

EYFS Curriculum Year A and Year B 2022-2025

ENGLISH LINKS 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-Olds 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

Two and Three Year olds	Literacy	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. Makes comments and shares their own ideas. • Develop play around favourite stories using props
Three and Four Year olds	Literacy	• Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy	• 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
ELG	Literacy	Word Reading • 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

Two and Three Year olds	Literacy	n/a
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Three and Four Year olds	Literacy	n/a
Reception	Literacy	<ul style="list-style-type: none">• Read a few common exception words matched to the Twinkl phonics
ELG	Literacy	n/a
Fluency		
Two and Three Year olds	Literacy	<ul style="list-style-type: none">• 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
Three and Four Year olds	Literacy	<ul style="list-style-type: none">• Understand the five key concepts about print:• print has meaning• print can have different purposes• we can read English text from left to right and from top to bottom• the names of different parts of a book• page sequencing• Develop their phonological awareness, so that they can:• 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">• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
ELG	Literacy	Reading <ul style="list-style-type: none">• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Reading: Comprehension		
Understanding and Correcting Inaccuracies		
Two and	Communication and Language	<ul style="list-style-type: none">• Listen to simple stories and understand what is happening, with the help of the pictures.

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Three Year olds			<ul style="list-style-type: none"> • 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'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
	Literacy		Enjoy sharing books with an adult. <ul style="list-style-type: none"> • 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. Makes comments and shares their own ideas. • Develop play around favourite stories using props
Three and Four Year olds	Communication and Language		<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary
Reception	Communication and Language		<ul style="list-style-type: none"> • 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. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
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. • 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
Comparing, Contrasting and Commenting			
Two and Three Year olds	Communication and Language		<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures
Three and Four Year olds	Communication and Language		<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

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Reception	Understanding the World		<ul style="list-style-type: none">• Compare and contrast characters from stories, including figures from the past.
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.
		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
Words in Context and Authorial Choice			
Two and Three Year olds	Communication and Language		<ul style="list-style-type: none">• Listen to simple stories and understand what is happening, with the help of the pictures.• 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’
	Literacy		<ul style="list-style-type: none">• 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. Makes comments and shares their own ideas.• Develop play around favourite stories using props
Three and Four Year olds	Communication and Language		<ul style="list-style-type: none">• Use a wider range of vocabulary.
	Literacy		<ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		<ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary throughout the day.• 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
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.

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	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. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Influence and Prediction			
Two and Three Year olds	Communication and Language		<ul style="list-style-type: none"> • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
Three and Four Year olds	Communication and Language		<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Reception	Communication and Language		n/a
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"> • Anticipate (where appropriate) key events in stories
Poetry and Performance			
Two and Three Year olds	Communication and Language		<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures
	Expressive Arts and Design		<ul style="list-style-type: none"> • Join in with songs and rhymes, making some sounds. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'
Three and Four Year olds	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.



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			<ul style="list-style-type: none">• 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 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			
Two and Three Year olds	Communication and Language		n/a
Three and Four Year olds	Communication and Language		n/a
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.

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Reading Bridging EYFS to Year 1

Organisation of Knowledge	Learning to read	Reading to learn	Reading for enjoyment
Relevant ELG	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> - Anticipate- where appropriate – key events in stories <p>ELG: Word reading</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and know 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>ELG: Language and communication</p> <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 <p>ELG: Comprehension</p> <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 	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> - Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary <p>ELG: Past and present</p> <ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books read in class and storytelling <p>ELG: Being imaginative and expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives with peers and their teachers
KS1 readines s objective s	<ul style="list-style-type: none"> • Developing phonemic knowledge through Twinkl SSP phonics and other phonic opportunities. • Developing a knowledge of stories including rhyme and identify the rhyming words within them. <p>Developing their skills and</p>	<ul style="list-style-type: none"> • Developing their skills and abilities in retelling familiar stories. • Recognising that books have information that helps them to learn. 	<ul style="list-style-type: none"> • Routinely accessing picture books and stories • Listening to others expressively tell stories. <p>Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</p>








