



EYFS Overview of all units

Year group	Autumn term		Spring term		Summer term	
Cycle A Set 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The Gingerbread Man by Mara Alperin</b>	<b>I'm Going to Eat This Ant by Chris Naylor-Ballesteros</b>	<b>Naughty Bus by Jan Oke</b>	<b>Hattie Peck: The Journey Home by Emma Levey *</b>	<b>The Whale Who Wanted More by Rachel Bright</b>	<b>Supertato by Sue Hendra</b>
Cycle B Set 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Peace at Last by Jill Murphy</b>	<b>The Three Little Pigs by Mara Alperin</b>	<b>Let's All Creep Through Crocodile Creek by Jonny Lambert</b>	<b>The Pirates Are Coming! by John Condon</b>	<b>Gigantosaurus by Jonny Duddle</b>	<b>The Sea Saw by Tom Percival</b>
Additional set 2 units						
	<b>We're Going to Find the Monster by Malorie Blackman and Dapo Adeola</b>			<b>Something Else by Kathryn Cave</b>	<b>Clem and Crab by Fiona Lumbers</b>	<b>Romeosaurus and Juliet Rex by Mo O'Hara</b>



Development Matters July 2021:

Development Matters sets out the pathways of children’s development in broad ages and stages. However, the actual learning of young children is not so neat and orderly. The main purpose of these pathways is therefore to help you assess each child’s level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next. The document is not a tick list for generating lots of data.

Texts	Outcomes	Communication and Language	Reading	Writing
<b>Autumn 1</b> <i>The Gingerbread Man</i> by Mara Alperin	To use story images to join in with key events and phrases in a re-telling of the story – some pupils may choose to draw/mark make some of the story	<b>3- and 4-year-olds</b> Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	<b>3- and 4-year-olds</b> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing
	To depict the main events of the story using between 3 and 5 images – pupils to mark make next to each image explaining what is happening	<b>Children in reception</b> Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound	<b>Children in reception</b> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	<b>Children in reception</b> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
<b>Autumn 2</b> <i>I’m Going To Eat This Ant</i> by Chris Naylor-Ballesteros	To draw their favourite animal and to say /draw some additional information such as what the animals eats	<b>3- and 4-year-olds</b> Enjoy listening to longer stories Use longer sentences of four to six words Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	<b>3- and 4-year-olds</b> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing
	To label a plan and attempt to write a simple caption	<b>Children in reception</b> Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books.	<b>Children in reception</b> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school’s phonic programme	<b>Children in reception</b> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense



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Texts	Outcomes	Communication and Language	Reading	Writing
<b>Spring 1</b> <i>Naughty Bus</i> by Jan Oke	To draw/make a bus and be able to talk about where the Naughty Bus went	<b>3- and 4-year-olds</b> Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns	<b>3- and 4-year-olds</b> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some or all of their name
	To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus	<b>Children in reception</b> Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	<b>Children in reception</b> Blend sounds into words, so that they can read short words made up of known 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 Read a few common exception words matched to the school’s phonic programme	<b>Children in reception</b> Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense
<b>Spring 2</b> <i>The Journey Home</i> by Emma Levey	To plan a birthday party and write invitations/ birthday cards	<b>3- and 4-year-olds</b> Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)	<b>3- and 4-year-olds</b> 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	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some or all of their name
	To retell/rewrite the story	<b>Children in reception</b> Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	<b>Children in reception</b> Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school’s phonic programme	<b>Children in reception</b> Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense



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Texts	Outcomes	Communication and Language	Reading	Writing
<b>Summer 1</b> <i>The Whale Who Wanted More</i> by Rachel Bright	To draw/paint/make a fish individually or in a small group. To be able to contribute orally to a short story about their fish	<b>3- and 4-year-olds</b> Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions 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 Understand a question or instruction that has two parts Use talk to organise themselves and their play	<b>3- and 4-year-olds</b> 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	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some letters accurately
	To rewrite the story	<b>Children in reception</b> Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition	<b>Children in reception</b> Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	<b>Children in reception</b> Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
<b>Summer 2</b> <i>Supertato</i> by Sue Hendra	To sequence images depicting key events in the story and use the images to retell the basic storyline	<b>3- and 4-year-olds</b> Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions 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 Understand a question or instruction that has two parts Use talk to organise themselves and their play	<b>3- and 4-year-olds</b> 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	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some letters accurately
	To rewrite the story	<b>Children in reception</b> Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	<b>Children in reception</b> Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	<b>Children in reception</b> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense



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Texts	Outcomes	Communication and Language	Reading	Writing
<b>Autumn 1</b> <i>Peace at Last</i> by Jill Murphy	To join in with key events and phrases in a retelling of the story	<b>3- and 4-year-olds</b> Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	<b>3- and 4-year-olds</b> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing
	To orally retell the story To draw images and write labels to represent the story	<b>Children in reception</b> Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound	<b>Children in reception</b> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	<b>Children in reception</b> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
<b>Autumn 2</b> <i>The Three Little Pigs</i> by Mara Alperin	To create a representation of a favourite character in the story. To say which character it is and express some information about the character	<b>3- and 4-year-olds</b> Enjoy listening to longer stories Use longer sentences of four to six words Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	<b>3- and 4-year-olds</b> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing
	To label a plan and attempt to write a simple caption	<b>Children in reception</b> Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books.	<b>Children in reception</b> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school's phonic programme	<b>Children in reception</b> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense



