

	EYFS Ages & Stage 30-50 months	EYFS Ages & Stages 40-60+ months	EYFS Early Learning Goal	EYFS Exceeding Early Learning Goal
Communication & Language – Listening & Attention (CL, LA)	<ul style="list-style-type: none"> • Listens to others 1:1 or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. 	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Children listen to instructions, follow them accurately, and ask for clarification if needed. They listen with sustained concentration to a story, without pictures or props & in a larger group (assembly).
Physical Dev; Moving & Handling (PD, MH)	<ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed 	Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.	They hold paper in position and use a preferred hand for writing, using correct pencil grip. They are beginning to be able to write on lines and control letter size.
Literacy – Reading (L,R)	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories & poems, one-to-one and in groups. • Joins in with repeated refrains & anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention & recall. • Describes main story settings, events & principal characters. • Shows interest in illustrations, print in books & print in the environment. • Recognises familiar words/signs such as own name & logos. • Looks at books independently and handles them carefully. • Knows info can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows print has meaning and, in English, is read left-right, top-bottom. 	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.
Literacy, Writing (L,W)	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw/write/paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Segments sounds in simple words and blends them together. • Links sounds-letters, naming and sounding letters of alphabet. • Uses clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. 	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.	Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

Our Medium Term Planning identifies our intended learning for each short term and is based on statements taken directly from the Early Education ‘Development Matters in the EYFS’ document. In addition to this, we adopt an ‘In the Moment Planning’ approach as children explore and progress within our carefully planned learning environment.