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	abilities to comprehend within familiar stories, and from pictures in illustrated stories.		
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ENGLISH READING IDEAS (Example ideas, activities may be adapted to follow interests of class and relevant topical events)						
	Autumn		Spring		Summer	
Year A Theme	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES	HOLIDAYS NEAR AND FAR	MINI BEASTS AND MINI WORLDS
Year A Overview	<p>-All about Starting school/ new beginnings/growing up.</p> <p>-Who I am and what does my family look like. Rules and routines</p> <p>-Nursery Rhymes we know and new ones to learn</p> <p>-How to be healthy and happy at school and home</p> <p>-Human body and senses - who we are and what makes us.</p> <p>Seasonal changes - Autumn/Winter</p>	<p>-Princesses and Knights, stories linked to above. Castles and other old houses.</p> <p>-Celebrations, parties Bonfire Night (Fireman Sam), Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas</p>	<p>-Dinosaurs - what are they, when did they live? How do we know?</p> <p>-Naming dinosaurs and looking at what they eat (herbivores, carnivores, omnivores)</p> <p>Living Dinosaurs now - lizards and birds</p> <p>Recycling, looking after the world.</p> <p>Seasonal changes Winter/Spring</p>	<p>Pirates and Boats - what does it mean to be a</p> <p>-Pirate - what did Pirates do, were they good or bad or a bit of both. Look at</p> <p>-Pirates in children stories eg Captain Hook, Captain Pike</p>	<p>-Our home - Shropshire England vs other places around the world.</p> <p>-Compare and contrast somewhere hot with somewhere very cold.</p> <p>-Seasonal changes - Spring/Summer</p>	<p>-Mini Beasts what are they and where do they live and what does their world (habitat look like)</p> <p>-Look at a variety of insects and small animals and their habitat - why is it like the way it is?</p>



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Books	Large range of books available – a few examples photographed here	Princesses/Knights/Castle topic books to be selected from (but not limited too)	Dinosaur topic books to be selected from (but not limited too)	Pirate topic books to be selected from (but not limited too)	Seaside topic books to be selected from (but not limited too) Further books to be sourced	Minibeast/mini world topic books to be selected from (but not limited too)
	<p>I'm sorry. Hands are not for Hurting What I like about Me! This is Lulu! I will not ever never eat a tomato Daisy Eat your peas Don't wake Mr Bear Daisy Eat your peas Pumpkin Soups by Helen Cooper The enormous turnip</p>					
Phonics levels (Twinkl SSP Phonics)	<p>Nursery Level 1 Weeks 1-6</p> <p>Reception Level 2 Weeks 1-6</p>	<p>Nursery Level 1 Weeks 7-12</p> <p>Reception Level 3 Weeks 1-5</p>	<p>Nursery Level 1 Weeks 13-19</p> <p>Reception Level 3 Weeks 6-12</p>	<p>Nursery Level 1 Weeks 20-24</p> <p>Reception Level 4 Weeks 1-5</p>	<p>Nursery Level 1 Weeks 25-30</p> <p>Reception Level 4 Consolidation and Writing Focus</p>	<p>Nursery Level 1 Weeks 31-36</p> <p>Reception Level 4 Consolidation and Writing Focus</p>
Pupils will have the opportunity to:						
Year A	Story focus – to say what	Story focus – to	Story focus – to use words to	Story focus – to	Story focus – to	Story focus – to



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Details Other book titles to be used as per co-hort	we think a book is about by looking at the cover, to say who your favourite character is. Share stories, listen and respond. Focus Books- the Enormous Turnip, Don't wake Mr Bear.	explain how a character is feeling, to answer simple questions about what has happened. Share stories, listen and respond. Pumpkin Soup, The kiss that missed, Jolly Christmas Postman, Excitable Edgar	describe a character or setting, to say what happened first in the story. Share stories, listen and respond. Dinosaurs and all that Rubbish, Harry and his bucketful of Dinosaurs series, Tom and the island of Dinosaurs, hideosaurus, We're going on a Dinosaur hunt, Plus other non-fiction Dinosaur books	say what you think will happen next, to explain why something happened. Share stories, listen and respond. Captain Pike looks after the baby, Yo ho ho a Pirating we will go, My Granny is a pirate, Where is the pirate treasure, Pirate ship (pop up) Play school Pirates, The snail and a whale Plus other non-fiction Pirate books	explain why we like a character or story, to find a word which means Share stories, listen and respond. Australia at the beach, The Koala and the bushfire, At the airport, You can't take an elephant on holiday, Saving Tally, I spy at the seaside, Listen to the seaside, What the ladybird heard on holiday, Splash. Non-fiction The seashore, Sea, Sharks, peep inside the sea and Under the sea	say what happened at the beginning, middle and end of a story. Share stories, listen and respond. Spider, Wriggle wriggle, The strange and amazing world of plants, Growing frogs etc etc
Year B Theme	SUPERHEROES!	I LIKE TO PLAY!	THIS IS MY HOME	BABY ANIMALS ON THE FARM	JUNGLE ADVENTURES	LET'S GO SEE...
Year B Overview	<ul style="list-style-type: none"> -Real life and imaginary super heroes -Superhero me! -Seasonal changes – Autumn/Winter -How to be healthy and super foods!!! 	<ul style="list-style-type: none"> -Toys old and new. -How to play nicely and share and look after toys. -Favourite toys and why? What new toys we would like -Saying thank you -Bonfire Night (Fireman Sam), Remembrance Day, Harvest, Diwali, 	<ul style="list-style-type: none"> -Where we live. Houses, villages, towns and cities. -What they look like- are they the same everywhere. -How to be safe at home -Recycling, looking after the place we live and the wider world. -Seasonal changes Winter/Spring 	<ul style="list-style-type: none"> -Farming – machinery, jobs, animals. -Baby vs big animals changes ie ducklings to ducks look different -What do farmers do and when? What do farmers grow and what does it become? -Baby Gerbils to Adult gerbils 	<ul style="list-style-type: none"> -Growing and changing Plants and flowers - what they need and how to grow plants to eat. -Seasonal changes – Spring/Summer -The amazing world of Jungles, what lives and grows there and how it is different to the UK. 	<ul style="list-style-type: none"> -What can we visit in the UK or beyond, how do we get there and what do we see when we arrive? -Water life e.g. sea, river and canal. -Where in the world do you find the animals in our stories e.g. the snail and the whale



