

	2-3	3-4	4-5
C and L	<p><b>Before 2</b></p> <ul style="list-style-type: none"> <li>-Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</li> <li>-Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</li> <li>-Watch someone's face as they talk.</li> <li>-Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</li> <li>-Enjoy singing, music and toys that make sounds.</li> <li>-Recognise and are calmed by a familiar and friendly voice.</li> <li>-Listen and respond to a simple instruction.</li> <li>-Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</li> <li>-Babble, using sounds like 'baba', 'mamama'.</li> <li>-Use gestures like waving and pointing to communicate.</li> <li>-Reach or point to something they want while making sounds.</li> <li>-Copy your gestures and words.</li> <li>-Constantly babble and use single words during play.</li> <li>-Use intonation, pitch and changing volume when 'talking'.</li> <li>-Understand single words in context - 'cup', 'milk', 'daddy'.</li> <li>-Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</li> </ul> <p><b>2-3</b></p> <ul style="list-style-type: none"> <li>-Understand simple instructions like "give to nanny" or "stop".</li> <li>-Recognise and point to objects if asked about them.</li> <li>-Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>-Listen to other people's talk with interest, but can easily be distracted by other things.</li> <li>-Make themselves understood, and can become frustrated when they cannot.</li> <li>-Start to say how they are feeling, using words as well as actions.</li> <li>-Start to develop conversation, often jumping from topic to topic.</li> <li>-Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>-Use the speech sounds p, b, m, w.</li> <li>-Pronounce: l/r/w/y - s/sh/ch/dz/j</li> </ul>	<ul style="list-style-type: none"> <li>-Enjoy listening to longer stories and can remember much of what happens.</li> <li>-Pay attention to more than one thing at a time, which can be difficult.</li> <li>-Use a wider range of vocabulary.</li> <li>-Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>-Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>-Sing a large repertoire of songs.</li> <li>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>-Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>-Develop their pronunciation but may have problems saying: some sounds: <ul style="list-style-type: none"> <li>- r, j, th, ch, and sh</li> <li>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> </ul> </li> <li>-Use longer sentences of four to six words.</li> <li>-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.</li> <li>-Start a conversation with an adult or a friend and continue it for many turns.</li> <li>-Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important.</li> <li>-Learn new vocabulary.</li> <li>-Use new vocabulary through the day.</li> <li>-Ask questions to find out more and to check they understand what has been said to them.</li> <li>-Articulate their ideas and thoughts in well-formed sentences.</li> <li>-Connect one idea or action to another using a range of connectives.</li> <li>-Describe events in some detail.</li> <li>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>-Develop social phrases.</li> <li>-Engage in story times.</li> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>-Use new vocabulary in different contexts.</li> <li>-Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>-Learn rhymes, poems and songs.</li> <li>-Engage in non-fiction books.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>

	<p>f/th - multi-syllabic words such as 'banana' and 'computer'</p> <p>-Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>-Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>-Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>-Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>		
Literacy	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and respond to the pictures or the words.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> </ul>	<ul style="list-style-type: none"> <li>• 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> </li> <li>• 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> <li>- Engage in extended conversations about stories, learning new vocabulary.</li> </ul> </li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <ul style="list-style-type: none"> <li>- Write some or all of their name.</li> <li>- Write some letters accurately.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul> <p>Re-read what they have written to check that it makes sense.</p>

Early Learning Goals
Comprehension
<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>

## Early Learning Goals

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

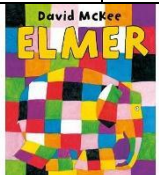
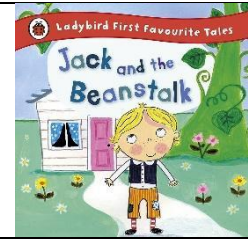
### Word Reading


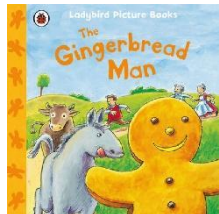
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

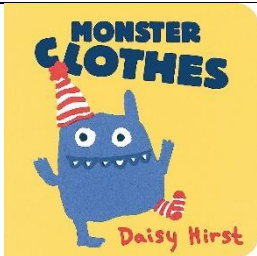
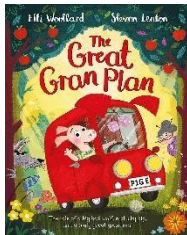
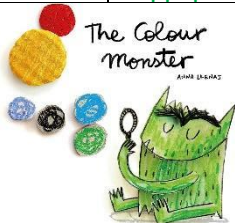
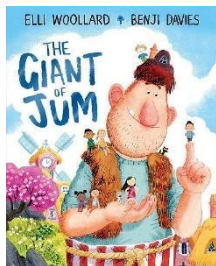
### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