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Texts	Outcomes	Communication and Language	Reading	Writing
<b>Spring 1</b> <i>Let's All Creep Through Crocodile Creek</i> by Jonny Lambert	To draw/make a crocodile and be able to describe some of its features to a familiar adult	<b>3- and 4-year-olds</b> Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns	<b>3- and 4-year-olds</b> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some or all of their name
	To create a story map of the journey and write labels/captions/ sentences describing the crocodiles	<b>Children in reception</b> Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	<b>Children in reception</b> Blend sounds into words, so that they can read short words made up of known 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 Read a few common exception words matched to the school's phonic programme	<b>Children in reception</b> Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense
<b>Spring 2</b> <i>The Pirates Are Coming!</i> by John Condon	To sequence images depicting key events in the story and use the images to retell the basic storyline	<b>3- and 4-year-olds</b> Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)	<b>3- and 4-year-olds</b> 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	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some or all of their name
	To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships	<b>Children in reception</b> Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	<b>Children in reception</b> Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme	<b>Children in reception</b> Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense



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Texts	Outcomes	Communication and Language	Reading	Writing
<b>Summer 1</b> <i>Gigantosaurus</i> by Jonny Duddle	To draw/paint/make an imaginary dinosaur individually or in a small group. To be able to contribute orally to a short story about their dinosaur.	<b>3- and 4-year-olds</b> Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions 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 Understand a question or instruction that has two parts Use talk to organise themselves and their play	<b>3- and 4-year-olds</b> 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	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some letters accurately
	To rewrite the story	<b>Children in reception</b> Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition	<b>Children in reception</b> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	<b>Children in reception</b> Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
<b>Summer 2</b> <i>The Sea Saw</i> by Tom Percival	To sequence images depicting key events in the story and use the images To retell the basic storyline	<b>3- and 4-year-olds</b> Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions 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 Understand a question or instruction that has two parts Use talk to organise themselves and their play	<b>3- and 4-year-olds</b> 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	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some letters accurately
	To rewrite the story	<b>Children in reception</b> Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	<b>Children in reception</b> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	<b>Children in reception</b> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense



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Texts	Outcomes	Communication and Language	Reading	Writing
<b>Autumn 1</b> <i>Coming soon</i>				
<b>Spring 2</b> <i>Something Else</i> by Kathryn Cave	To orally retell the story using puppets	<b>3- and 4-year-olds</b> Enjoy listening to longer stories and can remember much of what happens Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions	<b>3- and 4-year-olds</b> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness so that they can spot and suggest rhymes	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some or all of their name
	To orally retell the story and rewrite a shortened version	<b>Children in reception</b> Use new vocabulary through the day Engage in storytimes Listen to and talk about stories to build familiarity and understanding Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen	<b>Children in reception</b> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	<b>Children in reception</b> Write short sentences with words with known sound-letter correspondences Form lower-case letters correctly Re-read what they have written to check that it makes sense





Texts	Outcomes	Communication and Language	Reading	Writing
<b>Summer 1</b> <i>Clem and Crab</i> by Fiona Lumbers	To sequence images from the story and use them to retell the start middle and end	<b>3- and 4-year-olds</b> Understand 'why' questions Use longer sentences of four to six words Use talk to organise themselves and their play 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 Know many rhymes, be able to talk about familiar books and be able to tell a long story	<b>3- and 4-year-olds</b> Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> Develop their phonological awareness so that they can recognise words with the same initial sounds Engage in extended conversations about stories, learning new vocabulary	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some letters accurately Write some or all of their name
	To orally retell the story. To write a letter to another class encouraging them to put litter in the bin/take it home when they visit the beach and explain why this is important	<b>Children in reception</b> Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen Re-tell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Connect one idea or action to another using a range of connectives Describe events in some detail	<b>Children in reception</b> Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	<b>Children in reception</b> Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
<b>Summer 2</b> <i>Romeosaurus and Juliet Rex</i> by Mo O'Hara	To sequence images depicting key events in the story and use the images to retell the basic storyline	<b>3- and 4-year-olds</b> Know many rhymes, be able to talk about familiar books and be able to tell a long story Understand 'why' questions 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 Understand a question or instruction that has two parts Use talk to organise themselves and their play	<b>3- and 4-year-olds</b> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> Engage in extended conversations about stories, learning new vocabulary	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some letters accurately
	To rewrite the story	<b>Children in reception</b> Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	<b>Children in reception</b> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words Read a few common exception words matched to the school's phonic programme	<b>Children in reception</b> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense



**Pathways to Write**

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