

## EYFS English Long Term Plan (Year A 2023-2024)

**Autumn**

Block	Units	Early Learning Goals	Development Matters statements
<p><b>Ourselves and our Families</b></p> <p><i>Labels and Captions</i></p> <p><i>(10 days)</i></p>	<p><b>Unit 1 (R001LC1)</b> All about me!</p>	<p>ELG1 Listening, Attention &amp; Understanding (LAU): Listen attentively to books and poems being read to them. Respond with comments, questions or actions.</p> <p>ELG2 Speaking: Talking about themselves and what they like.</p> <p>ELG8 Comprehension: Use recently acquired vocabulary in small group learning and independent role play.</p> <p>ELG9 Reading: Reading a book about preferences with repetitive phrases.</p> <p>ELG10 Writing: Writing their name and names of other family members.</p>	<p><b>[3-4yo]</b> CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.</p> <p>L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness.... Write some or all of their name.</p> <p><b>[Reception]</b> CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Learn rhymes. Engage in non-fiction.</p> <p>L: Read simple phrases and sentences. Re-read books to build up confidence.</p>
	<p><b>Unit 2 (R001LC2)</b> My family</p>	<p>1: Make comments about what they have heard and ask questions.</p> <p>2: Express their ideas and feelings about their experiences.</p> <p>8: Demonstrate understanding of what's been read.</p> <p>9: Reading aloud simple sentences and books to do with family members and homes.</p> <p>10: Writing phrases and simple sentences to be read by others.</p>	<p><b>[3-4yo]</b> CL: Sustain conversations, using new vocabulary. Enjoy listening to longer stories. Use longer sentences. Use talk to organise their activity. Pay attention to more than one thing at a time when cooking.</p> <p>L: Understand the five key concepts about print. Write some or all of their name. Write some letters accurately.</p> <p><b>[Reception]</b> CL: Learn new vocabulary. Talk about members of their immediate family and community. Ask questions to find out more and check they understand. Describe events in some details. Use talk to organise play.</p> <p>PD: Develop small motor skills to use pencils for writing. Develop the foundations for a handwriting style which is fast and efficient.</p> <p>L: Read simple phrases and sentences. Spell words by identifying the sounds and then writing these. Write short sentences with words. Re-read what they have written to check it makes sense.</p>

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Block	Units	Early Learning Goals	Development Matters statements
<b>Patterns and Repetition</b>  <i>Repetitive Chants and Rhymes</i>  <b>(10 days)</b>	<b>Unit 1 (R001RR1)</b> Join in when you can!	ELG1 Listening, Attention & Understanding (LAU): Listen attentively to stories being read to them. Respond with comments, questions or actions.  ELG2 Speaking: Talking about a familiar story with a repeating pattern  ELG8 Comprehension: Retell a familiar story using own words. Use recently acquired vocabulary in small group learning and independent role play. Anticipate events in stories.  ELG9 Reading: Reading a story book with repetitive phrases.  ELG10 Writing: Writing an ending to a familiar story.	[3-4yo] CL: Remember much of what happens in a story. Use a wider range of vocabulary. Be able to talk about familiar books. Use longer sentences of four to six words.  L: Engage in conversations, learning new vocabulary. Develop phonological awareness. Use some print and letter knowledge in early writing.  [Reception] CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories. Retell a story.  L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences with words with known sound-letter correspondences.
	<b>Unit 2 (R001RR2)</b> New endings for favourite stories	1: Listen attentively to stories being read to them. Respond with comments, questions or actions.  2: Talking about a familiar story with a repeating pattern  8: Retell a familiar story using own words. Use recently acquired vocabulary in small group learning and independent role play. Anticipate events in stories.  9: Reading a story book with repetitive phrases. Reading words using phonic knowledge.  10: Writing a new version of a familiar story.	[3-4yo] CL: Remember much of what happens in a story. Use a wider range of vocabulary. Be able to talk about familiar books. Use longer sentences of four to six words.  L: Engage in conversations, learning new vocabulary. Develop phonological awareness. Use some print and letter knowledge in early writing.  [Reception] CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories. Retell a story.  L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences with words with known sound-letter correspondences.

