, n, o, r, s, u, v, w, x, z</p> <p>'Water letters'-g, j, p, q, y</p> <p>'Sun letters'-b, d, h, k, l (f and t a little shorter)</p> <p>Introduce capital letters as and when needed during sentence writing in shared and guided writing</p>	<p>Consolidate posture for writing</p> <p>Reinforce correct pencil grip</p> <p>Discrete handwriting sessions daily: Follow RWI handwriting routine</p> <p>Review formations as necessary</p> <p>Review Stage 1B as introduced in Spring 1-apply in given words, phrases and sentences</p> <p>Capital letters-Down letters- A, E, H, I, J, K, L, T, U</p>	<p>Consolidate posture for writing</p> <p>Reinforce correct pencil grip</p> <p>Discrete handwriting sessions daily: Follow RWI handwriting routine</p> <p>Review formations as necessary</p> <p>Review Stage 1B as introduced in Spring 1-apply in given words, phrases and sentences</p> <p>Capital letters-Down and Up letters-M, N, D, F, P, R, B</p>	<p>Consolidate posture for writing</p> <p>Reinforce correct pencil grip</p> <p>Discrete handwriting sessions daily: Follow RWI handwriting routine</p> <p>Review formations as necessary</p> <p>Review Stage 1B as introduced in Spring 1-apply in given words, phrases and sentences</p> <p>Capital letters-Round-C, G, O, Q, S</p> <p>Zig Zag-V, W, X, Y, Z</p>
Spelling	<p>Weeks 5-6 establish routine of using Fred Fingers to spell</p>	<p>Daily spelling</p> <p>Use Fred Fingers to segment for spelling applying taught phonics</p>	<p>Daily spelling</p> <p>Use Fred Fingers to segment for spelling applying taught phonics</p>	<p>Daily spelling</p> <p>Use Fred Fingers to segment for spelling applying taught</p>	<p>Daily spelling</p> <p>Use Fred Fingers to segment for spelling applying taught</p>	<p>Daily spelling</p> <p>Use Fred Fingers to segment for spelling applying taught</p>

	Week 7 onwards daily practise of spelling 1 or 2 words using taught sounds	(Set 1 sounds + Set 1 Special Friends)	(Set 1 sounds + Set 1 Special Friends) Common exception words taught linked to model text (see above). Taught and given on spelling card.	phonics (Set 1 sounds + Set 1 Special Friends) Common exception words taught linked to model text (see above). Taught and given on spelling card.	phonics (Set 1 sounds + Set 1 Special Friends) AND Set 2 sounds (ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy) Common exception words taught linked to model text (see above). Taught and given on spelling card.	phonics (Set 1 sounds + Set 1 Special Friends) AND Set 2 sounds (ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy) Common exception words taught linked to model text (see above). Taught and given on spelling card.
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Reading						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word Reading	Week 1-RWI assessment Week 2-m, a, s, d, t Week 3-i, n, p, g, o and blend words in Word Time 1.1 Week 4-c, k, u, b and blend words in Word Time 1.2 Week 5-f, e, l, h and blend words in Word Time 1.3 Week 6-r, j, v, y, w and blend words in Word Time 1.4 Week 7-z and x and blend words in Word Time 1.5	Review Set 1 sounds Review Word Time 1.1-1.5 Read Set 1 Special Friends-sh, th, ch, qu, ng, nk Read words in Word Time 1.6 Read 3-sound nonsense words Read Ditties to apply taught sounds	Review Set 1 sounds including Set 1 Special Friends Review Word Time 1.1-1.6 Read 4 and 5-sound words in Word Time 1.7 Read 3 and 4-sound nonsense words Read Ditties to apply taught sounds	Review all Set 1 sounds speedily Review Word Time 1.1-1.6 Read 4 and 5-sound words in Word Time 1.7 Read 3 and 4-sound nonsense words Read Red Storybooks	Review Set 1 Word Time Words Teach Set 2 sounds-ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Read nonsense words to apply phonics Read Green Storybooks	Review Set 1 Word Time words Review Set 2 sounds Read Green Words containing Set 2 sounds including longer words (multisyllabic) Read nonsense words Once secure on all Set 1 and 2 sounds introduce Set 3 sounds and matching Green Words to blend Read Purple Storybooks
Word Reading-common exception words				put the, l no, of my for he	your said you be are	to me, go baby paint
Reading Range	Listen attentively to and enjoy a range of fiction, non-fiction, poetry, rhymes and songs (see reading text overview) Begin to make links between what they read or hear read to their own experiences		Listen attentively to and enjoy and increasing range of fiction, non-fiction, poetry, rhymes and songs (see reading text overview) Make links between what is read and their own experiences Talk about relevant events, people and/or situations in their own lives linked to what they have read or heard read		Listen attentively to and enjoy and increasing range of fiction, non-fiction, poetry, rhymes and songs (see reading text overview) Use talk to explore the relationship between their own experiences and those of others familiar to them to what they read or hear read	

