EYFS English Curriculum Progression Overview

	Communication and Language The development of children's spoken language underpins all seven areas of learning and development.			Literacy It is crucial for children to develop a life-long love of reading.		
	Spoken language and back and forth interaction	**Active engagement in texts** stories, non-fiction, rhymes and poems	**Vocabulary and language structures**	**Language comprehension** developed through adult talk about the world and books	**Word reading** decoding and recognition of familiar words	**Writing** transcription and composition
Nursery Curriculum	• Develop listening behaviours and skills. • Respond to an adult or peer with words or actions. • Begin to initiate conversation. • Pay attention to more than one thing at a time. • Express a point of view when in disagreement, using words as well as actions. • Understand an instruction of two parts. • Use talk to organise themselves and their play. • Begin to use social phrases.	• Listen to longer stories with enjoyment, remembering much of what happens. • Sing a large repertoire of songs. • Know and recall many rhymes. • Talk about familiar books and be able to tell a story.	• Use a wider range of vocabulary. • Understand and respond to 'why' questions.	• Understand the five key concepts about print: 1) print has meaning 2) print can have different purposes 3) English text is read from left to right and top to bottom 4) the names of the different parts of a book 5) page sequencing • Engage in extended conversations about stories, learning new vocabulary.	• Develop phonological awareness: 1) identify and suggest rhymes 2) count or clap syllables in a word 3) recognise words with the same initial sound • Say individual letter sounds and orally blend them into simple words.	• Use some print and letter knowledge in early writing. • Write some or all of their name. • Write some letters accurately.

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Nursery Curriculum Endpoints						
	• Maintain eye contact and pay attention when listening. Be • confident to speak to an adult and/or another child. • Understand and follow simple instructions.	• Respond to texts and songs through facial expressions, actions and spoken language. • Recall and retell a story using visual aids and props.	• Know alternative words that have the same or similar meaning. • Learn and use new vocabulary related to topic. • Express needs and wants with learnt vocabulary.	• Understand the purpose of books. • Respect books and take care of them. Respond to stories using learnt vocabulary, expressing ideas and opinions.	• • Recognise their name. Be secure in phonological awareness with sounds in their name. Orally blend and identify simple words playing Read Write Inc Fred Talk games.	• Read their own mark making to an adult. • Produce recognisable letters with a particular focus on those in their name.

Reception Curriculum						
	• Develop active listening behaviours and skills. • Respond to an adult or peer with words and sentences. Initiate and sustain conversation. • Understand an instruction and clarify meaning. • Understand how to listen carefully and explain why listening is important. Use language to organise and extend play. • Articulate ideas and thoughts in wellformed sentences. Use social phrases with an understanding of context. •	• Enjoy stories and engage in story time sessions. • Know and recall a range of songs and rhymes. Develop a deep familiarity with texts and retell stories using repetition and their own words.	• Learn and begin to use new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Articulate ideas and thoughts in wellformed sentences. Use a range of connectives to connect ideas or actions. • Use talk to solve problems, organise thinking and activities. • Use talk to explain how things work and why they might happen. • Describe events in some detail. •	• Develop and initiate conversations about stories and non-fiction, learning and using new vocabulary in discussion. Re-read books to build • confidence in understanding and enjoyment.	• Consolidate phonological awareness of rhyme, syllables and identification of sounds in words. Read individual letters by saying the sound. Blend sounds to read simple words from known letter/sound correspondences. Read some digraphs that represent one sound. • Read some common exception words. Read simple phrases and sentences containing words with known letter–sound correspondences and exception words. Re-read books to build • confidence in word reading and fluency.	• Form lower-case and capital letters correctly. Write their name with a capital letter. Spell words by identifying the sounds and then writing the phoneme/ grapheme correspondences. Write short sentences with words with known phoneme/ grapheme correspondences using a capital letter and full stop. • Re-read writing to check that it makes sense. •

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Reception Curriculum Endpoints						
	• Speak in full sentences. • Sustain a conversation of interest with peers and adults. • Demonstrate positive body language and facial expressions during conversations.	• Participate enthusiastically when listening to a range of texts. • Identify rhyming words. • Identify the main events and retell familiar stories, songs and rhymes.	• Understand the difference between a statement and a question and use both appropriately. • Use connectives to explain and extend ideas. • Use new vocabulary in a range of contexts.	• Initiate conversations about stories and nonfiction books. • Understand the plot and events in a story, predicting what might happen next. • Respond to a range of texts, answering and asking questions (who, where, when, how and why).	• Identify rhyming words. • Count number of syllables in a word. • Blend sounds (individual and digraphs) to decode words and read common exception words in order to read simple sentences. • Re-read familiar texts with fluency and expression.	• Write their own name with a capital letter and correct letter formation. • Use phonetically plausible attempts to write longer words. • Write a simple sentence with a capital letter, full stop and finger spaces. • Read back their own simple sentences to check for sense.

Early Learning Goals			
ELG: 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. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **ELG: Speaking** • 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.	**ELG: 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.	**ELG: Word reading** • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by soundblending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	**ELG: Writing** • Write recognisable letters, most of which are correctly formed • 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