

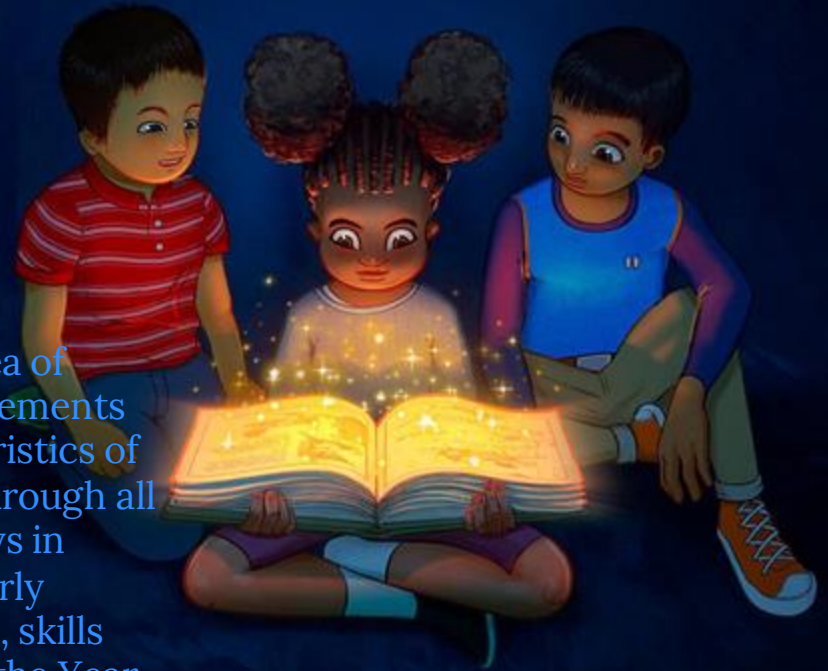
# INTRODUCTION

An overview of what English is like in early years and where to find it in the curriculum



# 1. Introduction

English in the EYFS Framework falls Literacy area of learning with the addition of spoken language elements in Communication and Language. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum.



# EYFS English – Early Learning Goals

## Communication and Language

- ◆ Listening, Attention and Understanding
  - ◆ 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
- ◆ Speaking
  - ◆ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
  - ◆ 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.



# EYFS English – Early Learning Goals

## Literacy

- ◆ **Word reading**
  - ◆ 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
- ◆ **Comprehension**
  - ◆ 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
- ◆ **Writing**
  - ◆ 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
  - ◆ Write recognisable letters, most of which are correctly formed



# EYFS English – Early Learning Goals

Physical Development

◆ **Fine Motor Skills**

- ◆ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases



# EYFS English Educational Programmes

## Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



# EYFS English Educational Programmes

## Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



# Child-Initiated Learning

Key indicators and examples of effective practice when monitoring maths in the early years, in relation to child-initiated learning through an enabling environment



# An Enabling English Environment – Block Play and Construction

What might I see children doing?

- ◆ Listening to what others say and responding appropriately
- ◆ Expressing thoughts and sharing ideas
- ◆ Demonstrating their understanding when talking with others
- ◆ Developing their own narratives and explanations by connecting ideas or events
- ◆ Using a growing vocabulary to describe their buildings and structures
- ◆ Creating and retelling stories that have a setting, characters and a plot
- ◆ Describing what they have built and how they built it



# An Enabling English Environment – Writing

What might I see children doing?

- ✦ Using a variety of mark making materials to draw, make patterns and write
- ✦ Creating stories, representing past experiences and responding to how they are feeling
- ✦ Selecting their name card and writing their name
- ✦ Asking adults to scribe their ideas or help label their pictures
- ✦ Noticing their friend's names and making observations and comments about the letters and sounds that are different and the same as their own
- ✦ Writing for a variety of purposes as part of play scenarios
- ✦ Using a range of resources to create their own books
- ✦ Practising what they have been directly taught in adult-led sessions



# An Enabling English Environment – Books

What might I see children doing?

- ✦ Retelling familiar stories in their own words
- ✦ Using key words and phrases from familiar stories
- ✦ Talking to others about their favourite books, making predictions or describing their favourite parts
- ✦ Discussing illustrations and using to predict what stories might be about
- ✦ Using puppets and props to support retelling of favourite stories as well as making up their own narratives
- ✦ Using phonic knowledge to decode texts
- ✦ Reading high frequency words from memory



# An Enabling English Environment – Workshop

What might I see children doing?

