



Curriculum Overview & Progression

Reading & Writing

Reception Curricular **goals** for reading

-**Retell** a story through play.

-**Read** simple sentences and books containing phase 2/3 sounds and read common exception words.

-**Enjoy** and be immersed in a wide variety of books, stories, poetry and rhymes, some that relate to our own and others cultural backgrounds and experience.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reading Nursery	<p>Nursery (pre-school): Phase 1 letters and Sounds: Working through the 7 aspects across the school year:</p> <p>Aspect 1 – General sound discrimination – environmental Aspect 2 – General sound discrimination – instrumental sounds Aspect 3 – General sound discrimination – body percussion Aspect 4 – Rhythm and rhyme Aspect 5 – Alliteration Aspect 6 – Voice sounds Aspect 7 – Oral blending and segmenting</p> <p>Nursery children will also begin to learn sight words, take part in shared reading and daily phonics sessions (Phase 1). The children will be encouraged to take home library books and games to help with their phase 1 development and begin to develop a love of reading. The children will begin to learn the concept of print.</p>					
Reading Reception	<p>Phase 1 Recap / Phase 2</p> <p>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>	<p>Phase 2</p> <p>Know grapheme phoneme correspondence of 19 letters.</p> <p>Blend with known letters for reading VC and CVC words.</p>	<p>Phase 3</p> <p>Consolidate skills as in Autumn 2 and all of phase 2.</p> <p>Recognise digraphs - ck + consonant endings - ff, ll, ss and begin to learn phase 3.</p>	<p>Phase 3</p> <p>Begin Phase 3 skills – Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu</p> <p>Know the 4 consonant digraphs – sh, th, ch, ng</p>	<p>Phase 4</p> <p>Phase 3 Consolidate phase 2 and 3 skills.</p> <p>Begin Phase 4 skills</p> <p>Know trigraphs ear, ure, air</p> <p>Know vowel digraph er</p>	<p>Phase 5</p> <p>Consolidate phase 2, 3 and 4 skills.</p> <p>Begin Phase 5 skills</p> <p>Read CVCC words.</p> <p>Represent each of 42 phonemes by a grapheme and blend phonemes to read</p>

	<p>Begin teaching sight words</p> <p>Begin taking home library books, wordless books to reinforce the concept of print.</p> <p>When beginning phase 2 - grapheme/ phoneme correspondence.</p> <p>Parents Reading Workshops</p>	<p>Orally segment for VC and CVC words for spelling.</p> <p>Know high-frequency common words taught so far.</p> <p>Begin guided and shared reading.</p>	<p>Blend and segment known sounds for reading and spelling</p> <p>VC, CVC, CVCC</p>	<p>Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi</p> <p>Know trigraph igh</p> <p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p>	<p>Continue to apply knowledge when reading and spelling simple two-syllable words and captions.</p> <p>Write more graphemes from memory and write a simple sentence using phonic knowledge. blending and segmenting</p>	<p>CVC words and segment CVC words for spelling.</p> <p>Uses punctuation to support fluency and expression when reading. Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>
<p>Reading: word reading</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p>						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Progression	<p>Hear general sound discrimination and be able to orally blend and segment.</p>	<p>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 a few common exception words matched to the school’s phonic programme.</p>	<p>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 a few common exception words matched to the school’s phonic programme.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
Phonics and decoding	<p>Literacy: Reception</p>	<p>Literacy: Word Reading: ELG</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>				

	<p>-Read individual letters by saying the sounds for them.</p> <p>-Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>-Read some letter groups that each represent one sound and say sounds for them.</p> <p>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	
<p>Common Exception words</p>	<p>Literacy: Reception Read a few common exception words matched to the school's phonic programme.</p>		
<p>Fluency</p>	<p>Literacy: 3 & 4 year olds Understand the five key concepts about print:</p>	<p>Literacy: Reception -Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p>	<p>Literacy: Reading: ELG Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