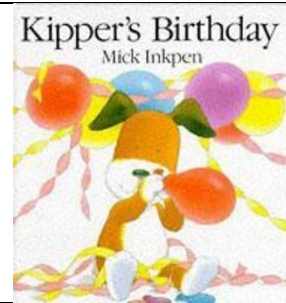
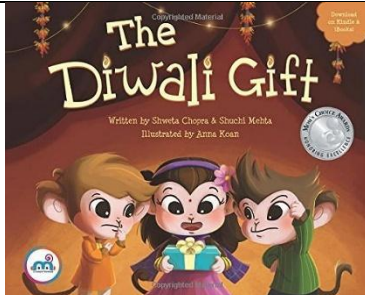
## Writing

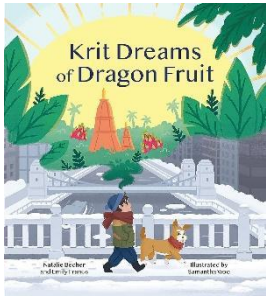
	2-3	3-4	4-5 (Reception)
Autumn 1			Telling a story (parts of a story) 
	<u>Listen to other people's talk with interest, but can easily be distracted by other things.</u>	<u>Listen to other people's talk with interest</u> <u>Use a wider range of vocabulary.</u> -print has meaning	- <u>Understand how to listen carefully and why listening is important.</u> - <u>Learn new vocabulary.</u> - <u>Use new vocabulary in different contexts.</u>

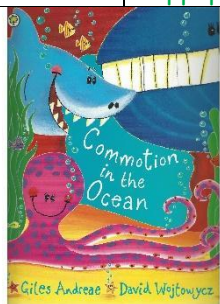
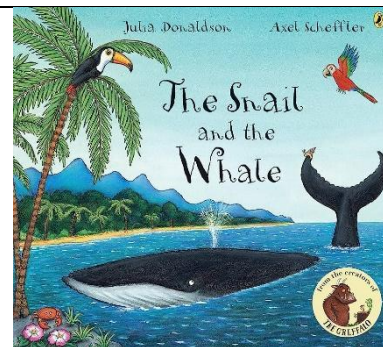
	<p><u>Enjoy drawing freely.</u></p> <p><u>Use the speech sounds p, b, m, w.</u></p> <p><u>-Pronounce:</u></p> <p><u>-l/r/w/y -</u></p> <p><u>s/sh/ch/dz/jf/th</u></p> <p><u>- multi-syllabic words such as 'banana' and 'computer'</u></p>	<p><u>Enjoy drawing freely.</u></p> <p><u>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</u></p> <p><u>Develop their pronunciation but may have problems saying: some sounds:</u></p> <p><u>- r, j, th, ch, and sh</u></p> <p><u>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</u></p>	<p><u>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</u></p> <p><u>Write some or all of their name.</u></p> <p><u>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</u></p>
			<p>Description (of something that has happened)</p> 
	<p><u>Start to say how they are feeling, using words as well as actions.</u></p> <p><u>Enjoy drawing freely.</u></p> <p><u>Use the speech sounds p, b, m, w.</u></p> <p><u>-Pronounce:</u></p> <p><u>-l/r/w/y -</u></p> <p><u>s/sh/ch/dz/jf/th</u></p> <p><u>- multi-syllabic words such as 'banana' and 'computer'</u></p>	<p><u>-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.</u></p> <p><u>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</u></p> <p><u>Make marks on their picture to stand for their name.</u></p> <p><u>Develop their pronunciation but may have problems saying: some sounds:</u></p> <p><u>- r, j, th, ch, and sh</u></p> <p><u>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</u></p>	<p><u>- Understand how to listen carefully and why listening is important.</u></p> <p><u>-Describe events in some detail.</u></p> <p><u>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</u></p> <p><u>Write some or all of their name.</u></p> <p><u>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</u></p>