Block	Units	Early Learning Goals	Development Matters statements
<b>Sharing the Harvest</b>  <i>Lists and storytelling</i>  <b>(5 days)</b>	<b>Unit 1 (R001LS1)</b> Lists and storytelling	ELG1 Listening, Attention & Understanding (LAU): Listen attentively to books read to them. Respond with comments, questions or actions.  ELG2 Speaking: Talking about stories  ELG8 Comprehension: Sequencing a familiar story using own words. Use recently acquired vocabulary in small group learning and independent role play.  ELG9 Reading: Reading aloud simple sentences and books to do with space and adventures.  ELG10 Writing: Writing a list.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about books.  L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness.... Write some letters accurately. Use some print and letter knowledge in early writing.  [Reception] CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage in non-fiction.  L: Read simple phrases and sentences. Re-read books to build up confidence. Spell words by identifying the sounds and then writing the sound with letter/s.

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Block	Units	Early Learning Goals	Development Matters statements
<b>Autumn Leaves</b>  <i>Lists and labels</i>  <b>(5 days)</b>	<b>Unit 1 (R001LL1)</b> Leaf Man: Signs of Autumn	ELG1 Listening, Attention & Understanding (LAU): Listen attentively to books read to them. Respond with comments, questions or actions. ELG2 Speaking: Talking about non-fiction topics and stories including the signs of autumn. ELG8 Comprehension: Use and understand recently acquired non-fiction vocabulary in small group learning. ELG9 Reading: Reading aloud simple sentences from information texts, joining in with a repeated phrase. ELG10 Writing: Writing labels.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about books. L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness.... Write some letters accurately. Use some print and letter knowledge in early writing. [Reception] CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage in non-fiction. L: Read simple phrases and sentences. Re-read books to build up confidence. Spell words by identifying the sounds and then writing the sound with letter/s.

Block	Units	Early Learning Goals	Development Matters statements
<b>Celebrating Light and Dark</b>  <i>Prepositions and Descriptions</i>  <b>(10 days)</b>	<b>Unit 1 (R001PD1)</b> Festivals and light	ELG1 Listening, Attention & Understanding (LAU): Listen attentively to books read to them. Respond with comments, questions or actions. ELG2 Speaking: Talking about non-fiction topics and stories about light & dark. ELG8 Comprehension: Use and understand recently acquired non-fiction vocabulary in small group learning. Retell a sequence of events using position and direction words to describe the adventure. ELG9 Reading: Reading aloud short position/direction words, mostly prepositions ELG10 Writing: Write a sequence of actions using prepositions.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about books. L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness.... Write some letters accurately. Use some print and letter knowledge in early writing. [Reception] CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage in non-fiction. L: Read simple phrases and sentences. Re-read books to build up confidence. Spell words by identifying the sounds and then writing the sound with letter/s.
	<b>Unit 2 (R001PD2)</b> Describing festivities	1: Listen attentively to books read to them. Respond with comments, questions or actions. 2: Talking about descriptive words to do with firework night/Diwali and personal experiences. 8: Use and understand recently acquired non-fiction vocabulary in small group learning. Retell the story of Rama and Sita. 9: Reading aloud descriptive words to do with firework night/Diwali 10: Write descriptive words and phrases.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about books. L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness.... Write some letters accurately. Use some print and letter knowledge in early writing. [Reception] CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage in non-fiction.

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Block	Units	Early Learning Goals	Development Matters statements
			L: Read simple phrases and sentences. Re-read books to build up confidence. Spell words by identifying the sounds and then writing the sound with letter/s.

