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| **Nursery**  **Development Matters - 3 and 4 Year Olds**  **Communication & Language**  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?”  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  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.  **Physical Development**  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.  Show a preference for a dominant hand.  **Literacy**  Understand the five key concepts about print:  • 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  • Develop their phonological awareness, so that they can:  • spot and suggest rhymes  • count or clap syllables in a word  • recognise words with the same initial sound, such as money and mother  • 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. | | | | | |
| **Nursery Text** | **C&L** | **Physical Development** | **Reading (word reading)** | **Reading (comprehension)** | **Writing** |
| **Owl Babies** | **Listening, Attention & Understanding**   * Children listen attentively to the story, responding to the rhythm, rhyme, and repetition in the text. * Children follow simple instructions related to the story, such as “Pretend to be the owl babies waiting for Mummy” or “Can you say ‘I want my Mummy’ like Sarah?” * Children respond to “what” and “why” questions about the story, such as “What did the owl babies do?” or “Why were they sad?”   **Speaking**   * Children use new vocabulary from the story, like “owl,” “baby,” “tree,” “Mummy,” and “wait.” * Children express ideas using full sentences, such as “The owl babies are waiting for Mummy,” or “I see an owl in the tree.” * Children engage in role-play and storytelling, pretending to be the owl babies or Mummy Owl, and recreating scenes from the story. |  Children use their fingers and hands for mark-making. They may draw pictures of the owl babies, trees, or the moon, while saying, “This is Sarah, Percy, and Bill.”   Children use different writing tools to draw and create, enhancing their fine motor control. They might trace around simple shapes (like owl faces) or draw the owls and the tree.   Children hold a pencil or crayon with increasing control as they begin to create their own representations of the characters or actions from the book. |  Children recognize words with the same initial sound. For example, “B” for “Bill,” “S” for “Sarah,” or “T” for “tree.”   Children recognize familiar words like “owl,” “tree,” and “mummy,” which are repeated throughout the story.   Children show awareness of rhyme and alliteration. For instance, they might notice rhyming words like “tree” and “me” or “Bill” and “will.”   Children recognize familiar letters in names or words from the story, such as ‘B’ for “Bill” or ‘S’ for “Sarah.”   Children match sounds to letters, such as “T” for “tree” or “O” for “owl.” |  Children listen to and remember key facts or events from the story, like “The owls were waiting for Mummy” or “Sarah, Percy, and Bill were in the tree.”   Children join in with repeated phrases, such as “I want my Mummy” or “Where’s Mummy?”   Children recognize and talk about the characters and events in the story. For example, they may discuss how the owl babies felt when Mummy wasn’t there and then when she returned.   After reading, children can engage in role-play, acting out the owls waiting for Mummy, using toy owls or even themselves to pretend to be the characters.   Children can predict what will happen next in the story, such as, “Mummy will come back soon,” or, “The owls will be happy when Mummy returns.” |  Children make marks and give meaning to them. For example, they might draw pictures of the three owl babies or the forest, while saying, “This is Sarah, Percy, and Bill,” or “This is the tree where the owls live.”   Children distinguish between different marks. For instance, they could create different shapes or marks to represent various parts of the story, such as round shapes for owl faces or vertical lines for tree trunks.   Children begin to write some letters accurately. They might try writing ‘O’ for owl or ‘B’ for Bill, trying to form the letters as they see them in the book.   Children enjoy exploring writing in different ways. For example, they may use crayons, markers, or even finger painting to represent the characters or scenes in the book.   Children copy or attempt to write words from the story. They may try writing simple words like "owl," "tree," or "mummy." |
| **We’re Going on a Bear Hunt** | **Listening, Attention & Understanding**   * **Children listen attentively to the story, responding to the rhythm and repetitive lines.** They may listen for specific phrases like “We’re going on a bear hunt” and repeat them along with the reader. * **Children follow simple instructions related to the story.** For example, “Pretend you’re walking through the tall grass” or “Can you act like a bear?” * **Children respond to “what” and “why” questions about the story.** For example, “What did the family do when they saw the bear?” or “Why did they need to cross the river?”   **Speaking**   * **Children use new vocabulary from the story.** For example, they might use words like “bear,” “hunt,” “grass,” “mud,” and “forest” to describe the story or create their own versions of a bear hunt. * **Children express ideas using full sentences.** They may say things like, “We’re going on a bear hunt,” “I see the bear,” or “We can’t go under the river.” * **Children engage in role-play and storytelling.** They might pretend to go on a bear hunt with their friends, acting out parts of the story, such as “walking through the grass” or “splashing through the river.” * **Children use descriptive language.