			List writing	
	<p><u>Start to develop conversation, often jumping from topic to topic.</u>  <u>Listen to simple stories and understand what is happening, with the help of the pictures.</u></p> <p>Enjoy drawing freely.          Use the speech sounds p, b, m, w.          -Pronounce:          -l/r/w/y                    -          s/sh/ch/dz/jf/th          - multi-syllabic words such as 'banana' and 'computer'</p>	<p><u>-Start a conversation with an adult or a friend and continue it for many turns.</u>          print has meaning</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh          -                    multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>- Understand how to listen carefully and why listening is important.</p> <p><u>-Ask questions to find out more and to check they understand what has been said to them.</u></p> <p><u>-Articulate their ideas and thoughts in well-formed sentences.</u></p> <p><u>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</u></p> <p>Write some or all of their name.</p> <ul style="list-style-type: none"> <li>• <u>Spell words by identifying the sounds (orally)</u></li> </ul>	
Autumn 2			1 week	 <p>(parts)</p>
	<p>Listen to other people's talk with interest, but can easily be distracted by other things.          Start to say how they are feeling, using words as well as actions.</p> <p>Enjoy drawing freely.</p>	<p>-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.</p> <p>-print can have different purposes          -print has meaning</p> <p>Add some marks to their</p>	<p>-Articulate their ideas and thoughts in well-formed sentences.</p> <p><u>-Connect one idea or action to another using a range of connectives.</u></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page;</p>	



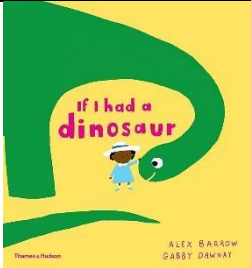
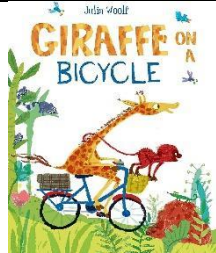
	<p><u>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</u></p> <p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p> <p>-l/r/w/y      - s/sh/ch/dz/jf/th</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh</p> <p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>writing 'm' for mummy.</p> <ul style="list-style-type: none"> <li>Write some or all of their name.</li> </ul>
			<p>Writing for Invitation. List.</p> <p></p> <p>purpose:</p>
			<p>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>-Articulate their ideas and thoughts in well-formed sentences.</p> <p>-Connect one idea or action to another using a range of connectives.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <ul style="list-style-type: none"> <li>Form lower-case letters</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>
	<p><u>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</u></p> <p>Enjoy drawing freely.</p> <p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p>	<p><u>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</u></p> <p>Listen to other people's talk with interest</p> <p>- print can have different purposes</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>1 week</p> <p>Description (things)</p> <p></p>

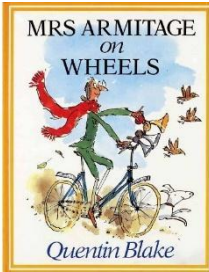
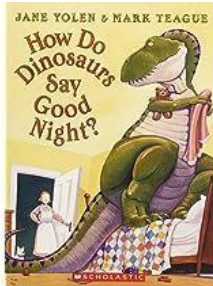
	<p>-l/r/w/y - s/sh/ch/dz/jf/th</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>Make marks on their picture to stand for their name.</p> <p>-Pronounce:</p> <p>-l/r/w/y - s/sh/ch/dz/jf/th</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh</p> <p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>-Learn new vocabulary.</p> <p>-Use new vocabulary in different contexts.</p> <p>Describe events in some detail.</p> <p>Write some or all of their name.</p> <ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Form lower-case letters</li> </ul> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>
			<p>Comparison</p> 
	<p>Start to develop conversation, often jumping from topic to topic. <u>Make themselves understood, and can become frustrated when they cannot.</u></p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p> <p>-l/r/w/y - s/sh/ch/dz/jf/th</p>	<p>Use a wider range of vocabulary.</p> <p>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>- Make marks on their picture to stand for their name.</p> <p>-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh</p>	<p>Learn new vocabulary.</p> <p>-Use new vocabulary in different contexts.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <ul style="list-style-type: none"> <li>• Form lower-case letters</li> <li>• Write some or all of their name.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>

