

English Curriculum Overview EYFS



The teaching of English at The Hills Academy covers reading (including word reading and comprehension) and writing (including spellings, grammar, handwriting and composition).

Talk for Writing implementation – the Talk for Writing approach is being embedded into writing lessons from September 2023 beginning in Year 2 and EYFS. The Talk for Writing approach will then be built into other year groups in the following academic years.

Teaching spellings: Year 2-6 follow the No Nonsense Spelling overview to teach spelling patterns on a rotation of 2 spelling starters in English lesson's one week and 3 spelling starters in English lesson's the next week. National Curriculum spellings including common exception words and high frequency words are also taught regularly in English lessons.

Teaching guided reading: Year 1 have weekly guided reading lessons using VIPERS strands (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence). Year 2 – 6 have guided reading lessons weekly in Autumn 1 and then fortnightly from Autumn 2 using VIPERS strands, alternating with reading skills discussion lessons.

Children working below age-related expectations – teachers should check children's gaps in previous year group's learning and ensure that these targets are met before children begin working on their current year group targets e.g., if a Year 2 child is not yet secure on Year 1 writing targets, they should focus on those targets first before attempting Year 2 targets.

Adapting weeks to suit each academic year – the number of weeks in each academic year may slightly change (e.g. autumn term may have 15 weeks instead of 14 weeks in some academic years). Class teachers should adapt the overviews accordingly depending on the length of each term and discuss and agree this with the English coordinator or SLT members if needed.

Genres and books used may be adapted throughout the year to suit changes in planning made by teachers. Please ensure the English coordinator is made aware of any changes.

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In the Autumn term reception focusses on learning letter formation and writing dictated words in phonics.

In the Spring and Summer term reception build more independent writing skills through 'Have a go writing' sessions each week.

Children participate in daily phonics following the Supersonic Phonic Friends scheme.

Children have opportunities to develop their fine motor skills to support their pencil grips and letter formation skills through the careful planning of continuous provision activities.

Books for Writing Overview EYFS



Spring: [Into the Woods](#)

Weeks 1-6 - **Non fiction books** linked to woodland animals including: bats, owls, badgers, hedgehogs.

-Children will have a go at writing a fact sentence about a woodland animal.

Weeks 7-12 - **Fiction books** - stories that are set in the woods.

7/8- Little Red Riding Hood/Goldilocks: Children retell a part of story.

9/10 - Gruffalo/Snow white: Write a character description.

11/12 - Hansel and Gretel Bear Hunt - Sequence the story.

Summer: [The wonderful World of Books](#)

Week 1 - The Hungry Caterpillar - write own version of the story (what did their caterpillar eat)

2 - What the Ladybird Heard - write instructions to find the cow.

3 - Supertato - Wanted poster describing the Evil pea and explain why he is wanted.

4- Commotion in the Ocean - write about their favourite sea creature

5 - Somebody swallowed Stanley - what are the problems in the sea and what should we do to make it better.

6 - Outdoor learning - Recount of their favourite activity

7 - The day the Crayons Quit - write a letter to their favourite colour to convince them to not quit.

8- Captain Flinn and the Pirate dinosaurs - floating and sinking observation. What floated/sank and why?

9 -Harry and the Bucketful of Dinosaurs – write their own Harry adventure story. Where would they take their bucketful of dinosaurs to and what would they do?

10 - Around the World with Max and Lemon - compare seasonal clothing - what would they wear in the summer and winter?

11- Freddie and the Fairy - write the fairies golden rules to talk to someone that can not hear well.

12 - Bromham - Write a recount of their trip to Bromham woods.

EYFS



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Comprehension

Children will independently look at a book, hold it the correct way and turn pages.

Word Reading - SSPF

Children will segment and blend sounds together to read words.

Writing

Children will give meanings to the marks they make and begin to learn correct letter formation during phonics lessons

Comprehension

Children will engage and enjoy an increasing range of books.

Word Reading

Children will begin to read captions and sentences.

Writing

Children will form letters correctly.

Attempts to write name

Writes name from memory but letters may be in a jumble

Comprehension

Children will act out stories using recently introduced vocabulary.

Word Reading

Children will recognise taught digraphs in words and blend the sounds together.

Writing

Children will write words representing the sounds with a letter/letters.

Comprehension

Children will be able to talk about the characters in the books they are reading.

Word Reading

Children will read words containing tricky words and digraphs,

Writing

Children will write labels/[phrases representing the sounds with a letter/letters.

Comprehension

Children will retell a story using vocabulary influenced by their book.

Word Reading

Children will read longer sentences containing phase 4 words and tricky words.

Writing

Children will write words which are spelt phonetically.

Comprehension

Children will be able to answer questions about what they have read.

Word Reading

Children will read books matched to their phonics ability.

Writing

Children will write simple phrases and sentences using recognisable letters and sounds.

How EYFS prepares children to be ready for Year 1



Children learn through play during their time in EYFS and are prepared to be ready for more formal learning in Key Stage One by:

Reading

Developing phonemic knowledge through Supersonic Phonic Friends and other phonic opportunities.

Developing a knowledge of stories including rhyme and identify the rhyming words within them.

T4W – stories read throughout the week for children to develop their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.

T4W - Developing their skills and abilities in retelling familiar stories.

Recognising that books have information that helps them to learn.

Routinely accessing picture books and stories

T4W - Listening to others expressively tell stories.

Learning that stories and books can put them in imaginary worlds full of adventure and excitement

Writing

Hold pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way.

Write simple sentences that can be read by others (including the use of some finger spaces)

Start to develop an understanding of capital letters and full stops

Begin to use digraphs when spelling

Begin to spell some tricky words accurately