**LITERACY: Skills to cover over the Year**

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| **Mths** | **Reading** | **Writing** |
| 22-36 | * Has some favourite stories, rhymes, songs, poems or jingles. * Repeats words or phrases from familiar stories. * Fills in the missing word or phrase in a known rhyme, story or game e.g. ‘Humpty Dumpty sat on a ….’ | * Distinguishes between the different marks they make |
| 30-50 | * Enjoys rhyming and rhythmic activities. * Shows awareness of rhyme and alliteration. * Recognises rhythm in spoken words. * Listens to and joins in with stories and poems, one-to-one and also in small groups. * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. * Beginning to be aware of the way stories are structured. * Suggests how the story might end. * Listens to stories with increasing attention and recall. * Describes main story settings, events and principal characters. * Shows interest in illustrations and print in books and print in the environment. * Recognises familiar words and signs such as own name and advertising logos. * Looks at books independently. * Handles books carefully * Knows that information can be relayed in the form of print * Holds books the correct way up and turns pages * Knows that print carries meaning and, in English, is red from left to right and top to bottom. | * Sometimes gives meaning to marks as they draw and paint * Ascribes meanings to marks they see in different places |
| 40-60 | * Continues a rhyming string. * Hears and says the initial sound in words. * Can segment the sounds in simple words and blend them together and knows which letters represent some of them. * Links sounds to letters, naming and sounding the letters of the alphabet. * Begins to read words and simple sentences. * Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. * Enjoys an increasing range of books. * Knows that information can be retrieved from books and computers | * Gives meaning to marks they make as they draw, write and paint. * Begins to break the flow of speech into words. * Continues a rhyming string. * Hears and says the initial sound in words. * Can segment the sounds in simple words and blend them together. * Links sounds to letters, naming and sounding the letters of the alphabet. * Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. * Writes own name and other things such as labels, captions and attempts to write short sentences in meaningful contexts |

**COMMUNICATION AND LANGUAGE: Skills to cover over the Year**

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| **Mths** | **Listening and Attention** | **Understanding** | **Speaking** |
| 22-36 | * Listens with interest to the noises adults make when they read stories * Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. * Shows interest in play with sounds, songs and rhymes * Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus | * Identifies action words by pointing to the right picture, e.g. “Who’s jumping?” * Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ * Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. who’s that? What’s that? Where is?). * Developing understanding of simple concepts (e.g.big/little) | * Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. * Holds a conversation, jumping from topic to topic. * Learns new words very rapidly and is able to use them in communicating. * Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying ‘I have it’. * Uses a variety of questions (e.g. what, where, who). * Uses simple sentences (e.g.’ Mummy gonna work.’) * Beginning to use word endings (e.g. going, cats) |
| 30-50 | * Listens to others one to one or in small groups, when conversation interests them. * Listens to stories with increasing attention and recall. * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. * Focusing attention – still listen or do, but can shift own attention. * Is able to follow directions (if not intently focused on own | * Understands use of objects (e.g. “What do we use to cut things?’) * Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. * Responds to simple instructions, e.g. to get or put away an object. * Beginning to understand ‘why’ and ‘how’ questions | * Beginning to use more complex sentences to link thoughts (e.g. using and, because). * Can retell a simple past event in correct order (e.g. went down slide, hurt finger). * Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. * Questions why things happen and gives explanations. Asks e.g. who, what, when, how. * Uses a range of tenses (e.g. play, playing, will play, played). * Uses intonation, rhythm and phrasing to make the meaning clear to others. * Uses vocabulary focused on objects and people that are of particular importance to them. * Builds up vocabulary that reflects the breadth of their experiences. * Uses talk in pretending that objects stand for something else in play e.g. ‘This box is my castle’ |
| 40-60 | * Maintains attention, concentrates and sits quietly during appropriate activity. * Two-channelled attention – can listen and do for short span. | * Responds to instructions involving a two-part sequence. * Understands humour, e.g. nonsense rhymes, jokes. * Able to follow a story without pictures or props. * Listens and responds to ideas expressed by others in conversation or discussion | * Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. * Uses language to imagine and recreate roles and experiences in play situations. * Links statements and sticks to a main theme or intention. * Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. * Introduces a storyline or narrative to their play |

