

EYFS Curriculum links
English

EYFS Development Matters Statement (2021)	How we might support this in EYFS	What this might look like in school
English		
Communication and Language		
Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone's face as they talk.	Babies and toddlers thrive when you show a genuine interest in them, join in and respond warmly. Using exaggerated intonation and a sing-song voice (infant-directed speech) helps babies tune in to language. Regularly using the babies and toddlers' names helps them to pay attention to what the practitioner is saying for example: "Chloe, have some milk." It is important to minimise background noise, so do not have music playing all the time.	• Song bowl • Regular singing • Daily dashboard – hello and goodbye song • Saying names before talking to children
Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction.	Babies love singing and music. Sing a range of songs and play a wide range of different types of music. Move with babies to music. Babies and toddlers love action rhymes and games like 'Peepo'. As they begin to join in with the words and the actions, they are developing their attention and listening. Allow babies time to anticipate words and actions in favourite songs.	• Song bowl • Songs and rhymes • Action songs • Rhyming games • Musical instruments • Listening to music
Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'	Toddlers and young children will pronounce some words incorrectly. Instead of correcting them, reply to what they say and use the words they have mispronounced. Children will then learn from your positive model, without losing the confidence to speak. Toddlers and young children sometimes hesitate and repeat sounds and words when thinking what to say. Listen patiently. Do not say the words for them. If the child or parents are distressed or worried by this, contact a speech and language therapist for	• Adults correctly modelling sounds and words • Adults repeating phrases back to children • Adults giving time for children to think and to talk • Adults carrying out speech and language assessments

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	advice. Encourage children to talk. Do not use too many questions: four comments to every question is a useful guide.	
Listen to simple stories and understand what is happening, with the help of the pictures.	Share picture books every day with children. Encourage them to talk about the pictures and the story. Comment on the pictures – for example: “It looks like the boy is a bit worried...” and wait for their response. You might also ask them about the pictures: “I wonder what the caterpillar is doing now?” Books with just pictures and no words can especially encourage conversations. Tell children the names of things they do not know and choose books that introduce interesting new vocabulary to them.	• Story time • Talking about stories • Stories reflected in role – play • Story props and resources in provision • Adults introducing new vocabulary to children
Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.	When appropriate, you can check children’s understanding by asking them to point to particular pictures. Or ask them to point to particular objects in a picture. For example: “Can you show me the big boat?”	• Adults verbally extending sentences • Treasure boxes to encourage descriptive language
Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’)	When talking with young children, give them plenty of processing time (at least 10 seconds). This gives them time to understand what you have said and think of their reply.	• Adults pausing and giving children enough thinking time before expecting their reply
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.	Offer children at least a daily story time as well as sharing books throughout the session. If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you are saying. Give them a clear prompt. Suggestion: say the child’s name and then: “Please stop and listen”	• Daily story time • Access to books in provision • Sharing books sent home for families to look at together • Adults saying children’s names before giving an instruction

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Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children.. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'. Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?" Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary. Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions	• Use scientific vocabulary when talking about science e.g. parts of the flower or types of rock • Read stories with interesting and new vocabulary and plan time to discuss the vocabulary • Children talking about what is happening in a story • Children describing familiar characters from a story • Treasure baskets • Nature walks • Living things to talk about • Talking about familiar things and things in their own lives • Talking about the things that the children are interested in
Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Consider which core books, songs and rhymes you want children to become familiar with and grow to love. The BookTrust's 'Bookfinder' website can help you to pick high-quality books. Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play. Outdoor play themed around 'We're Going on a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.	• Regular story time • Regular song time • The above sessions done 1:1, in small groups and as a whole class • Teachers carefully choosing the books they use as the hook for the learning and provision

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Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Children may use ungrammatical forms like 'I swimmmed'. Instead of correcting them, recast what the child said. For example: "How lovely that you swam in the sea on holiday". When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.	- Teachers modelling the correct tense when saying a sentence - Lots of time for children to talk - Circle times - Pictures of themselves to talk about
Use longer sentences of four to six words.	Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Henna is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"	- Teachers rephrasing sentences back to children and extending them. - Teachers asking 'I wonder' questions
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."	Model language that promotes thinking and challenges children: "I can see that's empty – I wonder what happened to the snail that used to be in that shell?" Open-ended questions like "I wonder what would happen if...?" encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc. Help children to elaborate on how they are feeling: "You look sad. Are you upset because Jasmin doesn't want to do the same thing as you?"	- Teachers talking to children in provision - Modelling of how and why questions - Modelling of 'I wonder' questions - Offer children suggestions to develop their verbal sentences.
Understand how to listen carefully and why listening is important.	Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying." Signal when you want children to listen: "Listen carefully now for how many animals are on the broom." Link	- Positive language being used by teachers to encourage and support good listening - Teachers modelling good listening skills - Teachers verbalising why listening is so important

