

## SPS ENGLISH SPINE – EYFS

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
R	<p><b>WIDE RANGE OF BOOKS USED, INCLUDING:</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p><b>Farmer Duck by Martin Waddell</b></p> <p><b>Goodnight Moon by Margaret Wise Brown</b></p> <p><b>Handa’s Surprise by Eileen Browne</b></p> <p><b>Mr Gumpy’s Outing by John Burningham</b></p> </div> <div style="width: 30%;"> <p><b>On The Way Home by Jill Murphy</b></p> <p><b>Owl Babies by Martin Waddell</b></p> <p><b>Rosie’s Walk by Pat Hutchins</b></p> <p><b>Shhh! by Sally Grindley</b></p> </div> <div style="width: 30%;"> <p><b>Six Dinner Sid by Inga Moore</b></p> <p><b>The Gruffalo by Julia Donaldson</b></p> <p><b>Whatever Next by Jill Murphy</b></p> </div> </div>					
	<ul style="list-style-type: none"> <li>▪ Rhythmic activities.</li> <li>▪ Listens to and joins in with stories and poems</li> <li>▪ Making marks for meaning.</li> <li>▪ Show an interest in books.</li> <li>▪ Recognising own name.</li> <li>▪ Begin to use jolly phonics and letters and sounds framework.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being aware of alliteration- initial sounds- rhyming string.</li> <li>▪ Aware of the structure of stories.</li> <li>▪ Recognising some words.</li> <li>▪ Blending sounds.</li> <li>▪ Beginning to read simple words.</li> <li>▪ Hear and say sounds in words.</li> <li>▪ Introduce shared reading.</li> <li>▪ Begin home reading books</li> </ul>	<ul style="list-style-type: none"> <li>▪ Predicting stories.</li> <li>▪ Describing different elements in stories.</li> <li>▪ Rhyming string.</li> <li>▪ Uses storylines in role play.</li> <li>▪ Uses phonics to decode.</li> <li>▪ Writing own name and captions.</li> <li>▪ Look at some high frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using information books.</li> <li>▪ Reading and understanding simple sentences.</li> <li>▪ Attempting to write simple sentences using phonics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrating an understanding of what they have read.</li> <li>▪ Writing irregular common words.</li> <li>▪ Writing sentences that they and others can read.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read and understand simple sentences.</li> <li>▪ Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>▪ Read some common irregular words.</li> <li>▪ Use simple punctuation.</li> <li>▪ Use phonic knowledge to write words in ways which match their spoken sounds.</li> </ul>

## SPS WRITING PROGRESSION - EYFS

YR	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Continue a rhyming string</li> <li>▪ Hear and say the initial sound in words</li> <li>▪ Segment the sounds in simple words and blend them together.</li> <li>▪ Link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Use their phonic knowledge to write words in ways which match their spoken sounds</li> <li>▪ <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters</b></li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>▪ Sometimes give meaning to marks as they draw and paint.</li> <li>▪ Draw lines and circles using gross motor movements.</li> <li>▪ Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>▪ Hold a pencil near point between first two fingers and thumb, and uses it with good control.</li> <li>▪ Copy some letters, e.g. letters from their name.</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Give meaning to marks they make as they draw, write and paint.</li> <li>▪ Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>▪ Show a preference for a dominant hand</li> <li>▪ Begin to use anticlockwise movement and retrace vertical lines.</li> <li>▪ Begin to form recognisable letters.</li> <li>▪ Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Show good control and co-ordination in large and small movements.</li> <li>▪ Move confidently in a range of ways, safely negotiating space.</li> <li>▪ Handle equipment and tools effectively, including pencils for writing.</li> <li>▪ Write simple sentences that can be read by themselves and others.</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>▪ Speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>▪ Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>▪ Use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> <li>▪ Engage in imaginative role play based on own first-hand experiences</li> <li>▪ Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>▪ Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Link statements and sticks to a main theme or intention.</li> <li>▪ Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>▪ Introduce a storyline or narrative into their play.</li> <li>▪ Write own name and other things such as labels, captions.</li> <li>▪ Attempt to write short sentences in meaningful contexts.</li> <li>▪ Play cooperatively as part of a group to develop and act out a narrative.</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Develop their own narratives and explanations by connecting ideas or events.</li> <li>▪ Write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>▪ Use vocabulary focused on objects and people that are of particular importance to them.</li> <li>▪ Build up vocabulary that reflects the breadth of their experiences.</li> <li>▪ Begin to understand 'why' and 'how' questions</li> <li>▪ Question why things happen and give explanations and ask questions e.g. <i>who, what, when, how</i></li> <li>▪ Use a range of tenses in speech e.g. <i>play, playing, will play, played</i></li> <li>▪ Begin to use more complex sentences to link thoughts when speaking e.g. <i>using 'and' and 'because'</i></li> <li>▪ Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Extend vocabulary especially by grouping and naming, exploring the meanings and sounds of new words.</li> <li>▪ Use language to imagine and recreate roles and experiences in play situations</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Express themselves effectively, showing awareness of listeners' needs</li> <li>▪ Answer 'how' and 'why' questions about their experiences and in response to stories or events</li> <li>▪ Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul>

