

Area of Learning	Aspect	Birth to 3	3 year olds and 4 year olds	Reception aged children	ELG
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> -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. -Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. -Watch someone's face as they talk - Copy what adults do, taking 'turns' in conversations (through babbling) and activities try to copy adult speech and lip movements. -Enjoy singing, music and toys that make sounds -Recognise and are calmed by a familiar and friendly voice -Listen and respond to a simple instruction -Understand single words in context 'cup', 'milk', 'daddy' -Understand frequently used words such as 'all gone', 'no' and 'bye-bye' -Understand simple instructions like 'give to mummy' or 'stop' -Recognise and point to objects if asked about them -Generally focus on an activity of their own choice and find it difficult to be directed by an adult -Listen to other people's talk with interest, but can easily be distracted by other things -Listen to simple stories and understand what is happening with the help of the pictures -Identify familiar objects and properties for practitioners when they are described, for example 'Katie's coat', 'blue car', 'shiny apple' -Understand and act on longer sentences like 'make teddy jump' or 'find your coat' -Understand simple questions about 'who', 'what' and 'where' 	<ul style="list-style-type: none"> -Understand a question or questions that have two parts such as 'get your coat and wait at the door' -Understand 'why' questions, like; 'why do you think the caterpillar got so fat?' 	<ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important -Ask questions to find out more and to check they understand what has been said to them -Engage in storytimes -Listen to and talk about stories to build familiarity and understanding -Listen carefully to rhymes and songs, paying attention to how they sound -Engage in non-fiction books -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling) -Babble using sound like 'baba', 'mamama' -Use gestures like waving and pointing to communicate -Reach or point to something they want while making sounds -Copy your gestures and words -Constantly babble and use single words during play -Use intonation, pitch and changing volume when 'talking' -Can become frustrated when they can't make themselves understood -Start to say how they are feeling, using words as 	<ul style="list-style-type: none"> -Use a wider range of vocabulary -Sing a large repertoire of songs -Know many rhymes, be able to talk about familiar books, and be able to tell you a long story -Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' -May have problems saying some sounds, r, j, th, ch, sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' -Uses longer sentences of four to six words 	<ul style="list-style-type: none"> -Learn new vocabulary -Uses new vocabulary through the day -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 -Uses talk to help work out problems and organise thinking and activities, explain how things work and why they might happen -Develop social phrases -Retell the story, once they have 	<ul style="list-style-type: none"> -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

		<p>well as actions</p> <ul style="list-style-type: none"> -Start to develop conversation, often jumping from topic to topic -Develop pretend play; 'putting the baby to sleep' or 'driving the car to the shops' -Use the speech sounds p,b,m,w -Still learning to pronounce l/r/w/y/f/th/s/sh/ch/d/z/j Multisyllabic words such as 'banana' and 'computer' 	<ul style="list-style-type: none"> -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 -Can start a conversation with an adult or a friend and continue it for many turns -Uses talk to organise themselves and their play: "let's go on a bus... you sit there.. I'll be the driver" 	<p>developed a deep familiarity with text; some as exact repetition and some in their own words</p> <ul style="list-style-type: none"> -Uses new vocabulary in different contexts -Learn rhymes, poems and songs 	<p>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.</p>
Physical Development	Fine motor skills	<ul style="list-style-type: none"> -Reach out for objects as co-ordination develops -Lift objects up to suck them -Pass things from one hand to the other. Let go of things and hands them to another person, or drops them -Build independently with a range of appropriate resources -Develop manipulation and control -Explore different materials and tools -Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks -Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress 	<ul style="list-style-type: none"> -Use one-handed tools and equipment, for example, making snips in paper with scissors -Use a comfortable grip with good control when holding pens and pencils -Start to eat independently and learning how to use a knife and fork -Show a preference for a dominant hand -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools; pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons -Develop the foundations of a handwriting style which is fast, accurate and efficient 	<ul style="list-style-type: none"> -Hold a pencil effectively in preparation for fluent writing - using the tripod (WSM Pincer) grip in almost all cases -Use a range of small tools, including scissors, paintbrushes and cutlery -Begin to show accuracy and care when drawing
Literacy	Comprehension	<ul style="list-style-type: none"> -Enjoy songs and rhymes, tuning in and paying attention -Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo -Say some of the words in songs and rhymes -Sing songs and say rhymes independently, for example, singing whilst playing -Repeats words and phrases from familiar stories -Ask questions about the book. Makes comments and shares their own ideas -Develop play around favourite stories using props 	<ul style="list-style-type: none"> -Engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment 	<ul style="list-style-type: none"> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary -Anticipate (where appropriate) key events in stories -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word reading	<ul style="list-style-type: none"> -Enjoy sharing books with an adult -Pay attention and responds to the pictures or the words -Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone -Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo 	<ul style="list-style-type: none"> -Understand the five key concepts about print; print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing -Develop their phonological awareness, so that they can; spot and suggest rhymes, count or clap syllables in a word, recognise words with 	<ul style="list-style-type: none"> -Read individual letters by saying the sounds for them -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences -Read some letter groups that each represent one sound and say sounds for them 	<ul style="list-style-type: none"> -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