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		Hannukah, Advent, Christmas				-Why to animals live in some places and not other (e.g. climate)
Books	Photo to be inserted Supertato Kind, Brave and Mindful Books. I'm sorry. Hands are not for Hurting I will not ever never eat a tomato Daisy Eat your peas	Photo to be inserted My very brave firefighter The red fire engine Fireman Sam books Christmas stories Little Red Hen - Harvest The Nativity The Velveteen Dogger Christmas Lists Goodnight Mr Bear Letters to FC The bear detective and the case of the missing pumpkin Let celebrate by Kate de Palma Leaf man/were going on a leaf hunt/There was an old lady who swallowed some leaves/leaf trouble by Johnathon Emmitt Be Good Gordon by Angela McAllister and Tim Arnold	Photo to be inserted The way back home (video clip)	Photo to be inserted That's not my tractor Peekaboo tractor On the farm Look and say farm Noisy farm What the lady bird heard/did next Pop up! Peekaboo! Things that go At the farm Babies on the farm Dilly Duckling Lily gets Lost What the Lady Bird Heard What the lady bird heard next Grandpas Tractor, The runaway Tractor and Old Red	Photo to be inserted Jack and the Beanstalk Jim and the Beanstalk The Secret Sky Garden Start Science Plants Make it work Plants	Photo to be inserted TBC
Phonics levels (Twinkl SSP Phonics)	Nursery Level 1 Weeks 1-7 Reception Level 2 Weeks 1-6	Nursery Level 1 Weeks 8-14 Reception Level 3 Weeks 1-5	Nursery Level 1 Weeks 14-19 Reception Level 3 Weeks 6-12	Nursery Level 1 Weeks 20-24 Reception Level 3 Consolidate - Writing Focus	Nursery Level 1 Weeks 25-30 Reception Level 4 Weeks 1-5	Nursery Level 1 Weeks 31-36 Reception Level 4 Consolidation and Writing Focus
Pupils will have the opportunity to:						
Year B	Story focus - to say what	Story focus - to	Story focus - to use words to	Story focus - to	Story focus - to	Story focus - to



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Details	<p>we think a book is about by looking at the cover, to say who your favourite character is.</p> <p>Share stories, listen and respond.</p> <p>Focus Books- Supertato Kind, Brave and Mindful Books. I'm sorry. Hands are not for Hurting I will not ever never eat a tomato Daisy Eat your peas</p>	<p>explain how a character is feeling, to answer simple questions about what has happened.</p> <p>Share stories, listen and respond.</p> <p>Focus Books TBC</p>	<p>describe a character or setting, to say what happened first in the story.</p> <p>Share stories, listen and respond.</p> <p>Focus books TBC Plus other non-fiction books</p>	<p>say what you think will happen next, to explain why something happened.</p> <p>Share stories, listen and respond.</p> <p>Focus books TBC Plus other non-fiction books</p>	<p>explain why we like a character or story, to find a word which means</p> <p>Share stories, listen and respond.</p> <p>Focus books TBC Plus other non-fiction books</p>	<p>say what happened at the beginning, middle and end of a story.</p> <p>Share stories, listen and respond.</p> <p>Focus books TBC Plus other non-fiction books</p>
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