Block	Units	Early Learning Goals	Development Matters statements
<b>Christmas and Winter Traditions</b>  <b>Greetings and Letters</b>  <b>(10 days)</b>	<b>Unit 1 (R001GL1)</b> Winter greetings	ELG1 Listening, Attention & Understanding (LAU): Listen attentively to books read to them. Respond with comments, questions or actions.  ELG2 Speaking: Talk about their own experiences and stories about Christmas and other winter traditions.  ELG8 Comprehension: Use and understand recently acquired non-fiction vocabulary in small group learning. Retell a sequence of events using position and direction words to describe the adventure.  ELG9 Reading: Reading aloud repetitive phrases in greetings cards.  ELG10 Writing: Write a simple message in a greetings card.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about books.  L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness.... Write some letters accurately. Use some print and letter knowledge in early writing.  [Reception] CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage in non-fiction.  L: Read simple phrases and sentences. Re-read books to build up confidence. Spell words by identifying the sounds and then writing the sound with letter/s.
	<b>Unit 2 (R001GL2)</b> Letter writing and gift giving	1: Listen attentively to books read to them. Respond with comments, questions or actions.  2: Talk about their own experiences and stories about gift giving.  8: Use and understand recently acquired non-fiction vocabulary in small group learning. Retell a sequence of events using position and direction words to describe the adventure.  9: Reading aloud repetitive phrases in stories.  10: Write a simple letter.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about books.  L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness.... Write some letters accurately. Use some print and letter knowledge in early writing.  [Reception] CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage in non-fiction.  L: Read simple phrases and sentences. Re-read books to build up confidence. Spell words by identifying the sounds and then writing the sound with letter/s.

**EYFS English Long Term Plan (Year A 2023-2024)**

**Spring**

<b>Block</b>	<b>Units</b>	<b>Early Learning Goals</b>	<b>Development Matters statements</b>
<b>Winter days and nights</b> <i>Captions &amp; Instructions</i>  (10 days)	<b>Unit 1: R002C11</b> Winter signs	<b>ELG1 Listening, Attention &amp; Understanding (LAU):</b> Listen attentively to books read to them. Respond with comments, questions or actions. <b>ELG2 Speaking:</b> Discuss signs of winter, using and extending associated vocabulary. <b>ELG8 Comprehension:</b> Use and understand recently acquired non-fiction vocabulary in small group learning. <b>ELG9 Reading:</b> Read words and sentences about winter. <b>ELG10 Writing:</b> Write captions for photographs based on the sentence structure from the shared reading book.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books. L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. [Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books. L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.
	<b>Unit 2: R002C12</b> In the dark	<b>1:</b> Listen attentively to books read to them. Respond with comments, questions or actions. <b>2:</b> Discuss a story and relating it to their own experiences <b>8:</b> Use and understand recently acquired non-fiction vocabulary in small group learning. <b>9:</b> Understand that we can get information from books and talking about facts in those books. <b>10:</b> Write simple instruction sentences.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books. L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. [Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books. L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

<b>Block</b>	<b>Units</b>	<b>Early Learning Goals</b>	<b>Development Matters statements</b>
<b>Dragons and Chinese New Year</b> <i>Captions &amp; Banners</i>  (10 days)	<b>Unit 1: R002CB1</b> Dragons	<b>ELG1 Listening, Attention &amp; Understanding (LAU):</b> Listen attentively to books read to them. Respond with comments, questions or actions. <b>ELG2 Speaking:</b> Express thoughts and feelings about dragons. <b>ELG8 Comprehension:</b> Use and understand recently acquired non-fiction vocabulary in small group learning. <b>ELG9 Reading:</b> Read words and phrases that describe dragons. <b>ELG10 Writing:</b> Write descriptive captions about dragons.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books. L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. [Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in

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			<p>well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.</p> <p>L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.</p>
	<b>Unit2: R002CB2</b> Chinese New Year	<p><b>1:</b> Listen attentively to books read to them and oral stories. Respond with comments, questions or actions.</p> <p><b>2:</b> Discuss signs of winter, using and extending associated vocabulary.</p> <p><b>8:</b> Use and understand recently acquired non-fiction vocabulary in small group learning.</p> <p><b>9:</b> Read words and simple sentences about Chines New Year.</p> <p><b>10:</b> Write captions to explain, using new vocabulary.</p>	<p><b>[3-4yo]</b> CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.</p> <p>L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately.</p> <p><b>[Reception]</b> CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage with and talk about non-fiction books.</p> <p>L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.</p>

Block	Units	Early Learning Goals	Development Matters statements
<p><b>Animal life cycles</b></p> <p><i>Labels, captions and simple report sequences</i></p> <p><i>(10 days)</i></p>	<b>Unit 1: R003LR1</b> Animal changes	<p><b>ELG1 Listening, Attention &amp; Understanding (LAU):</b> Listen attentively to books read to them. Respond with comments, questions or actions.</p> <p><b>ELG2 Speaking:</b> Talk about how animals change through growth.</p> <p><b>ELG8 Comprehension:</b> Use and understand recently acquired vocabulary in small group learning.</p> <p><b>ELG9 Reading:</b> Read sequencing words.</p> <p><b>ELG10 Writing:</b> Write simple report sentences.</p>	<p><b>[3-4yo]</b> CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.</p> <p>L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately.</p> <p><b>[Reception]</b> CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.</p> <p>L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.</p>

