

READING			
WORD RECOGNITION		LANGUAGE/READING COMPREHENSION	
Concepts about Print	High frequency word recognition & phonic knowledge	Pace & fluency / reading aloud	Vocabulary, understanding & discussion
<p>Children learn to:</p> <ul style="list-style-type: none"> Secure understanding of the difference between: □ words (<i>know that you can get longer and shorter words</i>) □ letters □ pictures / illustrations Know: □ where to start reading □ which way to continue to read □ where to go next (<i>i.e. return sweep</i>) □ the correct orientation of letters and words Follow words with one-to-one correspondence Begin to discriminate between and match capital letters to lowercase letters Be aware that sentences start with a capital letter and end with a full stop Identify and name and talk about different parts of the book (eg Tales Toolkit – character, setting, problem, solution) 	<p>Children learn to:</p> <ul style="list-style-type: none"> Recognise words they hear with the same initial sound Begin to link sounds to letters (GPC), naming and sounding some of the letters of the alphabet (<i>in line with the school's phonic programme RWI</i>) Begin to read words consistent with their phonic knowledge by sound-blending Read some common exception words (<i>included in the school's phonic programme</i>) Begin to read aloud some words, simple phrases / sentences that are consistent with their phonic knowledge, including some common exception words 	<p>Children learn to:</p> <ul style="list-style-type: none"> Begin to re-read familiar books to develop confidence, fluency, understanding and enjoyment. Recognise rhyme and alliteration in spoken words <i>e.g. when reading or listening to songs, poems, rhymes or stories</i> 	<p>Children learn to:</p> <ul style="list-style-type: none"> Listen to and enjoy a variety of stories, poems and non-fiction texts Begin to show an awareness of how stories are structured (Tales Toolkit) Talk about stories using pictures to support Predict some of the story line and vocabulary Describe and talk about the story setting, events and main characters with support/guidance (eg reference to Tales Toolkit) Begin to re-enact or retell a simple text, using some of their own words and vocabulary and language structures (syntax) from the text Begin to say how they feel about stories / poems / texts Choose a book and begin to explain their choice
<p>OUTCOMES: Emerging Reception <i>Development Matters 2021</i></p> <p>Links to Educational Programmes, Development Matters & Birth to 5 Matters, Read Write Inc Phonics</p>		<p>Teaching approaches</p> <p>Adult-Led:</p> <ul style="list-style-type: none"> 4 x Literacy sessions based on focus text (up to three-week unit per text) Daily Storytime Tales Toolkit 	<p>Child-Initiated/Independent:</p> <ul style="list-style-type: none"> Purposeful reading opportunities across provision, linked to high priority learning objectives, scaffolded by knowledgeable practitioners.

WRITING				
COMMUNICATION & LANGUAGE	PHYSICAL DEVELOPMENT	LITERACY/WRITING		
Vocabulary & Oral use of Language <i>(including grammar)</i>	Gross & Fine Motor Movements <i>(including handwriting)</i>	Concepts About Print	Phonics/ common exception words	Composition
<p>Children learn to:</p> <ul style="list-style-type: none"> Extend vocabulary □ grouping and naming objects □ exploring the meaning of new words □ exploring the sounds in new words □ focusing on tier one and two words linked to home, community, school and focus themes/ texts □ beginning to focus on some relevant tier 3 words (linked to theme / text) Use vocabulary in different contexts Continue a rhyming string using familiar rimes – <i>at, og, en..</i> Hear and say the initial sounds in words Use new vocabulary in sentences in a range of contexts Link statements and stick to a main theme or intention Begin to connect one idea or action to another using a range of connectives Use a range of tenses – <i>e.g. play, playing, played</i> Question why things happen and give explanations. Asks <i>e.g. who, what, when, how.</i> Use language to imagine and recreate roles and experiences in play situations, linked to □ real life experiences □ texts, teaching sequence of writing Use intonation, rhythm and phrasing 	<p>Children learn to:</p> <p>Gross Motor Development</p> <ul style="list-style-type: none"> Continue to experiment with different ways of moving Develop overall body strength Travel with confidence and skill around, under, over and through balancing and climbing equipment, developing □ upper body strength □ balance □ upper arm movements □ crossing the midline □ bilateral coordination Develop control over an object in pushing, patting, throwing and catching, developing □ upper arm movements □ crossing the midline □ bilateral coordination <p>Fine Motor Development</p> <ul style="list-style-type: none"> Show preference to a dominant hand Handle tools, objects, construction and drawing materials safely and with increasing control, developing □ strength of hand arches □ fine motor strength □ in-hand manipulation □ pincer grip □ thumb opposition Use a pencil and hold it effectively with correct pencil grip Begin to form recognisable letters □ long ladder □ one armed robot □ curly caterpillar Write name using correct letter formation, including capital letter 	<p>Children learn to:</p> <ul style="list-style-type: none"> Secure understanding of the difference between: □ words (<i>know that you can get longer and shorter words</i>) □ letters □ pictures / illustrations Understand directionality of print □ know the left page is before the right page □ where to start writing (top to bottom) □ which way to continue writing (left to right) □ concept of a word and a letter □ correct orientation of letters and words □ where to go next (return sweep) Begin to discriminate between and match capital letters to lowercase letters Be aware that sentences start with a capital letter and end with a full stop Begin to leave spaces between marks and words 	<p>See Read Write Inc Phonics scheme</p>	<p>Children learn to:</p> <ul style="list-style-type: none"> Give meaning to marks they make as they write □ directional scribble □ symbolic letters □ letter strings Begin to break the flow of speech into word □ develop oral rehearsal – <i>think it, say it, write it, read it</i> □ develop memory, holding a word, caption, short sentence to write Use some clearly identifiable letters to communicate meaning, beginning to use some of their phonic knowledge Write own name and other things such as □ <i>labels</i>, □ <i>captions</i> □ <i>lists</i> □ <i>cards</i> □ <i>tickets</i> Begin to attempt to write short captions in meaningful contexts Begin to re-read their own writing to share it with others
<p>OUTCOMES: Emerging Reception <i>Development Matters 2021</i></p> <p>Links to Educational Programmes, Development Matters, Read Write Inc Phonics</p>	<p>Teaching approaches</p> <p>Adult-Led:</p> <ul style="list-style-type: none"> Daily modelled writing activities Weekly purposeful guided write within the learning environment Tales Toolkit modelled write and prompts within the learning environment 		<p>Child-Initiated:</p> <ul style="list-style-type: none"> Purposeful writing opportunities across provision, linked to high priority learning objectives, scaffolded by knowledgeable practitioners. 	