

English Curriculum

EYFS		
Autumn	Spring	Summer

Key Technical Vocabulary in red bold.

Text Level/Genres

Ensure a range of forms are covered: labels, lists, captions, information texts, messages, letters.

Text Level/Genres			
<p>Narrative</p> <p>1 – Traditional Tales 2 – Fairy Tales</p>	<ul style="list-style-type: none"> Listen to stories being told and read. Know when a story has begun and ended. Recognise simple repeatable story structures and some typical story language, for example, ‘Once upon a time...’ Be aware that books have authors; someone is telling the story. Stories are about characters; identify and describe their appearance referring to names and illustrations; Notice when characters are speaking in the story by joining in, e.g. with a repeated phrase. Stories happen in a particular place; identify settings by referring to illustrations and descriptions. Turn stories into play using puppets, toys, costumes and props; Imagine and re-create roles; re-tell narratives using patterns from listening and reading; Tell a story about a central character; Experiment with story language by using familiar words and phrases from stories in re-telling and play. Attempt own writing for various purposes, using features of different forms, including stories. 	<p>Instructions</p>	<ul style="list-style-type: none"> Listen to and follow single instructions, and then a series of two and three instructions Give oral instructions when playing. Read and follow simple classroom instructions on labels with additional pictures or symbols.

<p>Poetry</p> <p>1 – Nursery Rhymes</p>	<ul style="list-style-type: none"> • listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns • join in with class rhymes and poems, • copy actions • enjoy making up funny sentences and playing with words; • look carefully at experiences and choose words to describe; • make word collections or use simple repeating patterns. 	<p>Recount</p>	<ul style="list-style-type: none"> • Informally recount incidents in own life to other children or adults and listen to others doing the same. • Experiment with writing in a variety of play, exploratory and role-play situations. • Write sentences to match pictures or sequences of pictures illustrating an event. • Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.
<p>Punctuation</p>		<p>Handwriting</p>	
<ul style="list-style-type: none"> • Separation of words with spaces • Capital letters • Full stops • Question marks • Exclamation marks • Capital letters for names • Capital letter for personal pronoun ‘I’ 		<ul style="list-style-type: none"> • Sit correctly at the table • Hold a pencil comfortably and correctly • Form lower case letters in the correct direction • Start and finish lower case letters in the right place. • Form capital letters correctly • Form the digits 0 – 9 • Understand which letters belong to the same handwriting family (formed in the same way) 	
<p>Spelling</p>		<p>Grammar</p>	
<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. 		<ul style="list-style-type: none"> • Learn new vocabulary and use it throughout the course of their conversations • Articulate ideas and thoughts in well-formed sentences • Connect one idea or action to another through the use of conjunctions. 	