

Writing Composition	Learning experiences - implementation	Development Matters in the EYFS	Links to Year 1
<p>Sunbeams (Nursery 2 year old Provision)</p> <p>2 to 3 year olds</p>	<p>Through messy sensory play, children are encouraged to mark make and use their hands to develop fine motor skills.</p> <p>Develop gross motor skills to develop inner core strength and muscles.</p> <p>Children have the opportunities to complete fine motor activities to promote the development of their hand/eye co-ordination skills.</p> <p>Provide mark-making materials for children to explore.</p>	<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p>	<ul style="list-style-type: none"> - Spell words containing each of the 40+ phonemes taught - Spell common exception words - Spell the days of the week - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - Using –ing, –ed, –er and –est where no change is needed in the spelling of root words
<p>Sun (Preschool)</p> <p>3 to 4 year olds</p>	<p>Developing gross and fine motor skills through different activities to improve co-ordination, inner core strength and muscles.</p> <p>Mark making materials and media freely accessible to the children inside and outside, so they can engage in this activity.</p> <p>Helicopter Stories – children seeing adults scribe their stories.</p> <p>Children are exposed to environmental print.</p> <p>RWI Phonics taught to the children in Term 5 and 6, who are starting school in Sept. Letter formation is part of the sessions through</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</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>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<ul style="list-style-type: none"> - Sequencing sentences to form short narratives - Read their writing aloud clearly enough to be heard by their peers and the teacher - Joining words and joining clauses using "and"

	exposure to the new sounds and skywriting with their 'magic pencils'		
Reception 4 to 5 year olds	<p>Pupils are taught to:- Use a variety of mark-making materials to make marks, draw and form letters independently.</p> <p>Hold a pencil in their dominant hand and form letters by following the rhymes for each letter sound in the Read Write Inc Scheme.</p> <p>Develop their storytelling, explanations by connecting ideas or events.</p> <p>To use phonic knowledge from Read Write Scheme to write words in ways which match their spoken sounds.</p> <p>To use Fred Fingers when trying to write a word.</p> <p>Write for a purpose.</p> <p>Write their name, introducing Capital letters.</p> <p>Learn the red words (tricky words) so they can spell them in their writing by following the Read Write Inc Scheme.</p> <p>Through shared writes, Helicopter Stories children see how an adult writes down their own ideas. This scaffolds the use of Capital letters, finger spaces and full stops in their writing.</p>	<p>At the end of the Year expected for age range</p> <p>Physical Development ELG</p> <p>7. Fine Motor Skills ELG</p> <p>Children at the expected level of development will:</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p> <p>10. Writing ELG</p> <p>Children at the expected level of development will:</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p>	

		Write simple phrases and sentences that can be read by others.	
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Spoken Language	Learning experiences - implementation	Development Matters in the EYFS	Links to Year 1
<p>Sunbeams (Nursery 2 year old Provision)</p> <p>2 to 3 year olds</p>	<p>Through sharing of Songs, Nursery Rhymes and Stories to widen children’s vocabulary.</p> <p>Adults modelling of language whilst children are playing or interacting with peers.</p> <p>Adults to use Makaton to communicate with children.</p> <p>Good interactions with the children where they take the lead in the conversations and adults respond modelling correct language.</p> <p>Helicopter Stories - this allows the adult to skilfully model correct language whilst using the children’s own stories during the acting out sessions.</p>	<p>Understand simple instructions like “give to nanny” or “stop”.</p> <p>Recognise and point to objects if asked about them.</p> <p>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people’s talk with interest, but can easily be distracted by other things.</p> <p>Make themselves understood, and can become frustrated when they can’t. Start to say how they are feeling, using words as well as actions.</p> <p>Start to develop conversation, often jumping from topic to topic.</p>	<p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating,</p>

		<p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y</p> <ul style="list-style-type: none"> - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer' <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>	<p>hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p>
<p>Sun (Preschool) 3 to 4 year olds</p>	<p>Through sharing of Songs, Nursery Rhymes and Stories to widen children's vocabulary.</p> <p>Adults modelling of language and extending vocabulary whilst children are playing or interacting with peers.</p> <p>Adults to use Makaton to communicate with children.</p> <p>Good interactions with the children where they take the lead in the conversations and adults</p>	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	

