

These statements are taken from development matters and we use these to plan children's individual next steps. The class teacher ensures that all children develop to make accelerated progress.

Month band	Physical development	Communication and Language (Speaking)	Communication and Language (Understanding)	Reading	Writing
30-50	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' 	<ul style="list-style-type: none"> • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.

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<p>40-60</p>	<ul style="list-style-type: none"> •Experiments with different ways of moving. • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence and skill around, under, over and through balancing and climbing equipment. •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. •Uses simple tools to effect changes to materials. •Handles tools, objects, construction and malleable materials safely and with increasing control. •Shows a preference for a dominant hand. •Begins to use anticlockwise movement and retrace vertical lines. •Begins to form recognisable letters. •Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> •Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. •Uses language to imagine and recreate roles and experiences in play situations. •Links statements and sticks to a main theme or intention. •Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> •Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. •Able to follow a story without pictures or props. •Listens and responds to ideas expressed by others in conversation or discussion. 	<p>Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. •Knows that information can be retrieved from books and computers.</p>	<ul style="list-style-type: none"> •Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •Continues a rhyming string. •Hears and says the initial sound in words. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Writes own name and other things such as labels,captions. •Attempts to write short sentences in meaningful contexts
<p>ELG</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

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	Nursery				Reception			
Types of Text	Traditional Tales	Picture Books	Poetry	Non-fiction	Traditional Tales	Picture Books	Poetry	Non-fiction
Book Titles	Goldilocks Little Red Riding Hood The 3 Little Pigs	We're going on a bear hunt Pete the Cat & his white shoes The Gruffalo The Tiger that came to tea	Nursery Rhymes Brown bear, brown bear All Join In Julia Donaldson Songs	Instructions – how to build, how to draw Recipes – baking, playdough, slime Nature – linked to season and interest	Gingerbread Man Billy Goats Gruff Jack & the Beanstalk	Supertato Stickman Sh On the way home	Nursery Rhymes Oi Cat/Dog/Frog Chocolate Cake by Michael Rosen	Nature (linked to forest school) Dinosaur Facts (linked to Dinovember) Craft/Cooking Books

Children will be exposed to these core texts as and when interests arise, or they are deemed developmentally appropriate, alongside a wide range of other texts throughout the year.
In addition, the 'Helicopter Stories' approach will also be followed through EYFS. Children will be provided with the opportunity to tell stories, which will be scribed by an adult, and later performed in front of the group.

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Proof Reading	<p>Model and expose to:</p> <ul style="list-style-type: none"> Capital letters and full-stops High frequency words (first 44) Letter formation (link to letters taught in phonics) Finger spaces Writing on the line Robot the words to check spelling
Shared/ Guided Reading	<p>Concepts of print</p> <ul style="list-style-type: none"> I know the front and back of the book I can identify the title I know that print reads from left to right and I turn the pages left to right I can distinguish between text and pictures I can distinguish between letters and words I can use a return sweep <p>Decoding</p> <ul style="list-style-type: none"> Use my reading finger to point at the words I can look at the first letter, make the sound <i>and crosscheck with the picture</i> I can look at the letters in the word, make their sounds ,blend them together <i>and crosscheck with the picture</i> <p>Sight Word Recognition</p> <ul style="list-style-type: none"> I can read sight words out of the text on post its I can find and read sight words in the text <p>Comprehension</p> <ul style="list-style-type: none"> If the sentence does not make sense, I go back to the beginning of the sentence and reread it for meaning. <p>Punctuation</p> <ul style="list-style-type: none"> Teachers to model and expose children to reading with expression, full stops, question marks, speech marks, finger spaces.