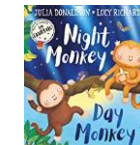





Brookside Curriculum Overview – English (Early Years)

	Spring 1	Spring 2
Communication and Language Literacy EYFS Development Matters 2020	<p>Engage in story times.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary.</p>	<p>Engage in story times.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary.</p>
Core texts	        	       
Phonics	Phase 3 j, v, w, x, y, z, qu, ch, sh, th, ng	Phase 3

	<p>Revision of Phase 2 Tricky Words - to, the, no, go, I</p> <p>Phase 3 Tricky Words – he, she, we, me, be</p> <p>Tricky Words (Spelling) to, the, no, go, I</p>	<p>ai, ee, igh, oa, oo (long), oo (short), ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Phase 3 Tricky Words – was, my, you, they, here, all, are</p>
Writing	<p>Write words by identifying the sounds and then writing the sound with letter/s.</p> <p>Simple sentences of 4 or 5 words.</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Re-read what they have written to check that it makes sense.</p>
Vocabulary, Grammar & Punctuation	Capital letters, finger spaces and full stops	
Spelling & Handwriting	<p>Beginning to sound out and spell CVC and CVCC words that are consistent with their phonics knowledge, including some tricky words.</p> <p>Begin to form lower case and capital letters correctly</p>	<p>Continue to sound out and spell CVC and CVCC words that are consistent with their phonics knowledge, including some tricky words.</p> <p>Form all lower case and capital letters correctly.</p>
Spoken Language	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Ask questions to find out more and to check they understand what has been said to them. • Learn new vocabulary and use in discussions. 	<ul style="list-style-type: none"> • Participate in small group, class and 1:1 discussion, 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 where appropriate.
Home	<ul style="list-style-type: none"> • Reading books sent home twice per week. • Parents/Carers informed of text/theme each week. 	