

EYFS Autumn Term Curriculum Expectations

Information for Parents and Carers

Phonics

Phonics is the relationship between a sound and the letter/s that represent it.

In Foundation, phonics is taught daily through short interactive sessions. At Ely St John's Primary, we follow the Twinkl Phonics scheme which supports learning by matching a picture cue and action to each letter sound. The key learning in the Autumn term is set out below.

Phase 1: Developing Phonological Awareness

- ▶ Showing an awareness of rhyme and alliteration (words that start with the same sounds)
- ▶ Distinguishing between sounds in the environment and phonemes
- ▶ Beginning to orally blend and segment phonemes in words

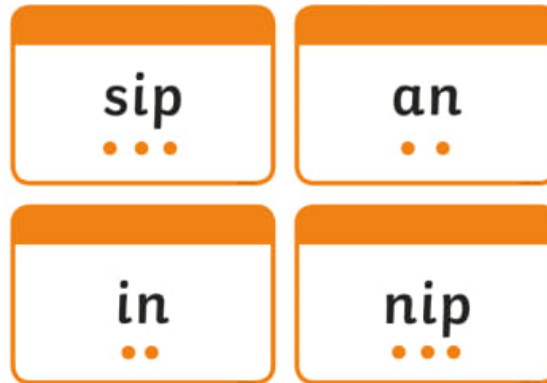
Phase 2: Learning GPCs

- ▶ Set 1 - s, a, t, p
- ▶ Set 2 - i, n, m, d
- ▶ Set 3 - g, o, c, k
- ▶ Set 4 - ck, e, u, r
- ▶ Set 5 - h, b, f, ff, l, ll, ss

Reading

Word Reading

The letter/sound correspondences are taught out of alphabetical order so that the children are very quickly able to begin reading and recording simple words. Sound buttons are used to teach the children how to read phonetic words. One button is placed under each sound in the word, encouraging the child to say each sound in order and then blend them together.




We focus on ensuring that the children are reading left to right and, until they are confident to work independently, support them to blend words by saying the sounds back to them. We introduce word reading in a wide range of contexts, including books, signs, games and online activities.

Reading


Tricky Words

Some common words are not phonetic so cannot be decoded. They have to be learnt so that your child can sight read them. The tricky words taught in the Autumn term are:


Level 2 Tricky Words




I **the** **go**



no **to**



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Reading

Comprehension

Language comprehension is equally important as decoding. Make reading an interactive, shared experience to develop these skills. You can support this development by:

- Encouraging your child to retell stories in their own words.
- Checking your child understands new vocabulary. Give the meaning and look for context in the illustrations.
- Modelling making predictions using clues in the text – “I think.... because...”
- Making links to other familiar stories.

I wonder what will happen next?

Did you enjoy the story? Tell me why.

Who was in the story?
Where are they?

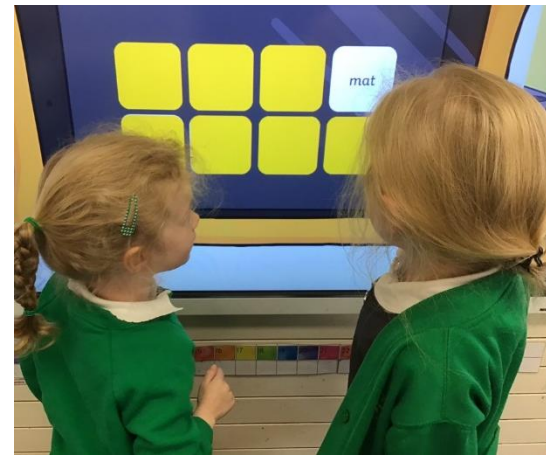
Reading

End of term expectations

By the end of the Autumn Term, we expect that most children will be able to give the sound made by a given letter of the alphabet and be able to use this knowledge to read 2 letter vowel-consonant (VC) words and 3 letter consonant-vowel-consonant (CVC) words, sometimes with a picture prompt to support.