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Block	Units	Early Learning Goals	Development Matters statements
	<b>Unit 2: R003LR2</b> Frog lifecycle	<p><b>1:</b> Listen attentively to books read to them. Respond with comments, questions or actions.</p> <p><b>2:</b> Talk about the lifecycle of a frog. Discuss promises and what they mean.</p> <p><b>8:</b> Use and understand recently acquired vocabulary in small group learning.</p> <p><b>9:</b> Read simple sentences.</p> <p><b>10:</b> Write a simple chronological report – lifecycle of a frog.</p>	<p>[3-4yo] CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.</p> <p>L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately.</p> <p>[Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.</p> <p>L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.</p>

Block	Units	Early Learning Goals	Development Matters statements
<b>Growing Plants</b> <i>Lists, Labels and Instructions</i>  (10 days)	<b>Unit 1: R003LL1</b> Seed to beanstalk	<p><b>ELG1 Listening, Attention &amp; Understanding (LAU):</b> Listen attentively to books read to them. Respond with comments, questions or actions.</p> <p><b>ELG2 Speaking:</b> Talk about what plants need to grow.</p> <p><b>ELG8 Comprehension:</b> Use and understand recently acquired vocabulary in small group learning.</p> <p><b>ELG9 Reading:</b> Read words and simple sentences.</p> <p><b>ELG10 Writing:</b> Write simple instructions for growing a bean plant.</p>	<p>[3-4yo] CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.</p> <p>L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately.</p> <p>[Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.</p> <p>L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.</p>
	<b>Unit 2: R003LL1</b> Field to fork	<p><b>1:</b> Listen attentively to books read to them. Respond with comments, questions or actions.</p> <p><b>2:</b> Describe the stages of plant growth.</p> <p><b>8:</b> Use and understand recently acquired vocabulary in small group learning.</p> <p><b>9:</b> Use vocabulary influenced by books.</p> <p><b>10:</b> Write simple instructions for making a cress sandwich.</p>	<p>[3-4yo] CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.</p> <p>L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately.</p> <p>[Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build</p>

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Block	Units	Early Learning Goals	Development Matters statements
			familiarity and understanding. Engage with and talk about non-fiction books. L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

Block	Units	Early Learning Goals	Development Matters statements
<b>Pick up a Stick</b> <i>Labels and captions</i>  <i>(5 days)</i>	<b>Unit 1: R002LC1</b> Stick Man	<b>ELG1 Listening, Attention &amp; Understanding (LAU):</b> Listen attentively to books read to them. Respond with comments, questions or actions. <b>ELG2 Speaking:</b> Describe a stick imaginatively. <b>ELG8 Comprehension:</b> Use and understand recently acquired non-fiction vocabulary in small group learning. Retell stories. <b>ELG9 Reading:</b> Use vocabulary influenced by books. <b>ELG10 Writing:</b> Write captions.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books. L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Spot and suggest rhymes. [Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books. L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

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### Summer

Block	Units	Early Learning Goals	Development Matters statements
<b>People who help us</b> <i>Captions, greetings cards and letters</i>  (15 days)	<b>Unit 1: R003CG1</b> Help at home	<b>ELG1 Listening, Attention &amp; Understanding (LAU):</b> Listen attentively to books read to them. Respond with comments, questions or actions. <b>ELG2 Speaking:</b> Discuss being helpful, saying 'thank you' and 'sorry'. <b>ELG8 Comprehension:</b> Use and understand recently acquired vocabulary in small group learning. <b>ELG9 Reading:</b> Read a repetitive text. <b>ELG10 Writing:</b> Write a thank you card message.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books. L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. [Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books. L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.
	<b>Unit 2: R003CG2</b> Help in the community	<b>1:</b> Listen attentively to books read to them. Respond with comments, questions or actions. <b>2:</b> Pose a question to a visitor. <b>8:</b> Use and understand recently acquired vocabulary in small group learning. <b>9:</b> Read words and simple sentences. <b>10:</b> Write questions with question marks.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books. L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. [Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books. L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.
	<b>Unit 3: R003CG3</b> Emergency services	<b>1:</b> Listen attentively to books read to them. Respond with comments, questions or actions. <b>2:</b> Talk about emergencies using new vocabulary. <b>8:</b> Use and understand recently acquired vocabulary in small group learning. <b>9:</b> Read new vocabulary. <b>10:</b> Write captions for a class book.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books. L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. [Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage with and talk about non-fiction books. L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