	<p>respond by listening and modelling correct language.</p> <p>Helicopter Stories – this allows the adult to skilfully model correct language whilst using the children’s own stories during the acting out sessions.</p>	<p>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> <p>Use longer sentences of four to six words.</p> <p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	
<p>Reception 4 to 5 year olds</p>	<p>Children are read stories daily and vocabulary explained in context to children.</p> <p>Good quality adult interactions with the children to extend vocabulary and model correct language, using sentences.</p> <p>Following the Read Write Inc phonics scheme to teach the correct pronunciation of letter sounds.</p> <p>Talk4writing – provides children with the opportunities to orally learn and perform stories, thus learning the language of stories.</p>	<p>At the end of the year</p> <p>Communication and Language</p> <p>1. Listening, Attention and Understanding ELG</p> <p>Children at the expected level of development will:</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>Helicopter Stories - this allows the adult to skilfully model correct language whilst using the children's own stories during the acting out sessions.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>2. Speaking ELG</p> <p>Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced 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>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.</p>	
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Reading	Learning experiences - implementation	Development Matters in the EYFS	Links to Year 1
<p>Sunbeams (Nursery 2 year old Provision)</p> <p>2 to 3 year olds</p>	<p>Through sharing of Songs, Nursery Rhymes and Stories to widen children’s story repertoire.</p> <p>Have an attractive book area where children and adults can enjoy books together.</p> <p>Adults find opportunities to tell and read stories to children, using puppets, soft toys, or real objects as props.</p> <p>Adults provide stories, pictures and puppets that allow children to experience and talk about how characters feel.</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<ul style="list-style-type: none"> - apply phonic knowledge to decode words - speedily read all 40+ letters/groups for 40+ phonemes - read accurately by blending taught GPC - read common exception words - read common suffixes (-s, -es, -ing, -ed, etc.) - read multisyllable words containing taught GPCs - read contractions and understanding use of apostrophe - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known - 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
<p>Sun (Preschool)</p> <p>3 to 4 year olds</p>	<p>Through sharing of Songs, Nursery Rhymes and Stories to widen children’s story/poem/non-fiction repertoire.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p>	<ul style="list-style-type: none"> - making inferences on the basis of what is being said and done

	<p>Adults provide some simple poetry, song, fiction and non-fiction books in a welcoming book area.</p> <p>Fact and fiction books in all areas, e.g. construction area as well as the book area to enhance the children's enjoyment of reading.</p> <p>Adults will support children in making child-made books and adult-scribed stories to the book area and use these for sharing stories with others.</p> <p>Sun Class has an environment rich in print where children can learn about words, e.g. using names, signs, posters.</p> <p>When children can see the text, e.g. using big books, adults will model the language of print, such as letter, word, page, beginning, end, first, last, middle.</p> <p>Introduce children to books and other materials that provide information or instructions through cooking activities.</p> <p>Adults will ensure access to stories for all children by using a range of visual cues and story props.</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>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>- explain clearly their understanding of what is read to them</p>
<p>Reception 4 to 5 year olds</p>	<p>Through sharing of Songs, Nursery Rhymes and Stories to widen children's story/poem/non-fiction repertoire.</p> <p>Reception children have a welcoming Book Area where the books are changed regularly to offer a</p>	<p>At the end of the year Literacy 8. Comprehension ELG</p>	

	<p>wide variety of different fiction and non-fiction books.</p> <p>Through Talk4writing adults will help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.</p> <p>Adults will provide story boards and props which support children to talk about a story's characters and sequence of events.</p> <p>Adults teach Read Write Inc Phonic Scheme to enable children to decode words, segment and blend.</p> <p>RWI Phonics scheme followed to teach all letter sounds, digraphs and trigraphs in a set order.</p> <p>Children visit the Midsomer Norton Library to choose a book which is then read in class for one of the daily story time sessions.</p> <p>All Children have a reading book, which encourages them to use all their skills including their phonic knowledge to decode words.</p> <p>Children will be heard to read by their teacher, Adult Volunteers weekly.</p>	<p>Children at the expected level of development will:</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>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>9. Word Reading ELG</p> <p>Children at the expected level of development will:</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 aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	
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