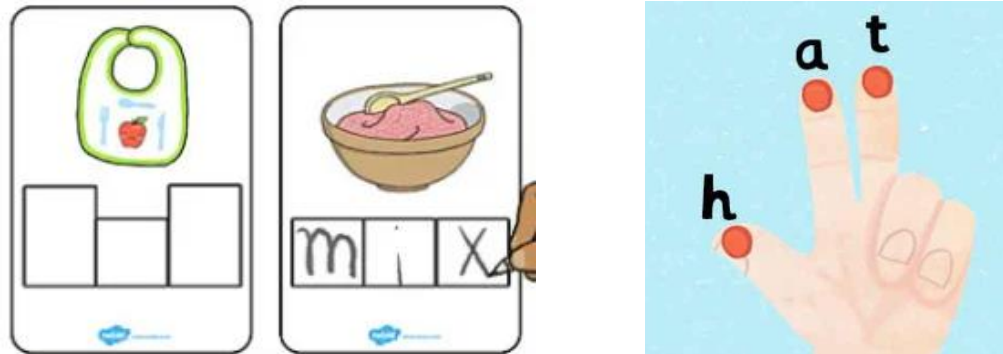
Examples of these words are:

- VC – in, on, it, up
- CVC – mat, dog, bug



Writing

In the Autumn term we teach segmenting words, listening for each sound within the word and saying them in order. We use phoneme frames to begin recording the words, placing one sound in each box. You may also hear your child talk about 'robot arms' and 'phoneme fingers', actions we use to help the children segment sounds in a word.



Magnetic letters, letter cards, letters on stones and other practical resources are used to make words at this early stage in the year.

Writing

Letter Formation

At the start of the school year, we focus on activities that develop fine and gross motor skills, such as weaving, threading and pegging. We also introduce pre-writing patterns and practise reproducing them in a wide range of materials including foam, paint, sand and glitter. This provision continues throughout the year.

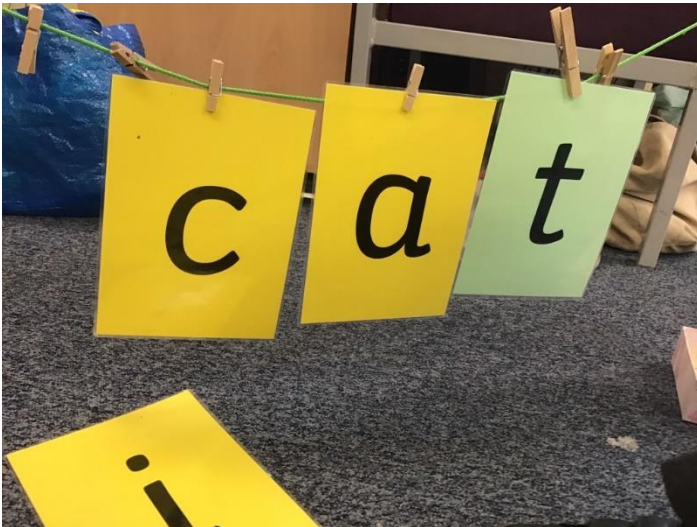
We then introduce letter formation and practise this on a large scale so that the children can focus on the shape they are making rather than on holding a pencil, e.g. using brushes and water on walls, chunky chalk on the ground and ribbons in the air. We follow a whole school handwriting scheme that splits the letters into 'families' of similar formation patterns: Curly Caterpillars, Long Ladders, One-Armed Robots and Zigzag Monsters. More information about the scheme can be found in the English section of the school website.



Writing

End of term expectations

By the end of the Autumn term, we expect that most children will be able to confidently copy a range of pre-writing patterns and write their name with correct letter formation, sometimes with support. They will be able to choose the correct letter to represent a given sound and will recognise the Level 2 tricky words. We expect that all children can hear the initial sound in a word and most children will be able to segment the three sounds in a CVC word, representing them in order with letter cards and similar resources.



Number

Our number work in the Autumn term covers the following:

- Counting to 10.
- Counting groups of objects with accurate 1-1 correspondence.
- Recognising the numbers to 10 and understanding that they can be split into smaller parts.
- Subitising (recognising without counting) amounts to 5.
- Representing amounts to 6 in different ways.
- Using ten frames, 'part, part, whole' models and Numicon to count and combine amounts.
- Knowing one more and one less than numbers to 10.

We also teach the following Big Maths Learn-its:

- $1 + 2 = 3$ and the switcher $2 + 1 = 3$
- $3 + 2 = 5$ and the switcher $2 + 3 = 5$

We use Numberblocks and White Rose resources to support learning. Number work in the Autumn term is practical with the children learning how to use the classroom resources to share their reasoning.

Number

End of term expectations

By the end of the Autumn Term, we expect that most children will be able to subitise regular and irregular arrangements of amounts up to 5. They will say number names in order to 10, recognise numerals to 10 and count groups of up to 10 objects with accurate 1-1 correspondence. Most children will understand that a whole amount can be made up of smaller parts and be able to show this with practical resources. They will be able to compare two groups of objects and identify which has more. With support, most children will be beginning to use mathematical vocabulary to explain their reasoning.