**Weekly Overview for Year**

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|  | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | | Week 8 | Week 9 | | Week 10 | Week 11 | Week 12 | | Week 13 | Week 14 |
| RWI will be taught by G.C. with other phonics input being implemented within the provision. This will be daily for those children that are able to access it. | | | | | | | | | | | | | | | | | | |
| **Throughout the year children will**:   * Have opportunities to identify and write their name * Be provided with mark making opportunities throughout all aspects of the indoors and outdoors environment * Give meaning to marks made/drawings and develop forming recognisable marks * Show an interest in a range of books, using illustrations and story telling language to re-tell these stories, with the use of daily T4W sessions. * Use daily phonics to engage children in letters and sounds, listening games, music and rhyme | | | | | | | | | | | | | | | | | | |
| **Story Focuses for the Term**:  The Little Red Hen, The Enormous Turnip,, Christmas Story  **Nursery Rhyme Focuses for the Term**:  Old MacDonald had a Farm, Humpty Dumpty Sat on a Wall, Incy Wincy Spider, Twinkle Twinkle Little Star (+Christmas Songs) | | | | | | | | | | | | | | | | | | |
| Autumn | Literacy | **Allow for a variety of Literacy opportunities within the provision.**  **Assess children’s current skills and baseline them.** | | * Start using T4W – Use The Little Red Hen as a Story (ties with Harvest) * Work on listening to stories with increasing attention nd recall * Join in with familiar parts of the story and with poems * Show an interest in illustrations and begin to talk about them * Begin to talk about what they have written/drawn * Notice words in the setting * Introduce TWS lenses (Noticing, Smell, Touch, Feel) * Use these during story times to begin to extend the children’s vocabulary | | | | The Enormous Turnip:   * Read story and talk about key language they can hear * Join in with the repeated refrains * Is able to identify the key events of the story * Starting to talk about key characters in the story * Introduce story maps and use these to help retell the story * Be able to draw their favourite part of the story and explain why * Continue using TWS lenses at story time to extend children’s language. | | | | | Christmas Story:   * Order the story * Talk about the key events * Be able to draw their favourite part | | | Consolidation | | |
| Communication and Language | * Uses language to share feelings, experiences and thoughts. * Understand more complex sentences * Questions why things happen and gives explanations. * Uses talk to recall and relive past experiences * Listens to others 1 to 1 or in small groups, when topic interests them. | | | | | | | | | | | |
| **Story Focuses for the Term**:  The Hungry Caterpillar, We’re Going on a Bear Hunt  **Nursery Rhyme Focuses for the Term:**  Mary had a Little Lamb, Once I Caught A Fish Alive, I’m a Little Teapot, Baa Baa Black Sheep | | | | | | | | | | | | | | | | | | |
| Spring | Literacy | Recap skills from previous term to ensure that children are secure in their skills | The Very Hungry Caterpillar   * Use T4W actions to help children remember the story. * Read story together a few times to allow children to pick up the language and start to use the language more confidently when talking about the book. * Use story maps to retell the story – use TWS story reveal with pictures to build up children’s knowledge of the story. Children should be becoming more confident with their phonics so begin to highlight sounds in the words when writing together.   Use role play and acting out story to also help children become familiar with them | | | | | | We’re Going on a Bear Hunt   * Confidently use the language from the story when retelling it. * Read aloud and confidently together. * Continue to sound out words and highlight the sounds we can hear * As well as drawing our favourite part, work on mark making to write plausible sounds * Reinforce that we are all readers   Use role play and acting out story to also help children become familiar with them | | | | | Consolidation | | |  | |
| Communication and Language | * Can listen and focus for longer periods and maintain attention as group time and carpet time is increased. * Can join in with songs, stories and discussions that interest them alongside others. * Can use their own vocabulary to give descriptions of objects and pictures. * Using familiar objects to formulate short and long sentences from. * Can retell a simple past event in the correct order. * Beginning to use more complex sentences (because, and). * Uses a range of tenses (play, playing, played, will play). * Responds to simple instructions | | | | | | | | | | |
| **Story Focuses for the Term**:  Three Little Pigs, How To Catch A Star  **Nursery Rhyme Focuses for the Term:**  Hickory Dickory Dock, London Bridge is Falling Down, Hey Diddle Diddle, Jack and Jill, Ring O Roses | | | | | | | | | | | | | | | | | | |
| Summer | Literacy | Recap skills from previous term to ensure that children are secure in their skills | Three Little Pigs   * Look and talk about what happens at the beginning of a familiar story, the middle and the end. * Be able to select a book and use the illustrations to read the story. * Be able to recognise a letter and a word in books or posters. * Children to begin making their own story maps to aid re-tell of stories * Explore how familiar traditional tales have familiar settings but different endings | | | | How to Catch a Star   * Be able to select a book and use the illustrations to read the story. * Be able to recognise a letter and a word in books or posters. * Children to begin making their own story maps to aid re-tell of stories * Some children will be working on writing captions/short simple sentences about they’ve read * Work on extending vocabulary | | | | | * Based on books we’ve read work on group writing using TWS symbols to talk about the books. * Get children ready for Reception, building on their skills from the year. | | Consolidation | | |  | |
| Communication and Language | * Can use repeated refrains and phrases when reading familiar books or during role play. * Can talk confidently to staff and peers to share ideas, concerns or worries or answers, during directed activities or continuous provision. * Extending narratives, connecting ideas, developing vocabulary, developing awareness of humour * Discussing their feelings, reasoning and explaining, anticipating future events * Prepositions * Talking in larger group. * To tell own simple stories. | | | | | | | | | | |