	- multi-syllabic words such as 'banana' and 'computer'	- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	
Spring 1			Directions 
	<p>Listen to other people's talk with interest, but can easily be distracted by other things.  <u>Make marks on their picture to stand for their name.</u>          Enjoy drawing freely.          Add some marks to their drawings, which they give meaning to. For example:          "That says mummy."          Use the speech sounds p, b, m, w.          -Pronounce:          -l/r/w/y -          s/sh/ch/dz/jf/th          - multi-syllabic words such as 'banana' and 'computer'</p>	<p>-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.          -Write some or all of their name.          -Use some of their print and letter knowledge in their early writing.          For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.          Develop their pronunciation but may have problems saying: some sounds:          - r, j, th, ch, and sh          - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>Understand how to listen carefully and why listening is important.          Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives.          Describe events in some detail.          -Write some or all of their name.</p> <ul style="list-style-type: none"> <li>• Form lower-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Begin to Re-read what they have written to check that it makes sense.</li> </ul>



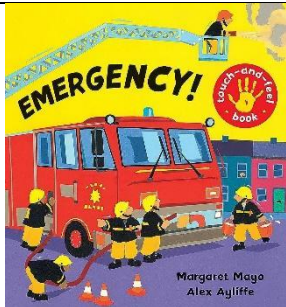
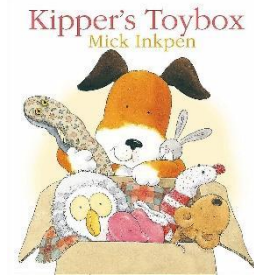
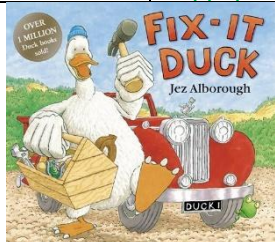
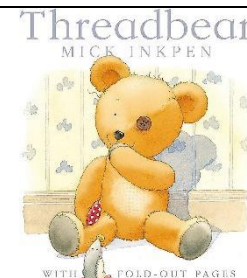
		journey story	
<p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Make marks on their picture to stand for their name.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p> <p>-l/r/w/y        -</p> <p>s/sh/ch/dz/jf/th</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>-Use some of their print and letter knowledge in their early writing.</p> <p>For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>-Write some or all of their name.</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh</p> <p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Describe events in some detail.</p> <p>Learn new vocabulary.</p> <p>-Use new vocabulary in different contexts.</p> <p>-Write some or all of their name.</p> <ul style="list-style-type: none"> <li>• Form lower-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Begin to Re-read what they have written to check that it makes sense.</li> </ul>	
<p>1 week</p> 		<p>1 week</p> <p>Giving</p>  <p>instructions</p>	
<p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Make marks on their picture to stand for their name.</p>	<p>-Use longer sentences of four to six words.</p> <p>-print has meaning</p> <p>-print can have different purposes</p> <p>Add some marks to their drawings,</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	

	<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p> <p>-l/r/w/y -</p> <p>s/sh/ch/dz/jf/th</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>which they give meaning to. For example: "That says mummy."</p> <p>-Write some or all of their name.</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh</p> <p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives.</p> <p>-Write some or all of their name.</p> <ul style="list-style-type: none"> <li>• Form lower-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Begin to Re-read what they have written to check that it makes sense.</li> </ul>
			<p>1 week</p> <p>Instructions - ie how to create a</p> 
Spring 2	<p>Listen to simple stories and understand what is happening, with the help of the pictures. Listen to other people's talk with interest, but can easily be distracted by other things. Make marks on their picture to stand for their name.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>-Write some or all of their name.</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh</p> <p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>-Write some or all of their name.</p> <ul style="list-style-type: none"> <li>• Form lower-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>

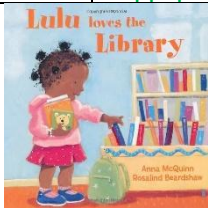
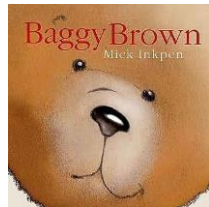
	<p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p> <p>-l/r/w/y -</p> <p>s/sh/ch/dz/jf/th</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p>		<ul style="list-style-type: none"> <li>• Begin to Re-read what they have written to check that it makes sense.</li> </ul>
			<p>Story- going on an outing</p> 
	<p>1 week</p> 		<ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others (developing)..</li> </ul>
	<p>Make themselves understood, and can become frustrated when they cannot.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Make marks on their picture to stand for their name.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give</p>	<p>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>-Use some of their print and letter knowledge in their early writing.</p> <p>For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>-Write some or all of their name.</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh</p>	

