

READING		
LANGUAGE/READING COMPREHENSION	DEVELOPING FOUNDATIONS FOR WORD RECOGNITION	
<p>Developing a Love of Books With a focus on vocabulary development and understanding</p> <p>Children learn to:</p> <ul style="list-style-type: none"> ▪ Listen to a story, with illustrations / props, 1:1 or in a small group ▪ Join in with the story process with familiar texts: □ sound effects / actions □ repeat some words / phrases □ fill in missing words / phrases □ begin to join in with simple oral text retelling, following a short sequence using prompts / story map ▪ Enunciate and develop an understanding of new vocabulary within focus texts through read-aloud and multi-sensory activities ▪ Understand and act on longer sentences linked to text / story discussion ▪ Answer some literal question, about what has been read, with a relevant comment ▪ Begin to ask some questions to develop understanding when: □ looking at illustrations □ listening to a story ... Who? What? Where? ▪ Begin to predict what might happen next using illustrations ▪ Begin to talk about a familiar book / story, making comments about illustrations and key events (1:1 and in small groups) ▪ Identify some favourite stories / books and seek them out alone or to share with an adult / friend ▪ Develop play around favourite books / stories, beginning to use some new vocabulary For example: Themed role play and small world play ▪ Begin to re-tell some familiar short stories (eg with reference to Tales Toolkit structure) 	<p>Developing Phonological Awareness Rhyme Time</p> <p>Weekly familiar Nursery rhyme session repeated three times, linked to topics</p> <p>Awareness of rhyme and rhythm</p>	<p>Early Reading Concepts about Print</p> <p>Children learn to:</p> <ul style="list-style-type: none"> ▪ Handle books carefully and correctly <ul style="list-style-type: none"> o Hold them the correct way up o Turn pages one at a time o Turn pages from front to back ▪ Identify picture / illustration ▪ Name the different parts of a book <ul style="list-style-type: none"> o Front cover o Back cover o Page ▪ Recognise a familiar logo ▪ Begin to read own name without a visual prompt ▪ Begin to understand that print is read from left to right ▪ Begin to follow print
<p>OUTCOMES: Emerging Three & Four Year Olds <i>Development Matters 2021</i> Links to: □ Educational Programme □ Development Matters 2020 □ Birth to Five Matters</p>	<p>Teaching approaches</p> <p>Adult-Led:</p> <ul style="list-style-type: none"> ▪ Daily Storytime ▪ Focus text (up to three week units) ▪ Targeted 1:1 read in Book Area ▪ Tales Toolkit 	<p>Child-Initiated/Independent:</p> <ul style="list-style-type: none"> ▪ Clearly labelled provision ▪ High quality Book Area ▪ High quality texts across provision

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 / Composition
<p>Children learn to:</p> <ul style="list-style-type: none"> ▪ Build up and use a wider range of vocabulary - focusing on tier one words and tier two words linked to home, school and focus themes/texts ▪ Use new vocabulary with some confidence in a range of contexts, including narrative within role play and imaginative play ▪ Begin to use talk to: <input type="checkbox"/> connect ideas <input type="checkbox"/> explain what is happening <input type="checkbox"/> recall and relive past experiences ▪ Begin to use longer sentence of 4/6 words ▪ Begin to use some more complex sentences, including 'and' and 'because' ▪ Begin to use a range of tenses – <i>play, playing, played</i> 	<p>Children learn to:</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Develop movement / travelling and balancing skills ▪ Mount stairs, steps or climbing equipment, beginning to use alternate feet ▪ Develop: <input type="checkbox"/> Upper body strength & balance For example: riding a balance bike <input type="checkbox"/> Upper arm movements For example: waving flags and streamers <input type="checkbox"/> Crossing the midline For example: rolling / throwing a ball <input type="checkbox"/> Bilateral coordination For example: simple yoga poses ▪ Engage in a variety of large multi-sensory mark making activities: <input type="checkbox"/> free exploration <input type="checkbox"/> drawing lines (top to bottom) <input type="checkbox"/> circles (anti-clockwise) <input type="checkbox"/> first letter of name For example: sky / air movements; different media with a range of chunky tools <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Begin to draw lines and circles using smaller movements on paper ▪ Show preference for dominant hand when using a range of one-handed tools and equipment ▪ Use comfortable grip with control when holding a pencil / pen. Begin to hold pencil between thumb and two fingers 	<p>Children learn to:</p> <p>Concepts about Print</p> <ul style="list-style-type: none"> ▪ Begin to show an awareness that print carries meaning ▪ Identify picture / illustration ▪ Begin to read own name without a visual prompt ▪ Begin to understand directionality of print, left to right ▪ Begin to know where to start writing: <input type="checkbox"/> top to bottom <input type="checkbox"/> left to right <p>Phonics</p> <ul style="list-style-type: none"> ▪ Participate in Phase 1 phonics activities, aspects 1 to 6 <i>See above reading long term plan</i> ▪ Begin to hear initial phoneme in own name <p>Composition</p> <ul style="list-style-type: none"> ▪ Begin to show an awareness difference between drawing and writing ▪ Make marks on paper to stand for own name For example <input type="checkbox"/> use directional scribble (left to right) <input type="checkbox"/> begin to use some symbolic shapes, lines and circles / letters ▪ Add some marks to drawings and when asked ascribe meaning ▪ Begin to mark make / write for a purpose (including in role play) For example: <input type="checkbox"/> lists <input type="checkbox"/> cards <input type="checkbox"/> labels ▪ Begin to attempt to write name – recognisable first letter
OUTCOMES: Emerging Three & Four Year Olds <i>Development Matters 2021</i> Links to: <input type="checkbox"/> Educational Programme <input type="checkbox"/> Development Matters 2020 <input type="checkbox"/> Birth to Five Matters	Teaching approaches	
	Adult-Led: <ul style="list-style-type: none"> ▪ Fine motor activity daily ▪ Squiggle while you wiggle weekly session with scarves (gross motor) ▪ Targeted 1:1 in learning environment (name writing) ▪ Tales Toolkit 	Child-Initiated: <ul style="list-style-type: none"> ▪ High quality learning environment ▪ Mark making / writing opportunities across provision