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	listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."	
Learn new vocabulary	Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'. Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger". Have fun saying the word in an exaggerated manner. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"	• Teachers using a lot of questioning • Treasure baskets • Real life objects and artefacts to talk about • Photographs used as a prompt for conversation • Teachers plan in teaching of new vocabulary • Teachers addressing and vocabulary misconceptions as they arise in teaching.
Use new vocabulary through the day.	Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour – I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?" Use the vocabulary repeatedly through the week. Keep a list of previously taught vocabulary and review it in different contexts	• Teachers modelling new vocabulary • Children using new vocabulary in provision and in their play
Ask questions to find out more and to check they understand what has been said to them.	Show genuine interest in knowing more: "This looks amazing, I need to know more about this." Think out loud, ask questions to check your	• Teachers questioning to find out more • Teachers thinking out loud and verbalising their thought process

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	understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."	
Articulate their ideas and thoughts in well-formed sentences.	Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them." Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?"	• Teachers modelling complete sentences • Teachers rephrasing what children say to encourage them to extend their sentences and use new vocabulary. • Teachers narrating their own actions and play • Teachers asking open ended questions • Teachers modelling irregular grammar rather than correcting it
Connect one idea or action to another using a range of connectives.	Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"	• As above
Describe events in some detail.	Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...' Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"	• Teachers modelling making mistakes • Teachers talking through the process of saying things in the correct order so that others can understand you. • Using sequencing words in provision and activities • Now and next boards • Visual timetables • Sharing news of what we did at the weekend

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Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Think out loud how to work things out. Encourage children to talk about a problem together and come up with ideas for how to solve it. Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...	- Teachers thinking out loud when trying to solve a problem - Children are given problem solving words to add to their vocabulary
Develop social phrases	Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	- Teachers modelling social phrases - Social phrases reinforced with pictures if needed
Engage in storytimes.	Timetable a story time at least once a day. Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories. Choose books that will develop their vocabulary. Display quality books in attractive book corners. Send home familiar and good-quality books for parents to read aloud and talk about with their children. Show parents how to share stories with their children.	- Story time at least once every day - Teachers do online story times so that children and parents can watch these at home - Story time can be 1:1, small group or whole class.
Listen to and talk about stories to build familiarity and understanding.	Read and re-read selected stories. Show enjoyment of the story using your voice and manner to make the meaning clear. Use different voices for the narrator and each character. Make asides, commenting on what is happening in a story: "That looks dangerous – I'm sure they're all going to fall off that broom!" Link events in a story to your own experiences. Talk about the plot and the main problem in the story. Identify the main characters in the story, and talk about their feelings, actions and motives. Take on different roles in imaginative play, to interact and negotiate with people in longer conversations.	- Story times - Children acting out stories - Hot seating as a character - Talk around the text – teachers asking questions about the images and the text - Teachers modelling how to link texts to their own experiences - Talking about how the book makes them feel and if the book changes their emotions

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	Practise possible conversations between characters	
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words	Make familiar books available for children to share at school and at home. Make time for children to tell each other stories they have heard, or to visitors.	• Book area – where books are easily accessible to all children • Books in quiet rooms • Children have opportunities to share books with adults in the room • Mystery reader – family member comes in to read to the children
Use new vocabulary in different contexts.	Have fun with phrases from the story through the day: “I searched for a pencil, but no pencil could be found.” Explain new vocabulary in the context of story, rather than in word lists	• Repeating phrases from well-known texts • Having fun with words – making silly rhymes • Playing alliteration games •
Listen carefully to rhymes and songs, paying attention to how they sound.	Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases. Model noticing how some words sound: “That poem was about a frog on a log; those words sound a bit the same at the end don’t they? They rhyme.” In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. Encourage children to have fun with rhyme, even if their suggestions don’t make complete sense. Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of ‘claps’.	• Rhyming games • Alliteration games • Clapping out syllables or playing them on instruments • Listening games
Learn rhymes, poems and songs	Select traditional and contemporary poems and rhymes to read aloud to children. Help children to join in with refrains and learn some verses by heart using call and response. When singing	• Children listening to poems • Learning poems in a talk for writing style

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	songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Once upon a time: once – upon – a – time."	• Learning action rhymes, songs and poems • Talking about the words in a song
Engage in non-fiction books.	Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.	• Non-fiction books available in provision • Non-fiction books available to take home as sharing books • Real life photographs used to promote discussion
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Make the books available for children to share at school and at home.	• Books available in provision • Books available to take home as share books • Books re read over the week and at various time throughout the year
Literacy		
Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing	Song and rhyme times can happen spontaneously throughout the day, indoors and outside, with individual children, in pairs or in small groups. You can make song and rhyme times engaging for young children by using a wide range of props or simple instruments. Children can choose the songs and rhymes they would like to join in with, using picture cards or by speaking. You could learn songs and rhymes from parents. You could also teach parents the songs and rhymes you use in the setting, to support learning at home. Choose songs and rhymes which reflect the range of cultures and languages of children in the twenty-first century. Avoid songs which include gender, cultural or racial stereotypes	• Song bowl • Singing songs and rhymes • Action songs • Children sharing songs and rhymes from home

