

EYFS Spring Term Curriculum Expectations

Information for Parents and Carers

Phonics

Phonics is the relationship between a sound and the letter/s that represent it.

Phonics continues to be taught daily through short interactive sessions from the Twinkl phonics scheme. Information sheets about the letter/sound correspondences taught are sent home weekly.

The key learning in the Spring term is set out below:

- ▶ Level 3 Grapheme Phoneme Correspondences (GPCs)
 - j, v, w, x
 - y, z, zz, qu
 - Consonant digraphs – ch sh th ng
 - Vowel digraphs – ai, ee, oa, oo (2 sounds), or, ar, oi, ur, ow, er,
 - Vowel trigraphs – igh, air, ear, ure
- ▶ Linking capital and lower case letters and knowing which sound they make.
- ▶ Knowing letter names

Reading

Words

Sound buttons are still used to teach the children how to read phonetic words. One button is placed under each sound in the word, encouraging the child to say each sound in order and then blend them. Longer buttons are used to show digraphs and trigraphs.



Sentences

We teach the children to track the text with their finger, pointing to each word in turn as they read. This helps the children to keep their place and make sense of the text.

After decoding the words individually, we encourage the children to re-read the sentence with us, whilst still keeping their fingers under the words. This supports the development of sight reading and fluency. This is an important skill to practice at home too.

Reading

Tricky Words

Some common words are not phonetic so cannot be decoded. They have to be learnt so that your child can sight read them. The tricky words taught in the Spring term are:

Tricky Words

 Level 3

he	my	we
	me	be
was	all	you
	they	her
here		are

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Reading

Comprehension

Language comprehension is equally important as decoding. Make reading an interactive, shared experience to develop these skills. You can support this development by:

- Encouraging your child to retell stories in their own words.
- Checking your child understands new vocabulary. Give the meaning and look for context in the illustrations.
- Modelling making predictions using clues in the text – “I think.... because...”
- Making links to other familiar stories.

I wonder what will happen next?

Did you enjoy the story? Tell me why.

Who was in the story?
Where are they?

Reading

End of term expectations

By the end of the Spring Term, we expect that most children will be able to read short sentences and captions that include some or all of the following:

- tricky words
- 2 syllable words
- words with consonant digraphs
- words with a vowel digraphs or trigraph

Example sentences:

She can see a sheep.
The king has a wish.
Can you hear the bell?



Writing

In the Spring term we continue to use phoneme frames and 'robot arms' to teach segmenting words, listening for each sound within the word and saying them in order.

1	2	3	4
sh	ee	p	
c	r	a	b
ea	t		

Think it, Say it, Write it, Read it

As the children move from recording single words to short sentences we focus on the following:

- Speaking in full sentences and deciding on sentences to write. Saying them out-loud to check they make sense.
- Recording left to right on a page.
- Recording all of the sounds in each word.
- Recording the words in order – in the early stages of sentence writing this usually requires an adult to remember the sentence as the child records it word by word.

