



Waddesdon Village Primary School- Pathway to Excellence

At Waddesdon Village Primary School, we aim to provide a creative, vocabulary rich curriculum that challenges and inspires our children, in preparation for life in a culturally diverse and ever-changing world.



EYFS English Curriculum Overview...

English	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (fiction and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word Reading	<p>ELS (Essential Letters and Sounds) Recap Phase 1 Teach Phase 2</p> <p>Reading: Initial sounds, oral blending, CVC words, and reciting know stories, listening to stories with attention and recall.</p> <p>I can identify the 7 aspects of sound: Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending</p> <p>I can recognise taught P2 graphemes.</p>	<p>ELS (Essential Letters and Sounds) Teach Phase 3</p> <p>Reading: Blending: Oral blending, CVC words.</p> <p>I know that print is read from left to right.</p> <p>I am beginning to spot diagraphs in words.</p> <p>I can identify the sounds within a word by segmenting.</p> <p>I can recognise taught P3 graphemes.</p>	<p>ELS (Essential Letters and Sounds) Continue with Phase 3</p> <p>Reading: Rhyming strings, oral blending, decoding, and segmenting.</p> <p>I can recognise an increasing number of P3 sounds.</p> <p>I can recognise an increasing number of Harder to Read and Spell words.</p> <p>I am beginning to blend words with diagraphs in accurately.</p>	<p>ELS (Essential Letters and Sounds) Teach Phase 3 and 4</p> <p>Reading: sound identification, oral blending, decoding, and segmenting.</p> <p>I can read some longer words made up of taught graphemes.</p> <p>I can recognise an increasing number of Harder to Read and Spell words.</p> <p>I know how a root word can be made into a plural by adding a suffix –s or es.</p>	<p>ELS (Essential Letters and Sounds) Teach Phase 4</p> <p>Reading: sound identification, oral blending, decoding, and segmenting.</p> <p>I am beginning to identify suffixes within words.</p> <p>I am beginning to read words with different word structures cvcc, ccvc, ccvc and ccvccc.</p> <p>I can read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>ELS (Essential Letters and Sounds) Phase 5 introduction</p> <p>Reading: Reading simple sentences with increasing fluency. Reading CVCC and CCVC words confidently.</p> <p>I can recognise some P5 graphemes.</p> <p>I can read some words with taught suffixes –s and –es.</p>

	<p>I can begin to orally segment and blend some cvc words.</p> <p>I can begin to recognise some Harder to Read and Spell words.</p>	<p>I can recognise some new Harder to Read and Spell words.</p> <p>I can identifying how characters may be feeling.</p> <p>I am beginning to sequence events in a familiar story using picture prompts.</p> <p>I can recognise my name.</p>	<p>I know that a diagraph is two letter that make one sound.</p> <p>I know that a phoneme is a single unit of sound.</p> <p>I know that a trigraph is three letter that make one sound.</p>	<p>I know that a plural means more than one.</p>	<p>I can read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	
Comprehension	<p>I can answer simple questions using the pictures in a book.</p> <p>I can turn the pages of a book independently.</p> <p>I understand that print has meaning.</p> <p>I am beginning to recognise my name.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I can join in with rhymes and repeated refrains within stories.</p>	<p>I can identifying how characters may be feeling.</p> <p>I am beginning to sequence events in a familiar story using picture prompts.</p> <p>I can recognise my name.</p> <p>I can retell familiar stories and begin to share stories that have my own ideas. (Helicopter stories)</p> <p>I can identify the parts of a story – beginning, middle and end.</p>	<p>I can make up stories with myself as the main character – Encourage children to record stories through picture drawing/mark making and (Helicopter Stories)</p> <p>I am beginning to describe what has happened in a story.</p> <p>I can ask relevant questions about a character or story.</p> <p>I can identify how characters are feeling using the pictures to support my ideas.</p>	<p>I can re-read books to build up my confidence in word reading and fluency.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>I can develop my own narratives connecting my ideas and events.</p> <p>I can discuss what has happened in the story confidently.</p> <p>I am beginning to make simple predictions about what may happen next.</p>	<p>I can sort books into categories.</p> <p>I can identify the main character in a story.</p> <p>I can identify settings and characters within a story.</p> <p>I can identify that a non-fiction book does not have to be read in sequence.</p> <p>I understand that non-fiction books provide information about a topic.</p> <p>I can describe how characters may be</p>	<p>I can listen to stories, accurately anticipating key events & respond to what I hear with relevant comments, questions and reactions.</p> <p>I can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>I can make simple predictions.</p> <p>I can sequence events within a story confidently.</p> <p>I am beginning to infer why a character might</p>

		<p>I can listen to an increasing range of books.</p> <p>I can engage in conversations about books to widen my vocabulary.</p>	<p>I can recite familiar poems as part of a group.</p> <p>I can engage in conversations about books to widen my vocabulary.</p>	<p>I can recite familiar poems with expression as part of a group.</p> <p>I can engage in conversations about books to widen my vocabulary.</p>	<p>feeling using the pictures to help me.</p> <p>I can engage in conversations about books to widen my vocabulary.</p>	<p>be feeling a certain way.</p> <p>I can engage in conversations about books to widen my vocabulary.</p>
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Writing

