

Excalibur English Curriculum in EYFS

Subject	Area of the EYFS	Key skills/knowledge	How we teach it	Early Learning Goal
<p>Literacy:</p> <p style="padding-left: 20px;">a) Speaking and listening</p> <p style="padding-left: 20px;">b) Reading</p> <p>Writing</p>	<p>Communication and language</p> <p>Literacy</p> <p>Physical development</p> <p>Expressive Arts and Design</p>	<p>To ask and answer questions</p> <p>To retell a story</p> <p>To tell stories of my own.</p> <p>To use set 1 and 2 sounds to read and write words and then phrases and sentences.</p> <p>To write words, phrases and sentences that the others can read.</p> <p>Describe some events in detail</p> <p>To explain how things work and why they might happen</p>	<p>Helicopter Stories</p> <p>The Poetry Basket – oral poems and rhymes</p> <p>Book Talk</p> <p>Talk for Writing</p> <p>RWI phonics</p> <p>Dough disco and Funky Fingers</p>	<p>Listening, Attention and Understanding ELG</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking ELG</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>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.</p> <p>Comprehension ELG</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p>

				<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading ELG 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.</p> <p>Writing ELG 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.</p> <p>Fine Motor Skills ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Creating with Materials ELG Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive ELG Invent, adapt and recount narratives and stories with peers and their teacher</p>
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