

## Foundation Stage English Overview

Foundation Stage 1	Foundation Stage 2
<b>Communicating</b>	
<b>Communicating through Speaking &amp; Listening</b>	
<ul style="list-style-type: none"> <li>• Using gesture and body movement to communicate</li> <li>• Using and valuing mother tongue language(s)</li> <li>• Expressing ideas and experiences through language</li> <li>• Asking questions</li> <li>• Describing objects, people, places and events that are present and not present</li> <li>• Using language skills in play situations and a variety of developmentally appropriate contexts for example role-play, story-telling, giving and receiving instructions</li> <li>• Using language to recall events</li> <li>• Using language in imaginary play situations</li> <li>• Using word endings to describe more than one object; applying past, present and future tenses</li> <li>• Using intonation to express ideas and retell accounts</li> <li>• Listening to familiar sounds and identifying them; joining in stories, poems, action songs and rhymes</li> <li>• Identifying and anticipating repetition in stories, poems, songs, rhymes and other language activities</li> <li>• Listening to others and joining in listening activities for developmentally appropriate periods of time</li> <li>• Following conversations and stories</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting non-verbal messages and responding accordingly</li> <li>• Using the language(s) of instruction and/or other languages (if appropriate)</li> <li>• Responding to the ideas and experiences of others through language</li> <li>• Asking increasingly complex questions, providing answers and explaining reasons</li> <li>• Using increasingly complex language to describe objects, people, places and events that are present and not present</li> <li>• Exploring and increasing the vocabulary through play and developmentally-appropriate contexts, for example role-play, story-telling giving and receiving instructions</li> <li>• Using language to recall, retell and sequence events</li> <li>• Using language to describe roles, events and storyline in imaginary play situations</li> <li>• Using language to discuss the past and present and to make predictions about future events</li> <li>• Extending vocabulary, exploring language patterns and sounds, word meanings and word groups</li> <li>• Demonstrating listening skills, taking turns in conversations and joining in language activities</li> <li>• Identifying and using aspects of language such as rhyme, rhythm and alliteration in a range of related activities</li> <li>• Concentrating on what others are saying and responding at the appropriate time</li> <li>• Joining in conversations and discussions</li> </ul>
<b>Communicating through Reading</b>	
<ul style="list-style-type: none"> <li>• Identifying own name(s)</li> <li>• Exploring and observing the use of printed materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the names of others</li> <li>• Exploring and observing the use of print, logos, labels and signs in the environment</li> </ul>

<ul style="list-style-type: none"> <li>• Stories and literature valued by local cultures</li> <li>• Using illustrations to tell stories</li> <li>• Exploring books and reading for pleasure</li> <li>• Exploring familiar environmental print</li> <li>• Exploring words through games, play, art and digital means</li> <li>• Repeating and retelling familiar stories, filling in missing words/ phrases/events</li> <li>• Choosing books for pleasure</li> <li>• Taking care of books</li> <li>• The sounds and names of alphabet letters</li> <li>• Letter and sound games, involving listening and responding skills</li> <li>• Following simple texts when being read to</li> </ul>	<ul style="list-style-type: none"> <li>• Stories and literature valued by other cultures</li> <li>• Using illustrations to make predictions</li> <li>• Exploring different forms of print and following the conventions of text</li> <li>• Exploring how print conveys meaning and recognising letters and features of familiar words</li> <li>• Exploring word groups and rhyming patterns</li> <li>• The structures of stories: characters, settings, events, beginning, middle, end</li> <li>• Choosing and using books for a purpose</li> <li>• Expressing preferences in a range of fiction and non-fiction</li> <li>• Hearing and identifying sounds in words</li> <li>• Identifying and blending sounds in simple words</li> <li>• Recognising and reading common words and familiar sentences</li> </ul>
<p>Communicating through Writing</p>	
<ul style="list-style-type: none"> <li>• Mark making using a range of materials</li> <li>• Creating marks and symbols that have personal meaning in a range of play situations</li> <li>• Developing and applying fine motor skill control within a range of relevant contexts</li> <li>• Experimenting with letters and patterns using a range of materials</li> <li>• Exploring own name</li> <li>• Using initial letters when attempting to write words</li> <li>• Exploring writing and spelling through games, play, art and digital means</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishing differences and giving meaning to different marks and symbols</li> <li>• Writing for a range of purposes and meaningful real-life and play contexts</li> <li>• Using a wide range of writing tools and materials to refine fine motor skill control</li> <li>• Copying and experimenting with letter formation</li> <li>• Creating a sequenced account and it reading</li> <li>• Using phonic awareness to write words</li> <li>• Writing and spelling some common words within simple sentences</li> </ul>