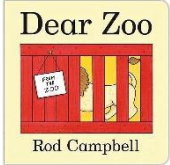
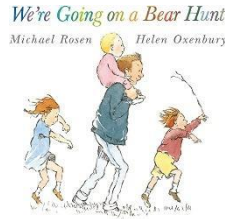
	<p>meaning to. For example: "That says mummy."</p> <p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p> <p>-l/r/w/y            -</p> <p>s/sh/ch/dz/jf/th</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>		
			<p>Imaginative report (what do the toys when we are out?)</p>  <p>do</p>	
	<p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Make marks on their picture to stand for their name.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p> <p>-l/r/w/y            -</p> <p>s/sh/ch/dz/jf/th</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>-Start a conversation with an adult or a friend and continue it for many turns.</p> <p>- print can have different purposes</p> <p>-Write some letters accurately.</p> <p>-Use some of their print and letter knowledge in their early writing.</p> <p>For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>-Write some or all of their name.</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh</p> <p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others (developing)..</li> </ul>	

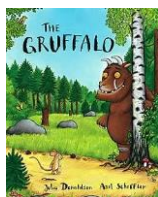
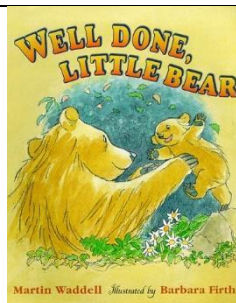
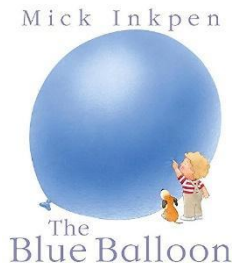
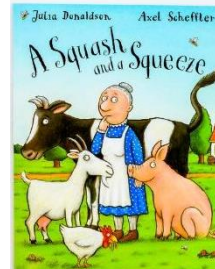


		<p>losing tale</p> 	
	<p>Listen to other people's talk with interest, but can easily be distracted by other things. Make marks on their picture to stand for their name. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Use the speech sounds p, b, m, w. -Pronounce: -l/r/w/y - s/sh/ch/dz/jf/th - multi-syllabic words such as 'banana' and 'computer'</p>	<p>-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. -print has meaning -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Write some letters accurately. -Write some or all of their name. -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Develop their pronunciation but may have problems saying: some sounds: - r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others (developing).</li> </ul>
Summer		<p>letter writing- to help fix the bear.</p> 	



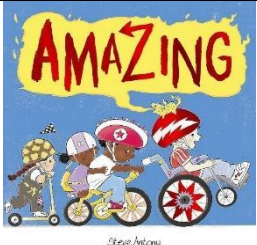
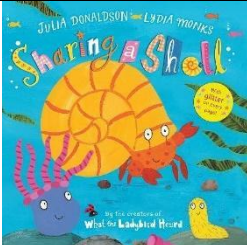
	<p>Listen to simple stories and understand what is happening, with the help of the pictures. Make marks on their picture to stand for their name. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Use the speech sounds p, b, m, w. -Pronounce: -l/r/w/y - s/sh/ch/dz/jf/th - multi-syllabic words such as 'banana' and 'computer'</p>	<p>-Use longer sentences of four to six words. -Use a wider range of vocabulary. -print can have different purposes Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Write some letters accurately. -Write some or all of their name. -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Develop their pronunciation but may have problems saying: some sounds: - r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>-Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
	<p>1 week</p> 		<p>1 week</p> <p>Lost poster</p> 
	<p>Start to say how they are feeling, using words as well as actions. Make themselves understood, and can become frustrated when they cannot. Make marks on their picture to stand for their name. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>-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. -print can have different purposes Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Write some letters accurately. -Write some or all of their name. -Use some of their print and letter knowledge in their early writing.</p>	<ul style="list-style-type: none"> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

	<p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p> <p>-l/r/w/y -</p> <p>s/sh/ch/dz/jf/th</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh</p> <p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	
			<p>story</p> 
	<p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Make marks on their picture to stand for their name.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p> <p>-l/r/w/y -</p> <p>s/sh/ch/dz/jf/th</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>-Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>-print has meaning</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>-Write some letters accurately.</p> <p>-Write some or all of their name.</p> <p>-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh</p> <p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

