

EYFS English Curriculum Map

Core texts are subject to change as our curriculum design continues to be developed in line with the 2024 EYFS Statutory Framework and children's interests.

Autumn 1	Autumn 2	Spring	Summer
Marvellous Me!	Let's Celebrate!	Planet Earth and Beyond	Once Upon a Time...
When I Grow Up Starting School Harry and the Dinosaurs go to School Life Savers	The Christmas Story Gunpowder Plot Story Bonfire Night Diwali	The Queen's Knickers Whatever Next Aliens Love Underpants The Easter Story The Koala who Could Chinese New Year Zodiac story	The Three Little Pigs Handa's Surprise The Gruffalo The Gruffalo's Child The Jolly Postman We're Going on a Bear Hunt The Very Hungry Caterpillar If the Dinosaurs Came Back Jack and the Beanstalk There's a Superhero in your Book Stick Man The Gingerbread Man
Word Reading			
- Linking sounds to letters and reading letters on sight (Following Read-Write- Inc. Phonics Scheme) - Recognising familiar words, e.g. names - Listening to initial and end sounds in words - Blending known sound to make words	- Linking sounds to letters and reading letters on sight including set 1 digraphs (Following Read- Write- Inc. Phonics Scheme) - Recognising familiar words, eg names - Beginning to segment and blend simple words in reading books	- Linking sounds to letters and reading letters on sight. Streamed phonics depending on individual progress and targets. (Following Read-Write-Inc. phonics scheme) - Reading words including digraphs that match the phonics group and set children are learning. - Beginning to segment and blend simple words to read on flash cards and in sentences - Using our phonics knowledge to decode and read regular words with increasing independence - Learning to read an increasing amount of common exception words on sight (RWI red words)	- Linking sounds to letters and reading letters on sight. Streamed phonics depending on individual progress and targets. (Following Read-Write-Inc. phonics scheme) - Group reading and listening to other children read. - Reading a range of words in sight without having to decode - Beginning to show more fluency in reading - Learning about rhyming words - Reading many common exception words on sight (RWI Red words)

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(Following Read-Write-Inc. Phonics Scheme)	Blending known sounds to make words including words with set 1 digraphs and words with more than 3 phonemes (Following Read-Write-Inc. Phonics Scheme)	- Beginning to segment and blend simple words to read on flash cards and in sentences - Re-reading familiar books and stories to develop children's confidence with word reading.	- Independently decoding and reading regular words including those that contain digraphs and trigraphs linked to current phonics attainment. - Independently reading sentences from flash cards and reading books with some words on sight and others by decoding.
Comprehension			
- Listening to stories and talks about them - Handling books carefully and creating stories based on pictures	- Listening to stories and talks about them - Enjoying an increasing range of books - Beginning to retell familiar stories with picture prompts - Beginning to answer simple questions about what we have read	- Enjoying an increasing range of books - Using vocabulary from different books we have read - Confidently answering questions about what we have read - Using vocabulary from different books we have read - Beginning to follow longer stories without pictures or props - Beginning to anticipate what may happen next in a story - Discussing the front cover of a story	- Confidently asking and answering questions about what we have read - Following a story without pictures or props - Retelling stories in our own words without pictures or prompts - Listening to other children read and answering questions about what they have heard - Confidently anticipating and predicting key events in a story - Knowing what an author and illustrator does

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Writing

• Linking sounds to letters and reading letters on sight (Following Read-Write- Inc. Phonics Scheme) • Giving meaning to marks and attempting to write short sentences • Writing and recognising name • Listening to initial and end sounds in words • Beginning to form lower case letters correctly by using the RWI handwriting rhymes.	• Linking sounds to letters and reading letters on sight including set 1 digraphs (Following Read- Write- Inc. Phonics Scheme) • Giving meaning to marks and attempting to write short sentences • Writing and recognising name • Hearing middle sounds in words and beginning to sound out simple regular words independently to write • Beginning to form lower case letters correctly by using the RWI handwriting rhymes.	• Linking sounds to letters and reading letters on sight. Streamed phonics depending on individual progress and targets. (Following Read-Write-Inc. phonics scheme) • Giving meaning to marks and attempting to write short sentences using our phonic knowledge. • Beginning to spell words by identifying sounds and writing sounds in order • Developing our independence when writing, remembering our own sentences and writing with increasing independence. • Learning to spell some common exception words • Forming lower case letters correctly • Using finger spaces and full stops when writing simple sentences.	• Linking sounds to letters and reading letters on sight. Streamed phonics depending on individual progress and targets. (Following Read-Write-Inc. phonics scheme) • Independently writing short and extended sentences using full stops, finger spaces and capital letters correctly. • Confidently spelling some common exception words and applying to writing • Beginning to write short stories or recounts and add structure to writing • Consistently forming lower case and capital letters correctly • Re-reading writing to ensure it makes sense.
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