			the same initial sound, such as money and mother	<ul style="list-style-type: none"> -Read a few common exception words matched to the school's phonic programme -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words 	sentences and books that are consistent with their phonic knowledge, including some common exception words
	Writing	<ul style="list-style-type: none"> -Copy finger movements and other gestures -Enjoy drawing freely -Add some marks to their drawings, which they give meaning to. For example; 'That says mummy' -Makes marks on their picture to stand for their name 	<ul style="list-style-type: none"> -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, write 'm' for mummy. -Write some or all of their name -Write some letters accurately 	<ul style="list-style-type: none"> -Form lower-case and capital letters correctly -Spell words by identifying the sounds and then writing the sound with letter/s -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop -Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> -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

Autumn 1

Communication and Language

Developing confidence to talk in a familiar group.
Beginning to listen to each other during carpet time.
Starting to follow instructions.
Talking about experiences such as holidays.
Retelling a story in a small group.
Beginning to use positional language.
Starting to add a narrative to play.
Rhyme through books such as Oi Frog.

Literacy

Phonics using Little Wandle scheme - see separate progression document.
Developing letter formation and exploring mark making.
Hearing and saying the initial sound in words and beginning to blend and read CVC words.
Beginning to explore rhyme and rhythm in words.
Beginning to name and sound letters of the alphabet.

Physical Development

Using tools such as a pencil, scissors and knives.
Developing pencil control using a tripod grip.
Name writing using recognisable letters and developing letter formation.

Autumn 2

Communication and Language

Developing confidence to talk in a familiar group such as the whole class ready for the Christmas play and during 'Show and Tell'
Joining in with class discussions, listening to other children's contributions.
Starting to follow two step instructions.
Talking about experiences such as Bonfire Night.
Retelling a story in a small group.
Developing the use of positional language.
Continuing to add a narrative to play.
Rhyme through books such as Oi Frog.

Literacy

Phonics using Little Wandle scheme - see separate progression document.
Developing letter formation for writing.
Hearing and saying the initial sound in words and blending to read and write CVC words. Reading 1-1 and in a small group during Guided Reading
Continuing to explore rhyme and rhythm in words.
Naming and sounding letters of the alphabet.
Writing in CIL and adult directed activities.

Physical Development

Continuing to develop pencil control using a tripod grip.
Developing letter formation using formation rhymes.
Using tools such as a pencils and scissors safely and with good control.

Spring 1

Communication and Language

Developing confidence to talk in a familiar group.

Listening to each other during carpet time.

Following instructions.

Talking about experiences such as holidays.

Re-telling a story in a small group.

Ask/answer appropriate questions, for example during People Who Help Us and Show and Tell.

Literacy

Phonics using Little Wandle scheme - see separate progression document.

Continuing to develop letter formation and exploring mark making.

Hearing and saying initial and final sounds in simple words.

Reading in a group and developing comprehension and inference during Guided Reading.

Blending and reading CVC words.

Naming and sounding letters of the alphabet.

Exploring rhyming words.

Beginning to write labels and captions independently.

Learning that information can be gained from books

Physical Development

Continuing to develop pencil control using a tripod grip.

Writing name, labels and captions using recognisable letters and developing letter formation.

Learning how to use the large apparatus and developing anti-clockwise/vertical movement.

Spring 2

Communication and Language

Developing confidence to talk in a familiar group.

Beginning to listen to each other during carpet time.

Starting to follow instructions.

Talking about experiences such as holidays.

Retelling a story in a small group.

Beginning to use positional language.

Starting to add a narrative to play.

Learning poems for Festival of Words.

Literacy

Phonics using Little Wandle scheme - see separate progression document.