## SPS READING PROGRESSION – EYFS

### WORD READING:

YR	Phonics & Decoding	Common Exception Words	Fluency
	<p><b>30-50 Months:</b></p> <ul style="list-style-type: none"> <li>▪ Enjoy rhyming and rhythmic activities</li> <li>▪ Show an awareness of rhyme and alliteration</li> <li>▪ Recognise rhythm in spoken words</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Continue a rhyming string</li> <li>▪ Hear and say the initial sound in words</li> <li>▪ Segment the sounds in simple words and blend them together and know which letter represents some of them</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>▪ Use phonic knowledge to decode regular words and read them aloud accurately</li> </ul>	<p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Read some common irregular words</li> </ul>	<p><b>30-50 Months:</b></p> <ul style="list-style-type: none"> <li>▪ Show interest in illustrations and print in books and print in the environment</li> <li>▪ Recognise familiar words and signs such as own name and advertising logos</li> <li>▪ Look and handle books independently (holds books the correct way up and turns pages)</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Ascribe meaning to marks that they see in different places</li> <li>▪ Begin to break the flow of speech into words</li> <li>▪ Begin to read words and simple sentences</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Read and understand simple sentences</li> </ul> <p>▪ Reading Level(s): RWI – Ditties Book Bands – Lilac, Pink, Red</p>

### COMPREHENSION:

YR	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>▪ Listen to and join in with stories and poems, one-to-one and also in small groups</li> <li>▪ Listen to stories with increasing attention and recall</li> <li>▪ Join in with repeated refrains in rhymes and stories</li> <li>▪ Use intonation, rhythm and phrasing to make the meaning clear to others</li> <li>▪ Develop preference for forms of expression</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Enjoy an increasing range of books</li> <li>▪ Play cooperatively as part of a group to develop and act out a narrative</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Express themselves effectively, showing awareness of listeners' needs</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>▪ Know that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>▪ Know that information can be relayed in the form of print.</li> <li>▪ Describe main story settings, events and principal characters</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Understand humour <i>e.g. nonsense rhymes, jokes</i></li> <li>▪ Know that information can be retrieved from books and computers</li> <li>▪ Follow a story without pictures or prompts</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Listen to stories accurately, anticipating key events and respond to what they hear with relevant comments, questions or actions</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>▪ Build up vocabulary that reflects the breadth of their experiences</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>▪ Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to understand 'how' and 'why' questions</li> <li>▪ Anticipate key events and phrases in rhymes and stories</li> <li>▪ Suggest how a story might end</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Answer 'how' and 'why' questions about their experience and in response to stories to events</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to be aware of the way stories are structured</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Able to follow a story without pictures or props</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate understanding when talking with others about what they have read.</li> </ul>	

## EYFS RESPONSES TO READING

YR	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ Do you like ...?</li> <li>▪ What is your favourite ...?</li> <li>▪ I wonder if you like ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who ...?</li> <li>▪ What is ...?</li> <li>▪ When did ...?</li> <li>▪ Where was ...?</li>   <li>▪ What can you see on the front cover?</li> <li>▪ What did you find out?</li> <li>▪ What happened after ...?</li> <li>▪ What happened when ...?</li> <li>▪ Who spoke to ...?</li> <li>▪ Who was it that ...?</li> <li>▪ Who was the main character?</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ What does this word mean?</li> <li>▪ What word could we use instead of .../</li> </ul>	<ul style="list-style-type: none"> <li>▪ What might happen in the story?</li> <li>▪ What might they be feeling? How do you know?</li> <li>▪ What would it feel like to be ...?</li> <li>▪ What might happen at the end of the story?</li> <li>▪ What might happen next?</li> <li>▪ Who do you think ...?</li> <li>▪ Do you know another time when ...?</li> <li>▪ Could this have happened in ...?</li> <li>▪ What would you change if ...?</li> <li>▪ What questions would you ask ...?</li> <li>▪ How would you use ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can you order these parts of the story?</li> <li>▪ What happens first?</li> <li>▪ What happens next?</li> </ul>	
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>▪ Recite a poem or nursery rhyme.</li> <li>▪ Paint or draw a picture of your favourite part of the story.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw all of the animals in the story.</li> <li>▪ Tell me the things you can remember.</li> <li>▪ Cut out or draw pictures to show a particular event.</li> <li>▪ Draw a new cover for the book.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adults sharing other word choices with children and writing them down for children to see.</li> <li>▪ Mark making / writing new words in the sand</li> <li>▪ Compose a rhythm or put new words to a known song.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Paint a picture of the main character.</li> <li>▪ Collect 'play' items that they think the main character would like to have.</li> <li>▪ Make a junk model 'house' for the main character.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Put the story pictures in order.</li> <li>▪ Tell me the main events in the story.</li> <li>▪ Make a picture showing the main events.</li> <li>▪ Re-tell the story in your own words.</li> <li>▪ Illustrate the sequence of events.</li> <li>▪</li> </ul>	