	<p>1) print has meaning</p> <p>2) the names of different parts of a book</p> <p>3) print can have different purposes</p> <p>4)page sequencing</p> <p>5) we read English text from left to right and from top to bottom</p> <p>-Develop their phonological awareness, so that they can: spot and suggest rhymes</p> <p>-count or clap syllables in words</p> <p>-recognise words with the same initial sound, such</p>	<p>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>-Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	
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Reading: Comprehension						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Progression	Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.	Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.	Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).	Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books Innovate a well-known story with support.	Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry) Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil.
Understanding and correcting inaccuracies	Communication & Language: 3 & 4 year olds -Enjoy listening to longer stories and can remember much of what happens. -Understand 'why' questions,	Communication & Language: Reception -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. -Listen carefully to rhymes and songs, paying attention to how they sound.	Literacy: Comprehension: ELG 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			

	<p>like: "Why do you think the caterpillar got so fat?"</p> <p>-Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Literacy: 3 & 4 year olds</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	
<p>Comparing, contrasting and commenting</p>	<p>Communication and Language: 3 & 4 year olds</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Understanding the world: Reception</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Communication and Language: Listening, attention and understanding: ELG</p> <p>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.</p> <p>Communication and Language: Speaking: ELG</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>
<p>Words in context</p>	<p>Communication and Language: 3 & 4 year olds</p>	<p>Communication and Language: Reception</p>	<p>Communication and Language: Speaking: ELG</p>

	<p>Use a wider range of vocabulary.</p> <p>Literacy: 3 & 4 year olds</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Learn new vocabulary. Use new vocabulary throughout the day.</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>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Literacy: Comprehension: ELG</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
<p>Inference and prediction</p>	<p>Communication and Language: 3 & 4 year olds</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>		<p>Communication and Language: Speaking: ELG</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Literacy: Comprehension: ELG</p> <p>Anticipate (where appropriate) key events in stories.</p>
<p>Poetry and Performance</p>	<p>Communication and language: 3 & 4 year olds</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Communication and Language: Reception</p> <p>Engage in story times.</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>Learn rhymes, poems and songs.</p> <p>Expressive Arts and Design: Reception</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p>	<p>Literacy: Comprehension: ELG</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Expressive Arts and Design: Creating with materials: ELG</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Expressive Arts and Design: Being Imaginative and Expressive: ELG</p>

Expressive Arts and Design: 3 & 4 year olds
Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.

Create their own songs, or improvise a song

Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music

	around one they know.	
Non Fiction	<p>Communication and Language: Reception</p> <p>Engage in non-fiction books. Communication and Language:</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Communication and Language: Speaking: ELG</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Literacy: Comprehension: ELG</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>

EYFS: Writing Overview

As the EYFS is organised across 7 areas of learning, rather than subjects, it is important to take into account how writing progress is reflected across these areas.

The main areas where writing is related are: Literacy, Communication and Language, Physical development, Expressive Arts and Design.

Reception Curricular **goals** for writing

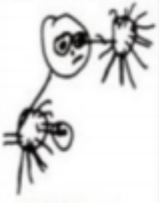

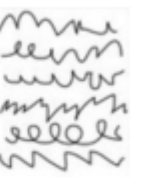

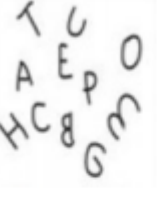

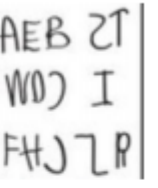
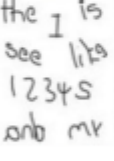
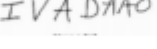
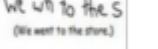
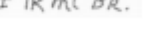

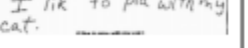
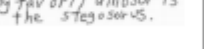
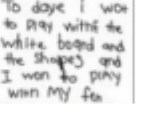
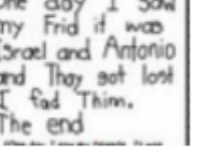
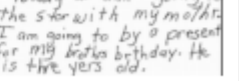
- To **hold** pencil correctly.
- To **write** some simple sentences containing phase 2/3 sounds and some common exception words which can be read by others.
- To **write** for different purposes in play.
- To be able to **reread** own writing.

