Brookside Curriculum Overview – English (Early Years)

Brookside Academy
INSPIRING FUTURES

	Summer 1	Summer 2
Communication and Language **Literacy** **EYFS Development Matters 2020**	Engage in story times. 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 phonics knowledge, including some common exception words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary.	Engage in story times. 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 phonics knowledge, including some common exception words.
Core texts	 Additional texts will be covered in Summer 2	
Phonics	Phase 4 (Consonant Blends) **Initial sounds** br, bl, cl, cr, dr, fl, fr, gl, gr, sm, sn, pl, pr, sc, scr, shr, sk, sl, sp, st, str, thr, tr, tw **Final Sounds** ft, lf, lk, lp, lt, mp, nch, nd, nk, nt, pt, sk, st, xt	Phase 2, 3 and 4 Revision. Phase 5
Writing	• Write simple phrases and sentences that can be read by others. • Re-read what they have written to check that it makes sense.	
Vocabulary, Grammar & Punctuation	Capital letters, finger spaces and full stops	

Spelling & Handwriting	• Continue to sound out and spell CVC and CVCC words that are consistent with their phonics knowledge, including some tricky words. • Form all lower case and capital letters correctly.
Spoken Language	• 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	• Reading books sent home twice per week. • Parents/Carers informed of text/theme each week.

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