## SPS SPOKEN LANGUAGE PROGRESSION - EYFS

EYFS	Listen & Respond	Question, Reason, Explain & Discuss	Develop Vocabulary	Performance, Presentation & Evaluation
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ Listen attentively to stories, songs, and rhymes.</li> <li>▪ Respond to simple questions about what has been heard.</li> <li>▪ Begin to express ideas or feelings in response to what they hear.</li> <li>▪ Follow simple instructions and two-part directions.</li> <li>▪ Show understanding through gestures, actions, or words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask simple questions about the world around them.</li> <li>▪ Begin to explain their ideas using short phrases or sentences.</li> <li>▪ Respond to questions from adults or peers.</li> <li>▪ Participate in small group discussions and take turns speaking.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to and understand new words in context.</li> <li>▪ Use new vocabulary in speech.</li> <li>▪ Begin to describe objects, actions, and feelings using simple words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in simple performances, retellings, or role play.</li> <li>▪ Speak clearly enough to be understood by peers and adults.</li> <li>▪ Show enjoyment and engagement in sharing work with others.</li> <li>▪ Respond to simple feedback from teachers and peers.</li> </ul>
<b>Activity ideas</b>	<ul style="list-style-type: none"> <li>▪ Story time with props: children act out parts of a story.</li> <li>▪ “Simon Says” or other listening games to follow instructions.</li> <li>▪ Listening to a song or rhyme and joining in with repeated phrases.</li> <li>▪ Circle time discussion about favourite parts of a story</li> </ul>	<ul style="list-style-type: none"> <li>▪ Story Circle: Children ask questions about characters or events in a story.</li> <li>▪ Show &amp; Tell: Children present an object and explain why it is special.</li> <li>▪ Exploring the Environment: Children ask questions about plants, animals, or classroom materials.</li> <li>▪ Small Group Discussion: Children take turns talking about what they see or like.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Story Time with Word Focus: Introduce 3–5 new words per story; act them out or use pictures.</li> <li>▪ Word Walls: Display new vocabulary with images; children point to or use the words in sentences.</li> <li>▪ Descriptive Play: Use themed play areas (e.g., grocery shop, zoo) and model relevant vocabulary.</li> <li>▪ Songs &amp; Rhymes: Highlight and repeat key words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Story Role-Play: Act out familiar stories using props or costumes.</li> <li>▪ Sing and Perform: Songs or rhymes in small groups.</li> <li>▪ Show &amp; Tell: Present an object to the class and describe it.</li> <li>▪ Circle Sharing: Share ideas about a picture, story, or experience.</li> </ul>
<b>Sentence Stems</b>	<ul style="list-style-type: none"> <li>▪ “I liked when ... because ...”</li> <li>▪ “I think ... will happen next.”</li> <li>▪ “My favourite part was ...”</li> <li>▪ “I heard ...”</li> </ul>	<ul style="list-style-type: none"> <li>▪ “I wonder ...”</li> <li>▪ “Why is ...?”</li> <li>▪ “I think ... because ...”</li> <li>▪ “I like ... because</li> </ul>	<ul style="list-style-type: none"> <li>▪ “I see a ...”</li> <li>▪ “It is ... because ...”</li> <li>▪ “I feel ...”</li> <li>▪ “This is ...”</li> </ul>	<ul style="list-style-type: none"> <li>▪ “I am ... in the story.”</li> <li>▪ “I liked ... because ...”</li> <li>▪ “I showed ... by ...”</li> <li>▪ “I could ... next time.”</li> </ul>