

Alton Infant School Sowing the Seeds of Learning English Skills Progression



Reading - Word

Phonics and word reading. Decoding.

3-4 year olds

- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in words
 - recognise words with the same initial sound, such as money and mother

Reception:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- 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.

Apply phonic knowledge and skills as the route to decode words.

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.

Read other words of more than one syllable that contain taught GPCs.

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

Read accurately words of two or more syllables that contain the same graphemes taught so far.

Read words containing common suffixes.

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Early Learning Goal

- 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 sentences and books that are consistent with their phonic knowledge, including some common exception words.

Common Exception Words

Reception

Read a few common exception words matched to the school's phonic programme

Fluency

3-4 year olds

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we can read English text from left to right and from top to bottom
 - the names of different parts of a book
 - page sequencing
 - Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in words
 - recognise words with the same initial sound, such as money and mother

Reception

- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Early Learning Goal

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Re-read books to build up their fluency and confidence in word reading.

Re-read books to build up fluency and confidence in word reading.

Reading - Comprehension

COMMUNICATION AND LANGUAGE

UNDERSTANDING

3-4 year olds

- Enjoy listening to longer stories and can remember much of what happens.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- 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.
- Engage in extended conversations about stories, learning new vocabulary.

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.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to poems, stories and non-fiction at a level beyond that they can read themselves.
- Being encouraged to link what they read or hear to own experiences.
- Becoming familiar with key stories and traditional tales, retelling them and thinking about the story characteristics.
- Recognising and joining in with predictable phrases.
- Learning to recite poems and rhymes, some by heart.
- Discussing word meaning, linking new meaning to those already known.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.
- Recognising simple recurring literary language in stories and poetry.

Early Learning Goal

- 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.

Comparing/Contrasting and Commenting.

3-4 year olds

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.

Reception

Compare and contrast characters from stories, including figures from the past.

Early Learning Goal

- 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.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Words in Context and Authorial Choice

3-4 year olds

- Use a wider range of vocabulary.
- Engage in extended conversations about stories, learning new vocabulary.

Reception

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they know.
- Checking the text makes sense and correcting errors.
- Discuss title and events.
- Make some inference.
- Predict what might happen.

Participate in discussion about what is read to them, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Discussing their favourite words and phrases.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Making inferences on the basis of what is being said and done.
- Answering and asking questions.
- Predicting what might happen on the basis of what has been read so far.

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

- Learn new vocabulary.
- Use new vocabulary throughout the day.
- 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.

Early Learning Goal

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

- 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.

Inference and prediction.

3-4 year olds

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

ELG

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Anticipate (where appropriate) key events in stories.

Poetry and Performance

3-4 year olds.

- Sing a large repertoire of songs.
 - Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
 - 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.
- 3-4 year olds

Reception

- 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.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.

Early Learning Goal

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Make use of props and materials when role playing characters in narratives and stories.
- 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.

Non Fiction

Reception

- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Early Years

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Reception

- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Articulate their ideas and thoughts in well-formed sentences.
- Develop social phrases.
- Use new vocabulary in different contexts.

Early Learning Goal

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- 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.
- 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.

Speaking for a range of purposes

3-4 year olds

- Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
- 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.”
- Play with one or more other children, extending and elaborating play ideas.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- Engage in extended conversations about stories, learning new vocabulary.
- Talk about what they see, using a wide range of vocabulary.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- 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, such as animal sets, dolls and dolls houses, etc.

Reception

- Ask questions to find out more and to check they understand what has been said to them.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- 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.
- Express their feelings and consider the feelings of others.
- Talk about their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Describe what they see, hear and feel whilst outside.
- Watch and talk about dance and performance art, expressing their feelings and responses.

Early Learning Goal

- Make comments about what they have heard and ask questions to clarify their meanings.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- 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 where 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.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

- 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.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Talk about the lives of the people around them and their roles in society.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Share their creations, explaining the processes they have used.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Participating in Discussion

3-4 year olds

- Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
- Engage in extended conversations about stories, learning new vocabulary.

Reception

- Articulate their ideas and thoughts in well-formed sentences.

Early Learning Goal

- 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.
- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Writing - Transcription

Sometimes gives meaning to marks as they draw and paint.

Ascribes meanings to marks that they see in different places.

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.

Attempts to write short sentences in meaningful contexts.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Uses phonic knowledge to write simple words.

Name the letters of the alphabet in order and using letter names.

Add prefixes and suffixes for plural words – s, -es, using –un, -ing, -ed, -est where there is no change to the root word.

Apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

Write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondances and common exception words taught so far.

Spell by:

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning to spell common exception words.
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular) [for example, **the girl's book**].
- Distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Apply spelling rules and guidance, as listed in [English Appendix 1](#)

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Writing - Handwriting (see Handwriting Guidance and overview of formation)

<p><i>Writing – Transcription Spelling</i></p> <p>3-4 year olds</p> <p>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; writing ‘m’ for mummy</p> <p>Reception</p> <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 <p><i>Writing – Transcription Handwriting</i></p> <p>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. • Write some letters accurately. <p>Reception</p> <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. • 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. • Form lower case and capital letters correctly. <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed. 	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting letter family and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>
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Writing - Composition		

Writing Composition – Planning, writing and editing.

3-4 year olds

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- 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; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.
- Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.

Reception

- Learn new vocabulary.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to 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.