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Dough Disco Finger gym/Squiggle whilst you wriggle	Roll/pinch/splat/prod/ squeeze Up and Down Movement Arches/circles/spirals	Roll/pinch/splat/prod/ Squeeze Upwards/Downwards lines	Roll/pinch/splat/prod/ Squeeze Side to side lines Squares, diagonal lines, triangles	Roll/pinch/splat/prod/ Squeeze Wavy Lines	Roll/pinch/splat/prod/ Squeeze Zig Zag Lines	Roll/pinch/splat/prod/ Squeeze Arches

		Spirals and figure 8 (vertical and horizontal)				
Reception (4 to 5)	<p>Baseline Assessment through: Dough disco: malleable *Pencil grasp noted.</p> <p>Big Moves: core strength and stability.</p> <p>Squiggle Wiggle: coordination, gross and small movements with scarves / chunky crayons or felt tips. Squiggle Wiggle handwriting patterns – scarves, chunky crayons, messy play using different textures and items such as cars.</p> <p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p>	<p>Dough disco continuing daily with malleable area</p> <p>Emergent writing: Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Beginning to form other recognisable letters from Phase 2 phonics: will be learning the correct route when writing using a handwriting phrase.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Orally spell VC and CVC words by</p>	<p>Dough disco continuing daily with malleable area</p> <p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. Focus on modelling and using the tripod finger grasp when writing, painting, chalking etc. Able to retrace vertical lines and working on improving</p>	<p>Dough disco continuing daily with malleable area</p> <p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. Focus on developing a comfortable way of writing – tripod pencil</p>	<p>Dough disco continuing daily with malleable area</p> <p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include</p>	<p>Dough disco continuing daily with malleable area</p> <p>Emergent writing: Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme</p>



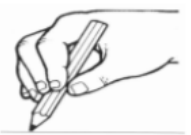

	<p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space. Focus on modelling comfortable pen grip.</p>	<p>anticlockwise movements.</p>	<p>grip, position on paper, writing from left to write when writing. Anticlockwise movements focussed; children should be able to retrace vertical lines</p>	<p>spaces between words.</p>	<p>correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Children are using finger spaces between their words independently and others are able to read their work.</p>
<p>Helicopter Stories (Develop Speaking and narrative form)</p>	<p>Adults scribing and writing down word for word (Might just be a sentence)</p>	<p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing.</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Adult encourages children to help orally spell words. Adult continues to write the other parts of the story.</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Adult encourages children to help orally spell words. Adult continues to write the other parts of the story.</p>	<p>Encourage children to write own stories have phonic and sight word mats to support</p>	<p>Encourage children to write own stories have phonic and sight word mats to support</p>

Writing Stages

Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print 	Beginning sounds Random and initial consonants 	Initial and final sounds appear  	Vowel sounds appear Evidence of common exception words  	All syllables represented 	Inventive spelling 	Multiple related sentences with many words spelled correctly  
Awareness of print, copied from surroundings.	Beginning and ending letters are used to represent words.		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	
Images / research from Heidi Botkus 2014 ©						

Pencil Control Development – Development of a tripod grasp

Even when a child has good fine motor skills and well-developed grasp patterns, holding a pencil is a new and complex task. You may need to check the child's grip on the pencil while they are colouring or drawing. The pictures below show the developmental stages that a child may go through when learning to hold a pen.

			
1-1½ years Palmar Supinate Grasp	2-3 years Digital Pronate Grasp	3½-4 years Static Tripod Grasp	4½-6 years Dynamic Tripod Grasp

(Erhardt, 1994)

A child should be able to use a static or dynamic tripod grasp for writing. This means that: the pencil is held between the tips of the thumb, index and middle fingers the pencil is held in a relaxed way without too much pressure on the shaft of the pencil the pencil rests on the hand between the thumb and index finger (webspace) the webspace gap should be open (ie the thumb and index fingers form a circle) the ring and little fingers are held away from the pencil bent slightly into the palm.

