



Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
<p>W1. To show awareness of rhyme and alliteration.</p> <p>W2. To recognise rhythm in spoken words.</p> <p>W3. To orally segment and blend using picture clues.</p> <p>W4. To recognise own name.</p> <p>W5. To recognise familiar words and signs such as advertising logos.</p> <p>W6. To know that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>P1. To develop curiosity and enjoyment in books, a motivation to read, vocabulary and understanding.</p> <p>P2. To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>P3. To listen to stories with increasing attention and recall</p> <p>P4. To know that information can be relayed in the form of print.</p> <p>P5. To show interest in illustrations and print in books and print in the environment.</p> <p>P6. To look at books independently.</p> <p>P7. To handle books carefully.</p> <p>P8. To hold books, the correct way up and turns pages.</p> <p>P9. To use talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</p> <p>P10. To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>P11. To begin to be aware of the way stories are structured.</p> <p>P12. To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>P13. To enjoy rhyming and rhythmic activities.</p> <p>P14. To use intonation, rhythm and phrasing when talking to make the meaning clear to others</p> <p>P15. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>P16. To use vocabulary focused on objects and people that are of particular importance to them.</p>	<p>F1. To understand the books, they listen to.</p> <p>F2. To build up vocabulary that reflects the breadth of their experiences.</p> <p>F3. To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>F4. To describe main story settings, events and principal characters</p> <p>F5. To begin to understand 'why' and 'how' questions.</p> <p>F6. To use talk to connect ideas, explain what is happening and anticipate what might happen next,</p> <p>F7. To suggests how the story might end.</p> <p>F8. To question why things happen and give explanations. Ask e.g. who, what, when, how.</p>	<p>D1. To listen to others one to one or in small groups, when conversation interests them.</p> <p>D2. To use talk to connect ideas, explain what is happening</p> <p>D3. To know that information can be relayed in the form of print.</p> <p>D4. To use shared texts to build up vocabulary that reflects the breadth of their experiences.</p>



	P17. To build up vocabulary that reflects the breadth of their experiences.		
Sentence Stems		Vocabulary	
<p>My favourite...</p> <p>I like...</p>		<p>Book, story, who, what, where</p>	





Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>S1. To orally segment sounds in CVC words. See School Phonics Progression</p> <p>S2. To write own name</p> <p>S3. To hear initial sounds in words.</p> <p>S4. To use a range of tenses (e.g. play, playing, will play, played).Speaking</p>	<p>H1. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>H2. To hold a pencil at the near point between first two fingers and thumb and use it with good control.</p> <p>H3. To draw lines and circles using gross motor movements. (Squiggle patterns).</p> <p>H4. To copy some letters, e.g. letters from their name (pre-cursive).</p>	<p>C1. To ascribe meanings to marks that they see in different places.</p> <p>C2. To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.(Speaking)</p> <p>C3. To sometimes gives meaning to marks as they draw and paint.</p> <p>C4. To retell a simple past event in correct order (e.g. went down slide, hurt finger). (Speaking)</p> <p>C5. To begin to use more complex sentences to link thoughts (e.g. using and, because). (Speaking)</p>	<p>V1. To use vocabulary focused on objects and people that are of particular importance to them. Speaking</p> <p>V2. To build up vocabulary that reflects the breadth of their experiences. Speaking</p> <p>V3. To begin to use more complex sentences to link thoughts (e.g. using and, because). Speaking</p> <p>V4. To use a range of tenses (e.g. play, playing, will play, played).Speaking</p> <p>V5. To use a capital for my name.</p> <p>V6. To use the grammatical terminology; a) write b) writing c) letter.</p>

Genres of Writing

Narrative	Non-Fiction	Poetry
Represent stories	Draw and Label	