Writing

Letter Formation

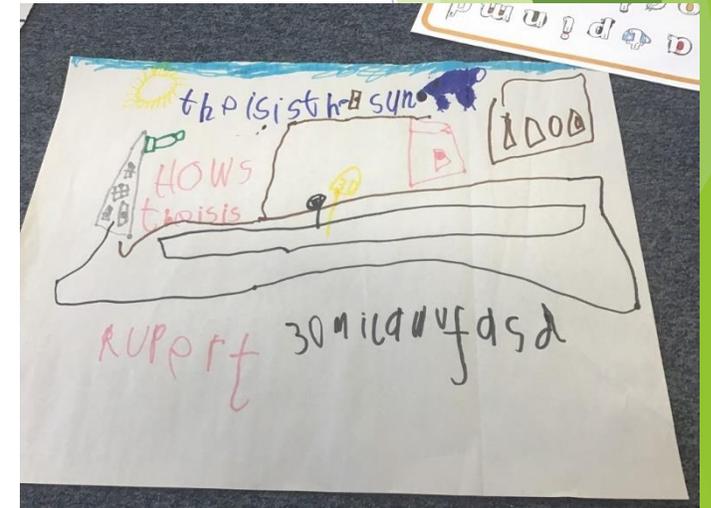
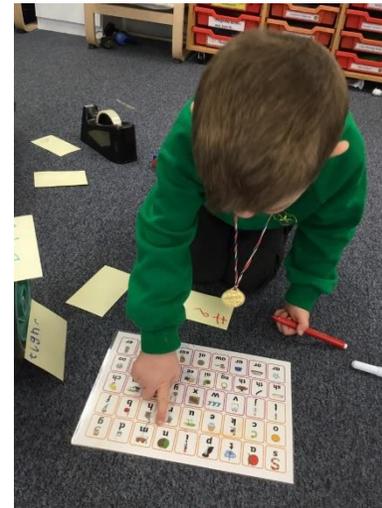
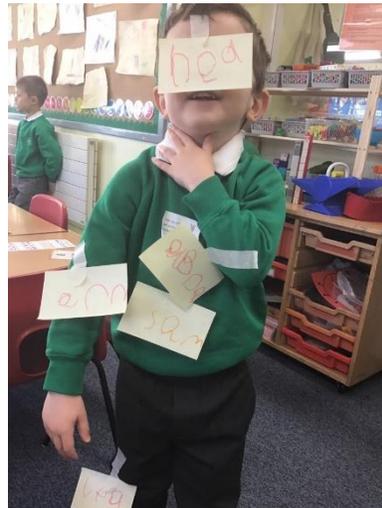
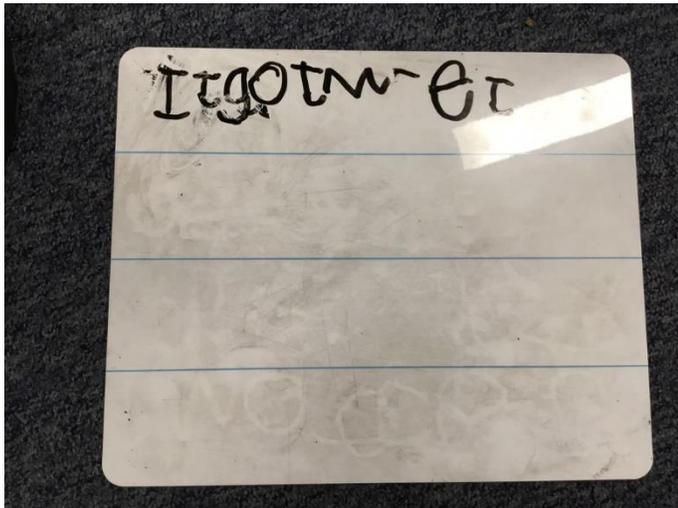
We continue to practise the letter families introduced in the Autumn term: Curly Caterpillars, Long Ladders, One-Armed Robots and Zigzag Monsters. The children take part in whole class and small group sessions and we encourage the use of pens, pencils and paper throughout the day. Additional provision to support the development of fine motor skills is planned for individuals as needed. By the end of the Spring term, we expect that most children will be able to form letters correctly with a visual support.



Writing

End of term expectations

By the end of the Spring Term, we expect that most children will be able to write 2 syllable words and words that include taught digraphs and trigraphs independently. They will be able to compose and record a short sentence (4 to 6 words) with an adult helping to recall the word order. At this stage, we expect the spelling to be phonetic although we use word mats and other supports to help children to spell topic specific words. With support, most children will be using finger spaces and full stops in guided writing.



Number

Our number work in the Spring term covers the following:

- Counting to 20.
- Recognising the numbers to 20 and understanding that the digits represent how many tens and how many ones.
- Sorting amounts into odd and even and linking even amounts to counting in 2s.
- Sharing amounts into equal groups (a practical introduction to division).
- Addition and subtraction with amounts of up to 10.

We also teach the following Big Maths Learn-its and introduce the Big Maths Beat That challenges:

- Number buddies to 10
- Doubles of 1, 2, 3, 4, and 5.
- Half of 10, 8, 6, 4 and 2.

We continue to use Numberblocks, Numicon and White Rose resources to support learning. Part, part whole models, ten frames and number tracks are used to represent amounts and support problem solving.

Number

End of term expectations

By the end of the Spring Term, we expect that most children will be able to count to 20 and recognise the numerals when out of order. They will be able to sort regular representations of amounts into odd and even groups. They will understand that the teen numbers are 'ten and some more' and be able to represent this with practical resources. They will be able to recall the number bonds to 10 and represent them with familiar resources. Most children will be able to solve addition and subtraction problems using objects and share an amount into equal groups. With support, most children will be able to record their problem solving.