<u>Writing</u>	<p>I can identify which is my dominant hand for writing.</p> <p>I am beginning to develop a secure pencil grip for writing.</p> <p>I understand that marks have meaning and are used to communicate ideas.</p> <p>I understand the difference between drawing and writing.</p> <p>I can make marks for multiple purposes such as telling stories or sharing ideas.</p> <p>In continuous provision I can imitate the act of writing for different purposes e.g. a shopping list.</p>	<p>I can use a pencil with increasing control.</p> <p>I can write the letters in my name.</p> <p>I can begin to form recognisable letters using ELS mnemonics to help me.</p> <p>I can copy recognisable letters from my environment.</p> <p>I understand that writing letters represents speech sounds.</p> <p>I can identify the initial sounds within words a word and write it.</p> <p>With support, I can segment sounds within words and begin to</p>	<p>I am beginning to use a tripod pencil grip.</p> <p>I can begin to recognise and write the initial, medial and final sound within a word using a phonics mat to help me.</p> <p>I can begin to form more recognisable letters using ELS mnemonics to help me.</p> <p>I am beginning to say my sentences and ideas orally before writing.</p> <p>I am beginning to structure my ideas into simple phrases or captions.</p>	<p>I use a tripod pencil grip on most occasions.</p> <p>I can write a simple phrase or caption.</p> <p>I can segment the sounds within CVC words and write them using a phonics mat.</p> <p>I can begin to form letters using ELS mnemonics to help me.</p> <p>I can orally structure my ideas into sentences.</p> <p>I am beginning to write words with certain letter groups including diagraphs.</p>	<p>I use a tripod pencil grip for writing.</p> <p>I can form most letters with correct formation using ELS mnemonics to help me.</p> <p>I can orally structure my ideas into sentences and then begin to record them.</p> <p>I can write Harder to Read and spell words within short phrases or simple sentences.</p> <p>I am beginning to use finger spaces between words.</p> <p>I am beginning to understand that sentences start with a capital letter and end with a full stop.</p>	<p>I can hold a pencil using a tripod grip in preparation for fluent writing.</p> <p>I can form most letters with correct formation using ELS mnemonics to help me.</p> <p>I can write a simple sentence that can be read by others.</p> <p>I can use finger spaces between words in most of my writing.</p> <p>I can use my phonic knowledge to segment the sounds in words to spell phonetically.</p> <p>I can write communicate my ideas in simple</p>
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	<p>I can recognise the letters in my name.</p> <p>I can form pre-handwriting shapes.</p> <p>I am beginning to identify initial sounds.</p>	<p>write them using a phonics mat.</p>	<p>I can recognise and write some Harder to Read and Spell words.</p>	<p>I can recognise and write an increasing number of Harder to read and spell words.</p>	<p>I am beginning to write for a range of different purposes e.g. lists, a card, a recipe</p>	<p>sentences in a range of different contexts. E.g. story maps, captions, sentences with an image, lists, recipes, instructions etc.</p> <p>My writing can be read by others.</p>
<u>Handwriting</u>	<p>Pre handwriting shapes: Set One: Horizontal and vertical lines Set Two: Curved, circles and horizontal and vertical. Set Three: Diagonal lines</p> <p>Letters in my name.</p> <p>Phase 2 Letter Formation (linked to ELS Phonics Scheme).</p>	<p>Pre handwriting shapes: Set One: Horizontal and vertical lines Set Two: Curved, circles and horizontal and vertical. Set Three: Diagonal lines</p> <p>Letters in my name.</p> <p>Phase 2 and 3 letter formation.</p>	<p>Phase 2 and 3 letter formation (including diagraphs and HRSW)</p> <p>Focus on:</p> <p>Set One: i l t Set Two: r n m b h k p Set Three: u y j</p>	<p>Phase 2 and 3 letter formation (including diagraphs and HRSW)</p> <p>Focus on:</p> <p>Set Four: v w x z Set Five: c o a d g q Set Six: e f s</p>	<p>Number formation</p>	<p>Number formation</p>
<u>ELG – Literacy</u>	<p><u>Comprehension-</u> 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.</p> <p><u>Word Reading-</u> Say a sound for each letter of the alphabet and at least 10 diagraphs. 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>					

	<p><u>Writing-</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
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PENCIL GRIP & CONTROL Progression Map

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP-3 FINGER GRASP, FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
 <p>FISTED GRIP 1-2 years old Children often hold their writing tool like a finger, writing anything they can with it.</p>	 <p>DIGITAL PRONATE GRIP 2-3 years old Fingers are held in a pronated position, with the palm facing down. The thumb is tucked under the fingers.</p>	 <p>4 FINGER GRIP 3-4 years old 4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p> <p>the high index</p>	 <p>hooked wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joint of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p>STATIC TRIPOD GRIP 4-6 years old This is a tripod grip, where the thumb, index finger and middle finger work as one unit.</p>	 <p>the lateral tripod</p>	 <p>DYNAMIC TRIPOD GRIP By 8 or 7 years old Using only 3 fingers to hold the writing tool. The index finger and thumb move the pencil forward accurately.</p>
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p> <div data-bbox="958 970 1624 1268" style="border: 1px solid black; border-radius: 15px; padding: 20px; text-align: center; margin: 10px auto; width: fit-content;"> <p>Reception Age Range</p> </div>						<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>		