



English - Reading

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for reading within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Old's and Reception to match the programme of study for reading.

The most relevant statements for reading are taken from the following areas of learning:

- Communication and Language
- Literacy
- Expressive Arts and Design
- Understanding the World

Reading: Word Reading		
Phonics and Decoding		
Three and Four-Year-Old's	Literacy	<ul style="list-style-type: none">• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in words• recognise words with the same initial sound, such as money and mother
Reception	Literacy	<ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.



EYFS and Whole School links to the National Curriculum at SSPP

ELG	Literacy	Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Common Exception Words			
Reception	Literacy		<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme.

What this might look like in our School:

A mixture of adult-led and practical learning sessions (continuous provision), intentional conversations and vocabulary drops.

- Sharing books with whole class, small groups or 1:1
- Promoting a love for reading and reading for pleasure
- Daily Story Time
- Role Play/drama
- Recognising, pointing out familiar words/letters such as names
- A wide selection of high quality texts (fiction and non-fiction) such as Topic focused and going from children's interests, both indoor and outdoors.
- Sending Book Bags home with library books for children to share with their parents/carers
- All staff to model how to read text from left to right, holding and using a book appropriately
- Exciting and stimulating hooks
- Core Text approach to English and activities
- All children receive a book from the Book Trust for their birthday
- A stimulating and inviting Book Area with puppets, masks, musical instruments and story baskets.
- Voting station
- Vocabulary rich setting and environment
- High expectations for children to hear and use appropriate vocabulary



English - Writing

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This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for writing within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Old's and Reception to match the programme of study for writing.

The most relevant statements for writing are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Literacy
- Expressive Arts and Design

Writing: Transcription Spelling		
Phonics and Spelling Rules		
Three and Four-Year-Old's	Literacy	<ul style="list-style-type: none">• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
Reception	Literacy	<ul style="list-style-type: none">• Spell words by identifying the sounds and then writing the sound with the letter/s.• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.• Sounds Write

Writing: Transcription Handwriting
Letter Formation, Placement and Positioning



EYFS and Whole School links to the National Curriculum at SSPP

Three and Four-Year-Old's	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand.
	Literacy	<ul style="list-style-type: none"> • Write some letters accurately.
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: • pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Literacy	<ul style="list-style-type: none"> • Form lower case and capital letters correctly.

Writing: Composition		
Planning, Writing and Editing		
Three and Four-Year-Old's	Communication and Language	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.



EYFS and Whole School links to the National Curriculum at SSPP

	Literacy	<ul style="list-style-type: none">● Engage in extended conversations about stories, learning new vocabulary.● Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.● Write some or all of their name.● Write some letters accurately.
	Expressive Arts and Design	<ul style="list-style-type: none">● Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.
Reception	Communication and Language	<ul style="list-style-type: none">● Learn new vocabulary.● Articulate their ideas and thoughts in well-formed sentences.● Describe events in some detail.● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.● Listen to and talk about stories to build familiarity and understanding.● Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.● Use new vocabulary in different contexts.● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.



EYFS and Whole School links to the National Curriculum at SSPP

	Literacy		<ul style="list-style-type: none"> Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense.
	Expressive Arts and Design		<ul style="list-style-type: none"> Develop storylines in their pretend play.
ELG	Literacy	Writing	<ul style="list-style-type: none"> 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.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and teachers.

Awareness of Audience, Purpose and Structure		
Three and Four-Year-Old's	Communication and Language	<ul style="list-style-type: none"> Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."



EYFS and Whole School links to the National Curriculum at SSPP

Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, 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.

Use of Phrases and Clauses		
Three and Four-Year-Old's	Communication and Language	<ul style="list-style-type: none"> • Use longer sentences of four to six words.
Reception	Communication and Language	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.



EYFS and Whole School links to the National Curriculum at SSPP

ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Poetry and Performance			
Three and Four-Year-Old's	Communication and Language		<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design		<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		<ul style="list-style-type: none"> Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs.
	Expressive Arts and Design		<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend



EYFS and Whole School links to the National Curriculum at SSPP

			play.
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Non-Fiction			
Reception	Communication and Language		<ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

What this might look like in our School:



EYFS and Whole School links to the National Curriculum at SSPP

- Mark Making - lots of opportunities for children to practise mark making
- Developing pre-writing skills such as fine and gross motor skills (Physical Development)
- Adults modelling writing so children have intentional exposure to writing, writing from left to right
- Lots of different tools for writing and marking making
- Lots of opportunities for Speaking and Listening activities
- T4W approach
- Opportunities to move through writing stages



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This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for speaking and listening within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Old's and Reception to match the programme of study for spoken language.

The most relevant statements for spoken language are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Understanding the World
- Expressive Arts and Design

Spoken Language		
Listening Skills		
Three and Four-Year-Old's	Communication and Language	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Pay attention to more than one thing at a time, which can be difficult.• Start a conversation with an adult or a friend and continue it for many turns.
	Expressive Arts and Design	<ul style="list-style-type: none">• Listen with increased attention to sounds.
Reception	Communication and Language	<ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Listen to and talk about stories to build familiarity and understanding.• Listen carefully to rhymes and songs, paying attention to how they sound.• Listen to and talk about selected



EYFS and Whole School links to the National Curriculum at SSPP

			non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Expressive Arts and Design		<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and response.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> 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.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

What this might look like in our School:

A mixture of Adult Led, Small Group and 1:1 work with intentional vocabulary drops during continuous provision.

- Daily story times and discussions through-out the story
- Adults modelling taking turn in conversations
- Opportunities to rehearse songs, phrases, nursery rhymes and stories (active listening).
- Questioning to deepen understanding "20 Golden Questions"
- Informed, well trained and experience staff
- Opportunities to express feelings
- Making eye contact, getting onto children's "level"
- Actions, questions and comments



EYFS and Whole School links to the National Curriculum at SSPP