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Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.	Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting. Provide a comfortable place for sharing books, like a sofa. In warm weather, share books outside on a picnic rug or in small tents. Themed book areas can build on children's interests. Suggestions: relevant books close to small world play about dinosaurs, or cookbooks in the home corner. Help children to explore favourite books through linked activities.	• Book area in provision • Books in quiet areas and quiet rooms • Books in the outdoor provision • Related books near to small world and role-play provision e.g. dinosaur books close to the dinosaur small world • Linking activities in the provision to familiar texts. E.g. go on a bear hunt after reading the story
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers.	• Show and talk about a collection of familiar signs and logos. Which ones do children recognise? • Local environment walk • Using iPads to take photographs of signs and logos around school and the local environment
Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name	Provide a wide range of stimulating equipment to encourage children's mark-making. Once large-muscle co-ordination is developing well, children can develop small-muscle coordination. Playground chalk, smaller brushes, pencils and felt pens will support this.	• Chalking on the playground • Painting the walls with water • Gymnastic ribbons and streamers • Writing in sand, flour, shaving foam, glitter • Range of differentiated mark making equipment in provision
Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	Draw children's attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop. When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show	• Teachers regularly read to and with children • Teachers draw children's attention to the features of texts and print • Modelling capital letters and full stops • Talking around a text • Thinking out loud when sharing stories

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	children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word	
Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother	Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: "Twinkle, twinkle yellow car" Making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon." Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —." Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'	• Singing 'silly songs' based on traditional nursery rhymes • Song bowl • Teachers missing out words from stories and phrases and encouraging the children to fill in the gaps • Magnetic letters and boards used in RWI and in provision • Rhyming games and puzzles • Rhyming a word before leaving the carpet.
Engage in extended conversations about stories, learning new vocabulary.	Choose books which reflect diversity. Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use but occurs frequently in books and	• Story times • Books in provision • Books outdoors • Teachers regularly introducing new vocabulary and explaining it's meaning

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	other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.	
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.	Motivate children to write by providing opportunities in a wide range of ways. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames	• Writing on clipboards • Using chalks • Notepads and pens • Range of pencils and pens to choose from • Range of books, pads and paper to write on • Tracing words • Drawing words in sand, shaving foam, glitter • Writing on IWB
Write some letters accurately.	Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back', etc).	• Gross motor activities e.g. scarves, large paintbrushes, chalking on the floor and walls • Activities to promote shoulder strength, the anti clockwise motion of movement and cross body actions • Messy play • Parachute games • Range of fine motor activities to develop hand strength • Scissors for snipping and cutting • Sewing resources • Brushes • Pencils • Adults using the language up, down, round and back
Read individual letters by saying the sounds for them.	Help children to read the sounds speedily. This will make sound-blending easier.	• RWI • Speed sounds throughout the day

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Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.	• Lots of verbal and aural blending games and activities • Teachers Fred talking actions or objects for the children to do or find. • Blending books sent home alongside sharing books
Read some letter groups that each represent one sound and say sounds for them	Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’	• RWI • Speed sound lessons • Word games and puzzles • Word cards in provision
Read a few common exception words matched to the school’s phonic programme.	Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.	• Red words taught through RWI • Red word cards in provision • Pick out red words during story time sessions to reinforce learning
Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words	Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words.	• Teachers listening to children read • Daily reading in RWI sessions (when children move on to books) • Green word flash card reading
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.	• Phonics books sent home • Blending books sent home • Sharing books sent home • All books available in provision
Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming	• Formation of letters is taught alongside learning the sound in RWI letters

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	letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.	- Starting by writing on white boards then moving to pencil and paper - RWI rhymes used to teach formation and used in provision as a reminder for children when they are writing. - Starting 'on the line' following the schools handwriting policy of using a lead in.
Spell words by identifying the sounds and then writing the sound with letter/s	Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	- Fred Talk used by all teachers in RWI - Children reminded and encouraged to Fred Talk in their independent writing - Teachers model Fred Talk when writing on the board.
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.	- Sentence writing in RWI - Writing opportunities in all areas of provision - Sentences written in RWI only use the sounds that children have been taught
Re-read what they have written to check that it makes sense.	Model how you read and re-read your own writing to check it makes sense.	Teachers re reading their own writing and thinking out loud to model the process of checking it makes sense
EYFS 2021 Early Learning Goal (Statutory) Communication and Language Development ELG: Listening, Attention and Understanding Children at the expected level of development will: #- 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. ELG: Speaking		All of the above will contribute to children achieving the Expected standard at the end of the foundation stage in Communication and Language Development and Literacy.

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Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, 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

Literacy ELG:

Comprehension

Children at the expected level of development will:

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

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- 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.