Taken from: Children, Young People and Families Occupational Therapy Team HANDWRITING DEVELOPMENT: NHS

Erhardt, R.P. (1994). Developmental hand dysfunction: Theory, assessment and treatment (2nd Ed.). Tucson, Arizona: Therapy Skills Builders

Writing: Transcription Handwriting: letter formation / placement and positioning

<p>Integrated Objectives</p>	<p>Physical Development 3/4 year olds:</p> <ul style="list-style-type: none"> - Use large-muscle movements to wave flags and streamers, paint and make marks. - 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. - Shows a preference for a dominant hand. Reception: 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. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Literacy 3/4 year olds:</p> <ul style="list-style-type: none"> - Write some letters accurately. Reception: - Form lower case and capital letters correctly. <p>ELG: - Writes recognisable letters, most of which are correctly formed.</p>
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Writing: Composition: planning, writing and editing

<p>Integrated objectives</p>	<p>Communication and Language: 3/4 year olds:</p> <ul style="list-style-type: none"> - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <p>Reception:</p> <ul style="list-style-type: none"> - Learn new vocabulary. - Articulate their ideas and thoughts in well-formed sentences. 	<p>Literacy: 3/4 year olds:</p> <ul style="list-style-type: none"> - Engage in extended conversations about stories, learning new vocabulary. - 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. 	<p>Expressive arts and design: 3 / 4 year olds:</p> <ul style="list-style-type: none"> - Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. <p>Reception:</p> <ul style="list-style-type: none"> - Develop storylines in their pretend play. <p>ELG: Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and teachers</p>
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	<ul style="list-style-type: none"> - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> - Write some or all of their name. - Write some letters accurately. <p>Reception:</p> <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 the letter/s. - Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. - Re-read what they have written to check it makes sense. <p>ELG: 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.</p>	
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Writing: Transcription Spelling: Spelling Rules

Integrated objectives	Literacy: 3/4 year olds:	Literacy: Reception
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	<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. 	<ul style="list-style-type: none"> - Spell words by identifying the sounds and then writing the sound with the letter/s. - Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.
Writing: Composition: Awareness of Audience, Purpose and Structure		
<p>Integrated objectives</p>	<p>Communication and Language 3 / 4 Year olds</p> <ul style="list-style-type: none"> - Use a wider range of vocabulary. - 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. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Reception</p> <ul style="list-style-type: none"> - Learn new vocabulary. - Use new vocabulary throughout the day. - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. - Develop social phrases. - Use new vocabulary in different contexts. <p>ELG: Communication and Language: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussion, 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. 	
Writing: Vocabulary, Grammar and Punctuation: Sentence Construction and Tense		
<p>Integrated Objectives</p>	<p>Communication and Language: 3/4 year olds:</p> <ul style="list-style-type: none"> - Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Use longer sentences of four to six words. Reception - Learn new vocabulary. - Use new vocabulary throughout the day. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. <p>ELG: Communication and Language: Speaking</p>	

	<p>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>- Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>		
<p>Writing: Vocabulary, Grammar and Punctuation: Use of phrases and Clauses</p>			
<p>Integrated Objectives</p>	<p>Communication and Language: 3/4 year olds:</p> <ul style="list-style-type: none"> - Use longer sentences of four to six words. <p>Reception</p> <ul style="list-style-type: none"> - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. <p>ELG: Communication and Language: Speaking</p> <p>- Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher</p>		
<p>Writing: Vocabulary, Grammar and Punctuation: Poetry and Performance</p>			
<p>Integrated Objectives</p>	<p>Communication and Language 3 / 4 year olds:</p> <ul style="list-style-type: none"> - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <p>Reception</p> <ul style="list-style-type: none"> - Engage in story times. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Learn rhymes, poems and songs. 	<p>Literacy ELG: Literacy: Comprehension</p> <p>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Expressive Arts and Design 3 / 4 year olds:</p> <ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. <p>Reception:</p>

			<ul style="list-style-type: none"> - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. <p>ELG: Expressive Arts and Design: Creating with Materials</p> <ul style="list-style-type: none"> - Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with their peers and their teacher. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
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Writing: Vocabulary, Grammar and Punctuation: Non Fiction

Integrated Objectives	<p>Communication and Language Reception</p> <ul style="list-style-type: none"> - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>ELG: Communication and Language: Speaking</p> <ul style="list-style-type: none"> - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<p>Literacy ELG: Literacy: Comprehension</p> <ul style="list-style-type: none"> - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
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