Using clear letter formation and a tripod pencil grip.

Blending and reading CVC words.

Segmenting and spelling CVC and longer words.

Naming and sounding letters of the alphabet.

Exploring alliteration and list writing.

Physical Development

Continuing to develop pencil control using a tripod grip.

Writing name, labels and captions using recognisable letters and developing letter

Summer 1

Communication and Language

Talking confidently and clearly in familiar group.

Listening to each other during carpet time.

Following instructions with several steps.

Ask/answer appropriate questions, for example during Show and Tell.

Developing story language for retelling.

Using past, present and future forms accurately.

Literacy

Phonics using Little Wandle scheme - see separate progression document.

Using clear letter formation and a tripod pencil grip.

Reading in a group and developing comprehension and inference during Guided Reading.

Blending and reading CVC words confidently.

Beginning to read polysyllabic words or plurals of words.

Naming and sounding letters of the alphabet.

Hearing and saying rhyming words.

Writing labels and captions independently and developing sentence writing. Writing own stories and instructions.

Learning that information can be gained from books.

Exploring fiction and non-fiction texts.

Physical Development

Using a tripod grip when writing.

Writing captions and sentences using recognisable letters and clear formation.

Summer 2

Communication and Language

Talking confidently and clearly in a familiar group.

Listening to each other during carpet time.

Following instructions with several steps.

Ask/answer appropriate questions. For example, during Show and Tell.

Using past, present and future forms accurately.

Talking about holidays and postcards.

Literacy

Phonics using Little Wandle scheme - see separate progression document.

Using clear letter formation and a tripod pencil grip.

Reading in a group and developing comprehension and inference during Guided Reading sessions.

Reading CVC words confidently and starting to read polysyllabic words or CVCC words.

Hearing and saying rhyming words.

Writing labels and captions independently and developing sentence writing. Writing about experiences such as their trip.

Writing in different styles such as lists, postcards and stories.

Exploring fiction and non-fiction texts.

Physical Development

Using a tripod grip when writing.

Writing captions and sentences using recognisable letters and clear formation. Using their letter formation for handwriting.

Books

Autumn 1 Books - Books linked to starting school, sharing and being a good friend. Books focusing on families, such as the Large Family collection and Oxford Reading Tree collection. Books around the theme of Autumn and Harvest, including the Percy the Park Keeper series and stone soup.



Autumn 2 Books - Books linked to differences such as the Elmer collection. These can be used for anti-bullying week to celebrate differences. Books linked celebrations such as Christmas Hannukah and Diwali. Books about light and dark such as Owl babies. Books for each half term will include fiction and non fiction to show varying styles of text.



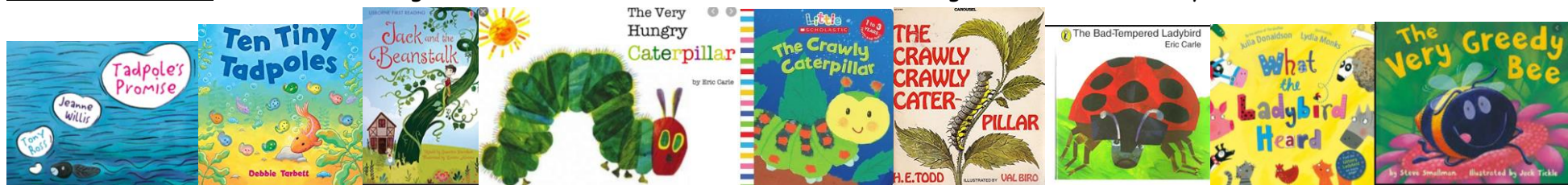
Spring 1 Books - Books linked to toys, non-fiction books highlighting the difference between old and new toys. Books focusing on seasonal changes in Winter. Books focusing on birds linked to the RSPB Big Bird Watch. Books around the theme of Chinese New Year, Pancake day and E-Safety day.



Spring 2 Books - Books linked to growth and Easter. Books focusing on growth of Humans and animals. A focus on People Who Help us. Whole school book focus. Non fiction and Fiction books. Books looking at healthy eating and food, including Handa's surprise. Introducing fiction and non fiction with the theme Africa.



Summer 1 Books - Books linked to growth and minibeasts, non-fiction books focusing on Growth and life cycles.



Summer 2 Books - Books linked to minibeasts, farms and transport, non-fiction books focusing on animals and transport.