Familiarity with Texts	Retell a story or non-fiction text using actions Begin to use story language when acting out a narrative or non-fiction text Begin to join in with predictable stories, poems and rhymes Begin to talk about likes, dislikes and puzzles (questions about the text)	Retell increasingly long and complex texts using actions Use story language when retelling in same or own words Retell the main events of a story or main points of a non-fiction text in their own words Further develop their opinions and preferences by talking about likes, dislikes, puzzles and connections to other texts read. Begin to identify whether a book is a story or non-fiction based on its cover	Retell increasingly long and complex texts in exact and own words using actions and expression to show understanding Use a wider range of story language Understand that story language is different from spoken language Talk about stories in greater depth, exploring themes as well as events Identify favourite books and talk about why they like them Identify likes, dislikes, puzzles and connections when reading and begin to give reasons for their thinking
Poetry, rhymes and performance	To listen to and join in with nursery rhymes Be able to say some rhymes off by heart Perform short poems with actions using rhythm and expression off by heart	Listen to and join in with a wider variety of rhymes, poems and songs Know an increasing number of rhymes off by heart Perform poems off by heart with actions using rhythm and expression and varying volume	Listen to and join in with an increasing range of rhymes and poems identify their favourite rhymes and poems and talk about why they like them Perform poems off by heart with actions using rhythm, expression and volume
Vocabulary	Begin to use story language and the language associated with taught non-fiction types Begin to talk about the meaning of new words and use some them orally in sentences to show understanding Begin to ask about the meaning of words that are unfamiliar to them	Use vocabulary associated with stories e.g. Once upon a time, ...they lived happily ever after. Begins to work out the meaning of Tier 2 and Tier 3 words using context Compose oral sentences using new vocabulary	Applies new vocabulary during role play, in own writing and during discussion about stories, non-fiction, poems and rhymes Continues to work out the meaning of unfamiliar vocabulary (Tier 2 and 3) using context of sentence and text Generate synonyms and antonyms of new vocabulary Begins to understand that writers use language to create different effects (make the reader happy, sad, scared, laugh etc)
Comprehension	Begin to make simple inferences based on what is done (I think she is sad because it says she was crying. I think he is angry because he slammed the door.) Begin to make simple predictions and anticipate rhymes and events in cumulative stories. Explain their understanding of what they have read Retrieve information from fiction, non-fiction and poetry (what, when, how, why) Sequence a story or familiar event using pictures Summarise the main events of a simple story and information in a non-fiction text Identify the main characters in a story Identify the main setting in a story	Make simple inferences based on what is done drawing on own experiences and prior knowledge (including links to other texts and films) Make plausible predictions drawing on knowledge of text type and own knowledge and understanding of the world Predict rhyming words and make suggestions for missing words Explain why characters do certain things or what they might do based on their traits Explain what the text means in their own words Answer retrieval questions by finding evidence in the text (fastest finger) Sequence more complex stories or familiar events orally and using pictures Summarise the main events of a story and information from non-fiction	Make simple inferences based on what is said and done drawing on own experiences and prior knowledge (including links to other texts and films) Make plausible predictions drawing on own understanding of the world and text type, giving reasons for their predictions (I think...because...) Make predictions based on knowledge and understanding of characters Explain their understanding of a text and make personal responses to what they read or have heard read Explains their thinking clearly using full sentences and correct book terminology for EYFS (see below) Sequence more complex stories using pictures and captions Summarise stories and non-fiction using text mapping Identify cause and effect in stories (what happens and why)

	Recognises that information may be contained in illustrations, diagrams, tables, pictures and other text features appropriate to age	Identify which characters are more/less important to the plot Identify different settings in stories Recognise a wider variety of organisational features to locate information in non-fiction-photos, pictures, diagrams, labels and captions	Identify how character traits influence the plot (how would the story have changed if the troll wasn't so grumpy?) Begin to identify how settings can affect the story Begin to use organisational features to locate information in non-fiction-photos, pictures, diagrams, fact boxes, labels and captions and illustrations in stories.
Talking about texts Language Structures/sentence stems	<p>I like/don't like...because</p> <p>I think that...will happen because...</p> <p>It reminds me of ... (linked to own experience and/or other texts/films)</p> <p>The character is ... (describe traits or feelings)</p> <p>I think the character is/will (inferring)</p> <p>I think that...because it says...(retrieval)</p> <p>The setting is ... (name it, describe it)</p> <p>First..., Next ..., After that..., Finally... (when sequencing events in a story)</p> <p>In the beginning..., In the middle...At the end... (when sequencing and summarising)</p> <p>I do not understand the word/why...happened/why the character.../what it means when... (discussion about texts)</p> <p>I think the word...means... (vocabulary)</p> <p>I think this story/character/setting/text is similar/different to...because...</p> <p>I think it is a non-fiction book because...</p> <p>I think it is a story because...</p> <p>I think it is a poem because...</p> <p>I like the way the writer...</p> <p>The story made me feel...</p> <p>I think...happened because... (cause and effect)</p> <p>In the diagram/illustration/photograph, I can see...</p> <p>I think this story is going to be funny/scary/sad/happy because...</p>		
Book terminology	front cover, back cover, writer, author, illustrator, illustrations, rhymes, poetry, story, non-fiction, title, blurb, characters, diagram		