Write sentences by:

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.

Discuss what they have written with the teacher or other pupils.

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional).
- Writing about real events.
- Writing poetry.
- Writing for different purposes

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about.
- Writing down ideas and/or key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proof-reading to check for errors in spelling, grammar and punctuation.

Read aloud what they have written with appropriate intonation to make the meaning clear.

- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- 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.
- Develop storylines in their pretend play.

Early Learning Goal

- 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.
- Invent, adapt and recount narratives and stories with peers and teachers.

Awareness of Audience, purpose and structure.

3-4 year olds

- 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.
- 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.”

Reception

- 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, and to explain how things work and why they might happen.
- Develop social phrases.
- Use new vocabulary in different contexts.

Early Learning Goal

- 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

<p><i>Sentence Construction and Tense</i></p> <p>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. <p>Reception</p> <ul style="list-style-type: none"> • 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>Early Learning Goal</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. • 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><i>Use of phrases and clauses</i></p> <p>3-4 year olds</p> <p>Use longer sentences of four to six words.</p> <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>Early Learning Goals</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><i>Poetry and Performance</i></p> <p>3-4 year olds</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. 	<p><u>Word</u></p> <p>Regular plural noun suffixes, suffixes – ‘ed’, ‘ing’, ‘er’, Prefix ‘un’ changes verbs and adjectives.</p> <p><u>Sentence</u></p> <p>Words combine to make sentences, joining words and clauses using ‘and’.</p> <p><u>Text</u></p> <p>Sequencing sentences to form short narratives.</p> <p><u>Punctuation</u></p> <p>Spaces to separate words, introduce capital letters, full stops, question marks and explanation marks to demark sentences, capital letters for names and I.</p> <p><u>Terminology</u></p> <p>Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, explanation mark</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail.</p>	<p><u>Word</u></p> <p>Formation of nouns using suffixes such as ‘ness’, ‘er’ and by compounding, formation of adjectives using suffixes such as ‘ful’, ‘less’, use of suffixes ‘er’ and ‘est’ in adjectives and ‘ly’ to turn adjectives into adverbs.</p> <p><u>Sentence</u></p> <p>Subordination – when, if, that, because and coordination or, and, but. Expanded noun phrases for description and specification, Understand how grammatical patterns in a sentence indicate its function as a statement, question, explanation or command.</p> <p><u>Text</u></p> <p>Correct choice and consistence use of present and past tense, progressive form of verbs in present and past to mark actions in progress.</p> <p><u>Punctuation</u></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes to make missing letters and singular possession in nouns.</p> <p><u>Terminology</u></p> <p>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma.</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>
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- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- 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.

Reception

- 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.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.

Early Learning Goal

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Make use of props and materials when role playing characters in narratives and stories.
- 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.

Non Fiction

Reception

- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Early Learning Goals

<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. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 		
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Spelling and phonics

<p>Phonics Phase 2 and 3 from Letters and Sounds</p>	<p>Revision of work from YR</p> <p>Sounds – f, l, s, z, k, ff, ll, ss, zz, ck, nk, tch, v (at the end of a word –n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar, ee, ea, er, ir, ur, oo, oa, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y happy)</p> <p>Division of words into syllables, adding s and es to words for plurals</p> <p>adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is needed, adding the prefix un, compound words, common exception words</p> <p>To Phase 5 of Letters and Sounds</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<p>Revision of work from YR and Y1</p> <p>Phase 6 - Spelling</p> <p>Sounds – dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion</p> <p>Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it, adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter, suffixes ment, ness, ful, less and ly, contraction, possessive apostrophes for singular nouns, Homophones and near homophones, common exception words</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>
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Speaking and Listening

SPOKEN LANGUAGE IN EYFS

Listening skills

3-4 Year olds

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Start a conversation with an adult or a friend and continue it for many turns
- Listen with increased attention to sounds.

Reception

- Understand how to listen carefully and why listening is important.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Listen attentively, move to and talk about music, expressing their feelings and response.

Early Learning Goal

- 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.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Following Instructions

3-4 year olds

- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."

- Listen to and begin to respond appropriately to adults and their peers
- begin to ask relevant questions to extend their understanding and knowledge
- begin to use relevant strategies to build their vocabulary
- articulate and begin to reason and justify answers, arguments and opinions
- begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and begin to participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- begin to speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates with adult support to scaffold these activities
- begin to gain, maintain and monitor the interest of the listener(s)
- begin to consider and evaluate different viewpoints, attending to and begin to build on the contributions of others
- begin to select and use appropriate registers for effective communication

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- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

- Remember rules without needing an adult to remind them.

Early Learning Goal

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Asking and answering questions.

3-4 year olds

- Understand a question or instruction that has 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?”

Reception

Ask questions to find out more and check they understand what has been said to them.

Early Learning Goal

- 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.
- Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Drama Performance and Confidence

3-4 year olds

- Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
- Show more confidence in new social situations.
- Develop appropriate ways of being assertive.
- Create their own songs, or improvise a song around one they know.

Reception

- 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.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasing matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goal

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Sings a range of well-known nursery rhymes and songs.
- Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Vocabulary Building and Standard English

3-4 year olds

- Use a wider range of vocabulary.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.
- Use longer sentences of four to six words.
- Engage in extended conversations about stories, learning new vocabulary.
- Talk about what they see, using a wide vocabulary.