

EYFS Reading – National Curriculum coverage and sequencing checker

KNOWLEDGE/SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
<p>Communication and Language</p>	<p>This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.</p> <p>ELG 01 Listening and attention:</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • They give their attention to what others say and respond appropriately, while engaged in another activity <p>ELG 02 Understanding:</p> <ul style="list-style-type: none"> • 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>ELG 03 Speaking:</p> <ul style="list-style-type: none"> • 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>EYFS – Reception</p>	<p>Book based half termly topics used since 2018.</p> <p>Daily phonics sessions</p> <p>Children are given opportunities to develop their communication and language through listening to and discussing a range of books.</p> <p><u>Autumn 1 All about me</u> Fiction: Titch, Funnybones, Peace at Last, Leaf Man Non-fiction- Senses non-fiction book, Body/Bones Poetry- Body poems</p> <p><u>Autumn 2 Around the World/Space</u> Fiction: Walking around the Jungle, Polar Bear, Polar Bear, what do you hear? Katie in London Runaway Chappatti, Handa's Surprise, Whatever Next Non-Fiction: Atlas, China Non-fiction book, People who help us, Space Non-Fiction, Diwali, Fireworks Poetry- Poems about different countries, Space poems</p> <p><u>Spring 1 Food Glorious food</u> Fiction: Oliver' milkshake, Oliver's Vegetables, Oliver's Fruit Salad The Jam Sandwich Non-Fiction: Recipes, Food Non-fiction Poetry: Space poems</p> <p><u>Spring 2 Once upon a time</u> Fiction: Fairy tale Stories, Jack and the Beanstalk,</p>	

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			<p>Gingerbread Man Enormous turnip, Little Red Hen Non-Fiction: Alternative Fairy tales, Fairy tale newspaper reports Poetry: Fairy tale poems</p> <p><u>Summer 1 Wonderful water</u> Fiction: Commotion in the Ocean Non-Fiction: Water non-fiction books Poetry: water poetry</p> <p><u>Summer 2- Mad about mini beasts</u> Fiction: Arrrrhh Spider, The Very Hungry Caterpillar and The lazy beetle. Non Fiction mini beasts books and Mini beasts poetry</p>	
<p>Literacy</p>	<p>This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.</p> <p>ELG 09 Reading:</p> <ul style="list-style-type: none"> • 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>EYFS – Reception</p>	<p>Book based half termly topics used since 2018.</p> <p>Daily phonics sessions</p> <p>Children are given opportunities to develop their early Literacy knowledge through exploring a range of books in cross curricular learning.</p> <p><u>Autumn 1 All about me</u> Fiction: Titch, Funnybones, Peace at Last, Leaf Man Non-fiction- Senses non-fiction book, Body/Bones Poetry- Body poems</p> <p><u>Autumn 2 Around the World/Space</u> Fiction: Walking around the Jungle, Polar Bear, Polar Bear, what do you hear? Katie in London Runaway Chappatti, Handa’s Surprise, Whatever Next Non-Fiction: Atlas, China Non-fiction book, People who help us, Space Non-Fiction, Diwali, Fireworks</p>	

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			<p>Poetry- Poems about different countries, Space poems <u>Spring 1 Food Glorious food</u> Fiction: Oliver' milkshake, Oliver's Vegetables, Oliver's Fruit Salad The Jam Sandwich Non-Fiction: Recipes, Food Non-fiction Poetry: Space poems <u>Spring 2 Once upon a time</u> Fiction: Fairy tale Stories, Jack and the Beanstalk, Gingerbread Man Enormous turnip, Little Red Hen Non-Fiction: Alternative Fairy tales, Fairy tale newspaper reports Poetry: Fairy tale poems <u>Summer 1 Wonderful water</u> Fiction: Commotion in the Ocean Non-Fiction: Water non-fiction books Poetry: water poetry <u>Summer 2- Mad about mini beasts</u> Fiction: Arrrrhh Spider, The Very Hungry Caterpillar and The lazy beetle. Non Fiction mini beasts books and Mini beasts poetry</p>	
<p>Expressive arts and design</p>	<p>This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.</p> <p>ELG 16 Exploring and using media and materials:</p> <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	<p>EYFS – Reception</p>	<p>Book based half termly topics used since 2018.</p> <p>Daily phonics sessions</p> <p>Children are given opportunities to develop their early Literacy knowledge through exploring a range of books in cross curricular learning.</p> <p><u>Autumn 1 All about me</u> To use colours for a purpose</p>	

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	<p>ELG 17 Being imaginative:</p> <ul style="list-style-type: none"> • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories 		<p>To create own self portrait To sing some favourite songs Take part in a Christmas performance</p> <p><u>Autumn 2 Around the World/Space</u></p> <p>Puppets and drama. Children using their imagination and knowledge to plan and develop role play. Using various construction materials. Using tools for a purpose.</p> <p><u>Spring 1 Food Glorious food</u></p> <p>Uses simple tools effectively and for a purpose Create simple representations of people and objects Initiates movement to music Construct using a range of materials and media Play co-operatively to act out a story</p> <p><u>Spring 2 Once upon a time</u></p> <p>Manipulates materials to achieve a planned effect: making bug houses, 3D creatures and woodland animals. Introduce a storyline or narrative into their play.</p> <p><u>Summer 1 Wonderful water</u></p> <p>Constructs with purpose using a variety of resources: make bird feeders, Sing songs, make music and dance Use a range of techniques to experiment with form and design Represent their own ideas and feelings through design, music, dance and art</p> <p><u>Summer 2- Mad about mini beasts</u></p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. Plays co-operatively as part of a group to act out a narrative.</p>
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Gaps/Areas for Improvement/Other: