

YEAR

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Range

Fiction and Poetry: stories and traditional tales with familiar settings; fairy tales; stories, rhymes and poems with predictable and repetitive patterns; stories and poems by the same author / poet
Non-Fiction: simple non-fiction texts linked to core book spine: including recounts

Speaking and Listening

Children should be taught:

Speaking

- 1. to talk about stories, poems and rhymes they have listened to demonstrating knowledge (ideally sequenced) of the text;
- 2. to sing a large repertoire of songs and rhymes;
- 3. to know many rhymes, talk about familiar books and be able to tell a long story;
- 4. to develop articulation, audibility and fluency but may still have issues with irregular tenses and plurals;
- 5. to develop pronunciation but may have problems saying “r”, “j”, “th”, “ch” and “sh” and multisyllabic words;
- 6. to use longer sentences of 4 to 6 words;
- 7. to be able to express a point of view and be able to debate when they disagree with words and actions with both adults and friends;
- 8. to start a conversation with an adult or friend and continue it for many turns;
- 9. to use talk to organise themselves and their play;
- 10. to develop appropriate ways of being assertive;
- 11. to talk with others to solve conflicts;
- 12. to talk about their feelings using words like happy, sad, angry or worried;
- 13. to speak and engage in longer conversations about stories, poems and books while learning new vocabulary;
- 14. to listen with increased attention to sounds;
- 15. to respond orally to what they have heard expressing their thoughts and feelings;
- 16. to discuss and explore new vocabulary and use it in their own talk, interactions and role-play;

Listening and Understanding

- 17. to enjoy listening to stories of increasing length;
- 18. to pay attention to more than one thing at time *e.g. by supporting children to switch attention from play to listening;*
- 19. Understand a question or instruction with two parts;
- 20. Understand and respond to “why” questions;

Reading

Children should be taught:

- 1. through shared reading:
 - 1. to recognise printed and handwritten words in a variety of settings and forms *e.g. stories, notes, labels, captions, signs, notices, on screen, lists, directions, adverts etc.*;
 - 2. that words can be written down to be read again for a wide range of purposes;
 - 3. to understand and use correctly terms about books and print *e.g. book, cover, page, beginning, end, line, word, letter, title etc.*;
 - 4. to track text in the right order, page by page, top to bottom, pointing at pictures while reading, front to back etc.
- 2. to develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables in a word, recognise with same initial sounds;
- 3. to understand how story book language works and to use some formal elements when re-telling *e.g. “Once upon a time...”, “She lived in a little...”,*
- 4. to locate key parts of a text *e.g. picture, title etc.*
- 5. to re-read and recite stories, rhymes and poems with predictable and repeatable patterns
- 6. to read on sight their own name;
- 7. to recognise the titles of core texts

*** For specific phonics objectives please refer to Phonics Bug. The expectation for Nursery is for the children to be confident and competent at Phase 1 in order to be Reception Ready.*

Writing

Children should be taught:

- 1. to understand that writing remains constant and will always “say” the same thing;
- 2. to distinguish between writing and pictures in books and in their own work;
- 3. to understand how writing is formed directionally a word at a time;
- 4. to use some print and letter knowledge in their own early writing *e.g. writing a pretend shopping list or an “M” for “mummy”;*
- 5. to write all of their name;
- 6. to write some letters accurately;
- 7. to choose the right resources / implements to carry out their own plan *e.g. choosing a pencil and paper for writing;*
- 8. to use one handed tools and equipment;
- 9. to use a comfortable grip with good control when using pens and pencils;
- 10. to experiment and explore mark making to develop a preference for a dominant hand;
- 11. to create closed shapes with continuous lines and begin to use these shapes to represent objects or letters;