- ◆ Providing a running commentary of what they are making
- ◆ Describing in advance what they plan to do
- ◆ Using associated vocabulary including accurate terms to describe tools and techniques
- ◆ Drawing or writing a plan of what they intend to do
- ◆ Creating pictures and models in response to favourite stories



# An Enabling English Environment – Imaginative and Role-Play

What might I see children doing?

- ◆ Providing a running commentary of what they are doing
- ◆ Acting out familiar stories and/or creating their own narratives
- ◆ Role-playing characters and using associated language and vocabulary
- ◆ Writing in role such as making a shopping list or sending a letter
- ◆ Playing alongside others, communicating, sharing ideas, negotiating and co-operating



# An Enabling English Environment – Small World

What might I see children doing?

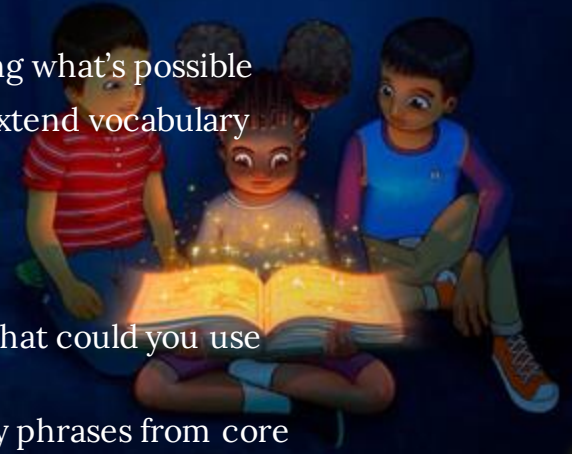
- ◆ Giving small world characters a ‘voice’
- ◆ Playing alongside others, communicating, sharing ideas, negotiating and co-operating
- ◆ Planning and communicating their ideas
- ◆ Expressing their thoughts and ideas to others, adults and children
- ◆ Creating imaginative and real world scenarios
- ◆ Creating stories around a set of characters and with a familiar pattern and sequences
- ◆ Retelling stories to and/or share story ideas with an audience
- ◆ Narrating their play
- ◆ Recording their ideas and stories



# Adult scaffolding learning during child-initiated learning

## What should I see adults doing?

- ◆ Observing children and responding to their fascinations
- ◆ Responding to their ideas and suggestions
- ◆ Suggesting possibilities to extend their thinking
- ◆ Offering additional stimulus and resources when appropriate
- ◆ Playing alongside children to take learning forwards, suggesting ideas and showing what's possible
- ◆ Play alongside, or in small organised groups to model language, correct and/or extend vocabulary
- ◆ Sharing their own experiences and making suggestions
- ◆ Role modelling thinking aloud and commenting
- ◆ Modelling how to use equipment and resources
- ◆ Posing questions and/or 'ponderings' to stimulate ideas and add challenge e.g. What could you use instead? I wonder how? Tell me why?
- ◆ Using and introducing language and vocabulary linked to key learning such as key phrases from core books





## Adult-Learning

Key indicators of effective practice  
when monitoring science in the early years,  
in relation to adult-led learning

# What should I expect to see when adults are leading an English activity?

Adults setting an intention for learning that is well-matched to the developmental stages of the children; building on what children already know and can do and show an interest in

Adults guiding learning through playful, experiential activities which are presented in imaginative ways, are hands-on and require active participation from the children

Activities and experiences that are as open-ended as possible to allow for children's imagination and active exploration and for them to express their own ideas

Activities and experiences delivered with individual children, or small groups of children depending on the activity and the age of the children (some whole class teaching in Reception)

Adults using resources and materials that children are familiar with and have access to in their child-initiated learning including those which embed knowledge and understanding of core books

Sensitive interaction through open-questioning, modelling thinking aloud and genuine interest and curiosity.





## Skills Progression

How should I decide what should be taught and when?

# How should I decide what is taught when?



Northumberland Early Years Team have created Progression Guidance to support you in identifying what this will look like in your school.

You can access this tool by clicking [here](#).

For further support and advice please contact your EY Consultant.

