

EYFS 2025-26

Many areas of provision will be based around the books.

We will use elements of Literacy Tree, Drawing Club and Talk Through Stories to plan our English and will consider Development Matters

Communication and Language

Three and Four year olds

- 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.
 - 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?"
 - Sing a large repertoire of songs.
 - Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- 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 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
 - Use longer sentences of four to six words.
- 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."

Reception

- Understand how to listen carefully and why listening is important.
 - Learn new vocabulary.
 - Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
 - Articulate their ideas and thoughts in well-formed sentences.
 - Connect one idea or action to another using a range of connectives.
 - Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
 - Develop social phrases.
 - Engage in story times.
 - 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.
 - Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
 - Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

ELG Listening, Attention and Understanding

- 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

- 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, nonfiction, 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

Three and Four Year olds

- Understand the five key concepts about print: - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing - we read English text from left to right and from top to bottom
- 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
- Engage in extended conversations about stories, learning new vocabulary.

Reception

- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

ELG

Comprehension

- 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, nonfiction, rhymes and poems and during role play.



Nursery/Reception 2025-26 book themes cycle A



	Autumn 1			Autumn 2		
Writing Root (Unit)	Fox and The Star By Coralie Bickford-Smith 2 weeks	Where The Wild Things Are By Maurice Sendak 2 weeks	The Naughty Bus By Jan Oke and Jerry Oke 2 weeks	Look Up Nathan Bryon and Dapo Adeola 2 weeks	Astro Girl By Ken Wilson-Max 2 weeks	Dinosaurs and all that Rubbish Michael Foreman 2 weeks
Spring 1			Spring 2			
Writing Root (unit)	The Magic Paintbrush By Julia Donaldson 2 weeks	Little Red By Lynn and David Roberts 2 weeks	Super Molly By Stephanie Clarkson 2 weeks	The Tiny Seed By Eric Carle 2 weeks	I will Never Ever eat a Tomato By Lauren Child 2 weeks	The Extra Ordinary Gardener By Sam Boughton 2 Weeks
Summer 1			Summer 2			
Writing Root (unit)	Weirdo By Zade Smith 2 weeks	My Shadow is Pink By Scott Stuart 2 weeks	Night Pirates By Pete Harris 2 weeks	And Tango Makes Three By Justin Richardson 2 weeks	Oi Frog By Kes Grey 2 weeks	Izzy Gizmo By Pip Jones 2 weeks