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Block	Units	Early Learning Goals	Development Matters statements

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<b>Superheroes</b> <i>Descriptive writing</i>  <b>(10 days)</b>	<b>Unit 1: R003DW1</b> Superpowers	<b>ELG1 Listening, Attention &amp; Understanding (LAU):</b> Listen attentively to books read to them. Respond with comments, questions or actions. <b>ELG2 Speaking:</b> Discuss everyday superpowers. <b>ELG8 Comprehension:</b> Use and understand recently acquired vocabulary in small group learning. <b>ELG9 Reading:</b> Read words and sentences about everyday superheroes. <b>ELG10 Writing:</b> Write a description of their own superpower.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books. L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. [Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.
	<b>Unit 2: R003DW2</b> Superheroes	<b>ELG1 Listening, Attention &amp; Understanding (LAU):</b> Listen attentively to books read to them. Respond with comments, questions or actions. <b>ELG2 Speaking:</b> Describe superheroes using extended vocabulary. <b>ELG8 Comprehension:</b> Use and understand recently acquired vocabulary in small group learning. <b>ELG9 Reading:</b> Read new words, using phonic skills. <b>ELG10 Writing:</b> Write descriptive sentences.	[3-4yo] CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books. L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. [Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

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Block	Units	Early Learning Goals	Development Matters statements
<p><b>Transport and Travel</b> <i>Lists, Maps and Recounts</i></p> <p>(10 days)</p>	<p><b>Unit 1: R003MR1</b> Modes of transport</p>	<p><b>ELG1 Listening, Attention &amp; Understanding (LAU):</b> Listen attentively to books read to them. Respond with comments, questions or actions.</p> <p><b>ELG2 Speaking:</b> Talk about different forms of transport.</p> <p><b>ELG8 Comprehension:</b> Use and understand recently acquired vocabulary in small group learning.</p> <p><b>ELG9 Reading:</b> Read words and simple sentences</p> <p><b>ELG10 Writing:</b> Write simple sentences.</p>	<p>[3-4yo] CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.</p> <p>L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately.</p> <p>[Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.</p> <p>L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.</p>
	<p><b>Unit 2: R003MR2</b> Map my journey</p>	<p><b>1:</b> Listen attentively to books read to them. Respond with comments, questions or actions.</p> <p><b>2:</b> Discuss travel preparations.</p> <p><b>3:</b> Use and understand recently acquired vocabulary in small group learning.</p> <p><b>9:</b> Read words and simple sentences.</p> <p><b>10:</b> Write a simple recount.</p>	<p>[3-4yo] CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.</p> <p>L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately.</p> <p>[Reception] CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding.</p> <p>L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.</p>

## **Early Learning Goals (EYFSP Handbook March 2021)**

### **Communication and Language**

#### **ELG1 Listening, Attention and Understanding (LAU)**

- 1.1 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;
- 1.2 Make comments about what they have heard and ask questions to clarify their understanding;
- 1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **ELG2 Speaking (S)**

- 2.1 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- 2.2 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- 2.3 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.

### **Literacy**

#### **ELG8 Comprehension (C)**

- 8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- 8.2 Anticipate – where appropriate – key events in stories;
- 8.3 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### **ELG9 Word Reading (R)**

- 9.1 Say a sound for each letter in the alphabet and at least 10 digraphs;
- 9.2 Read words consistent with their phonic knowledge by sound-blending;
- 9.3 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### **ELG10 Writing (W)**

- 10.1 Write recognisable letters, most of which are correctly formed;
- 10.2 Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- 10.3 Write simple phrases and sentences that can be read by others.