		<p>Skills and changes- What I can do now</p> 	
	<p>Listen to simple stories and understand what is happening, with the help of the pictures. Listen to other people's talk with interest, but can easily be distracted by other things. Make marks on their picture to stand for their name. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Use the speech sounds p, b, m, w. -Pronounce: -l/r/w/y - s/sh/ch/dz/jf/th - multi-syllabic words such as 'banana' and 'computer'</p>	<p>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Use longer sentences of four to six words. -print can have different purposes Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Write some letters accurately. -Write some or all of their name. -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Develop their pronunciation but may have problems saying: some sounds: - r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
		<p>story</p> 	

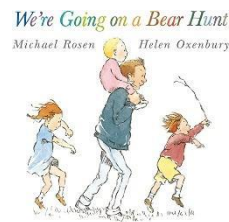
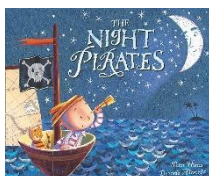
	<p>Make themselves understood, and can become frustrated when they cannot.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Make marks on their picture to stand for their name.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p> <p>-l/r/w/y -</p> <p>s/sh/ch/dz/jf/th</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>-Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>-Start a conversation with an adult or a friend and continue it for many turns.</p> <p>-print has meaning</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>-Write some letters accurately.</p> <p>-Write some or all of their name.</p> <p>-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh</p> <p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
			<p>Letter - sorry and</p>  <p>explanation</p>
	<p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Start to say how they are feeling, using words as well as actions.</p>	<p>-Start a conversation with an adult or a friend and continue it for many turns.</p> <p>-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.</p>	<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</li> </ul>



	<p>Make marks on their picture to stand for their name.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p> <p>-l/r/w/y -</p> <p>s/sh/ch/dz/jf/th</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>-Write some letters accurately.</p> <p>-Write some or all of their name.</p> <p>-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh</p> <p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>introduced vocabulary</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
			<p>speech bubbles</p> 
	<p>Listen to other people's talk with interest, but can easily be distracted by other things. Start to develop conversation, often jumping from topic to topic. Make themselves understood, and can become frustrated when they cannot.</p> <p>Make marks on their picture to stand for their name.</p> <p>Enjoy drawing freely.</p>	<p>-Use longer sentences of four to six words.</p> <p>-Use a wider range of vocabulary.</p> <p>-Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>-Write some letters accurately.</p> <p>-Write some or all of their name.</p> <p>-Use some of their print and letter knowledge in their early writing.</p>	<ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>



	<p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p> <p>-l/r/w/y -</p> <p>s/sh/ch/dz/jf/th</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Develop their pronunciation but may have problems saying: some sounds:</p> <p>- r, j, th, ch, and sh</p> <p>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	
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Reading Preschool through Love of Reading planning, Reception Talk Through Stories: In every story ch will develop		
2-3	3-4	4-5
<ul style="list-style-type: none"> <li>Repeat words and phrases from familiar stories.</li> <li>Ask questions about the book. Makes comments and shares their own ideas.</li> <li>Repeat words and phrases from familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>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</li> </ul> </li> </ul>	<p>Autumn 1- end of Spring 1 (cont as necessary)</p> <p>Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> </ul>

<ul style="list-style-type: none"> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> </ul> <p>Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>-Start to develop conversation, often jumping from topic to topic.</p> <p>Use the speech sounds p, b, m, w.</p> <p>-Pronounce:</p> <p>-l/r/w/y            - s/sh/ch/dz/j</p> <p>f/th    - multi-syllabic words such as 'banana' and 'computer'</p> <p>-Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>-Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <ul style="list-style-type: none"> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul>	<p>from top to bottom</p> <ul style="list-style-type: none"> <li>-the names of the different parts of a book</li> <li>-page sequencing</li> </ul> <ul style="list-style-type: none"> <li>• 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> <li>-Engage in extended conversations about stories, learning new vocabulary.</li> </ul> </li> </ul> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask questions to find out more and to check they understand what has been said to them.</li> <li>-Articulate their ideas and thoughts in well-formed sentences.</li> <li>-Connect one idea or action to another using a range of connectives.</li> <li>-Describe events in some detail.</li> </ul> <p>Develop social phrases.</p> <ul style="list-style-type: none"> <li>-Engage in story times.</li> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>-Use new vocabulary in different contexts.</li> <li>-Listen carefully to rhymes and songs, paying attention to how they sound</li> </ul> <p>Spring 2 onwards</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems</li> </ul>
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		<p>when appropriate.</p> <ul style="list-style-type: none"><li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate (where appropriate) key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>
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