** For example, “The grass is tall,” or “The mud is squelchy,” describing the different scenes in the story |  **Children use their fingers and hands for mark-making.** They may draw pictures of the bear or the journey through the grass, mud, and river, while saying, “This is the bear” or “We walked through the grass.”   **Children use different writing tools.** They may trace or draw pictures of the bear hunt scenes, practicing holding pens or crayons.   **Children hold a pencil or crayon with increasing control.** They can write or draw parts of the story, such as the bear, the river, or the grass. |  **Children recognize words with the same initial sound.** For example, they might recognize ‘B’ for “bear” or ‘G’ for “grass.”   **Children recognize familiar words from the story.** Children may recognize and read aloud words like “bear,” “river,” and “grass,” as they are repeated throughout the book.   **Children show awareness of rhyme and alliteration.** For example, they may recognize rhyming pairs or repetitive sounds from the book, like “grass” and “pass,” or “mud” and “thud.”   **Children recognize familiar letters in names or words from the story.** They may recognize ‘B’ for “bear” or ‘R’ for “river” and identify these letters in their names or the story text.   **Children match sounds to letters.** They begin to understand how sounds relate to letters, such as matching “B” to “bear” or “R” to “river.” |  **Children listen to and remember key facts or events from the story.** They may recall the sequence of events, such as “We’re going on a bear hunt” or “We saw the bear at the end.”   **Children join in with repeated phrases.** For example, children can join in saying, “We’re going on a bear hunt,” “Can’t go over it,” “Can’t go under it,” and other repetitive lines from the book.   **Children recognize and talk about the characters and events in the story.** Children might recall who went on the hunt, where they traveled (through the grass, the river, etc.), and when they found the bear.   **After reading, children can engage in role-play and recreate parts of the story.** Children may pretend to go on their own bear hunt, acting out the journey and using props like a toy bear, sticks, or scarves to represent the different environments.   **Children can predict what will happen next in the story.** For example, they might guess, “We’ll see the bear soon,” or, “The bear will come out of the cave.” |  **Children make marks and give meaning to them.** For example, children may draw pictures of the bear, trees, or the river from the story, saying, "This is the bear," or "This is the river."   **Children distinguish between different marks.** They may experiment with different marks to represent parts of the story, such as wavy lines for the river or jagged lines for the tall grass.   **Children begin to write some letters accurately.** Children may attempt to write the first letter of the words they are familiar with from the story, such as ‘B’ for “bear” or ‘R’ for “river.”   **Children enjoy exploring writing in different ways.** Children could use crayons, markers, or finger painting to represent the story’s scenes or characters.   **Children copy or attempt to write words from the story.** For example, they may write “bear,” “river,” or “grass,” with guidance. |
| **The Biscuit Bear** | **Listening, Attention & Understanding**   * **Children listen attentively to the story, responding to the rhythm, rhyme, and repetition in the text.** Children may join in with repeated lines like “The biscuit bear is delicious” or “But the bear is missing something.” * **Children follow simple instructions related to the story.** For example, “Can you pretend to be the bear made of biscuits?” or “Can you act like a baker?” * **Children respond to “what” and “why” questions about the story.** For example, “Why is the bear so delicious?” or “What happened to the bear in the bakery?”   **Speaking**   * **Children use new vocabulary from the story.** For example, they might use words like “biscuit,” “bear,” “bakery,” and “delicious” to talk about the book. * **Children express ideas using full sentences.** For example, “The bear is made of biscuits,” or “The baker makes biscuits in the bakery.” * **Children engage in role-play and storytelling.** They might pretend to be the characters, using props like toy biscuits or a pretend bakery counter. * **Children use descriptive language.** For example, “The biscuit is crunchy,” or “The bear is round and brown,” describing elements of the story in their own words |  **Children use their fingers and hands for mark-making.** They may draw pictures of the biscuit bear or bakery while saying, “This is the bear,” or “This is the bakery.”   **Children use different writing tools.** Children can trace or create pictures of the bear, biscuits, or bakery items using crayons, markers, or paint.   **Children hold a pencil or crayon with increasing control.** As they begin to write or draw their own versions of the characters or scenes, they will practice hand control. |  **Children recognize words with the same initial sound.** For example, children may recognize ‘B’ for “bear,” ‘B’ for “biscuit,” or ‘B’ for “bakery.”   **Children recognize familiar words from the story.** They may recognize and read aloud words like “bear,” “biscuit,” “bakery,” and “delicious” that appear repeatedly throughout the book.   **Children show awareness of rhyme and alliteration.** They may notice rhyming pairs or alliteration, like “biscuit” and “bear,” or “bakery” and “bake.”   **Children recognize familiar letters in names or words from the story.** They may identify ‘B’ for “bear” or ‘B’ for “biscuit” in their own names or other words.   **Children match sounds to letters.** They start to connect the sounds they hear to the letters they see, such as matching “B” to “biscuit” or “B” to “bear.” |  **Children listen to and remember key facts or events from the story.** They can recall parts of the story, such as the bear being made of biscuits or the bakery’s popularity.   **Children join in with repeated phrases.** For example, children can join in with repetitive lines like “The biscuit bear is delicious” or “But the bear is missing something.”   **Children recognize and talk about the characters and events in the story.** For example, they might recall how the bear was made and how the baker felt.   **After reading, children can engage in role-play and recreate parts of the story.** Children might pretend to be the bear, the baker, or the customers at the bakery, acting out the events and using props like toy bears or baked goods.   **Children can predict what will happen next in the story.** For example, they might guess, “The bear will be eaten,” or “The bakery will sell lots of biscuits.” |  **Children make marks and give meaning to them.** For example, children may draw pictures of the biscuit bear, the bakery, or other characters, saying, "This is the bear," or "This is the bakery," to express their understanding of the story.   **Children distinguish between different marks.** They might create different shapes for the bear or the bakery items, such as round shapes for biscuits or long lines for the bakery counter.   **Children begin to write some letters accurately.** Children might attempt to write letters like “B” for “bear” or “B” for “biscuit,” trying to form letters as they see them in the book.   **Children enjoy exploring writing in different ways.** They might use crayons, markers, or finger painting to create their own versions of the bear or the bakery. |
| **The Everywhere Bear** | **Listening, Attention & Understanding**   * **Children listen attentively to the story, responding to the rhythm, rhyme, and repetition in the text.** They might join in saying, “The bear went everywhere” and other recurring phrases. * **Children follow simple instructions related to the story.** For example, “Pretend you are the bear going to school” or “Can you show me where the bear goes?” * **Children respond to “what” and “why” questions about the story.** For example, “Why do you think the bear went to school?” or “What happened when the bear went to the park?”   **Speaking**   * **Children use new vocabulary from the story.** For example, they might use words like “bear,” “school,” “park,” and “adventure” to describe the story. * **Children express ideas using full sentences.** They might say, “The bear went to the park,” or “The bear is in the school with the children.” * **Children engage in role-play and storytelling.** They may pretend to be the characters from the story, using props like stuffed bears or toy school supplies to act out the bear’s adventures. * **Children use descriptive language.** For example, “The bear is big,” or “The bear is in the park with the children,” describing scenes from the story using their own words. |  **Children use their fingers and hands for mark-making.** They may draw pictures of the bear or the school while saying “This is the bear,” or “This is the school.”   **Children use different writing tools.** Children can trace or create pictures of the bear and the places it visits, such as the school or park, using crayons, markers, or pencils.   **Children hold a pencil or crayon with increasing control.** As they begin to write or draw their own versions of the bear’s journey, they will practice hand control. |  **Children recognize words with the same initial sound.** For example, they might recognize “B” for “bear,” “S” for “school,” or “A” for “adventure.”   **Children recognize familiar words from the story.** They may recognize and read aloud words like “bear,” “school,” “adventure,” or “everywhere” from the repeated parts of the book.   **Children show awareness of rhyme and alliteration.** They may notice rhyming pairs or sounds from the book, like “bear” and “everywhere” or “school” and “tool.”   **Children recognize familiar letters in names or words from the story.** They may identify letters such as ‘B’ for “bear” or ‘S’ for “school” in their own names or in the text.   **Children match sounds to letters.** They start to connect sounds they hear with letters they see, such as matching “B” to “bear” and “S” to “school.” |  **Children listen to and remember key facts or events from the story.** They can recall parts of the story, such as the bear going to different places or the adventures it has.   **Children join in with repeated phrases.** For example, children can join in saying “The bear went everywhere” or “The Everywhere Bear” from the book.   **Children recognize and talk about the characters and events in the story.** For example, they might recall how the bear visited the school and what happened when the children found the bear in different places.   **After reading, children can engage in role-play and recreate parts of the story.** Children may pretend to be the bear or the children, acting out the bear’s adventures with toys or props.   **Children can predict what will happen next in the story.** For example, they might guess, “Where will the bear go next?” or “What will happen when the bear meets the children?” |  **Children make marks and give meaning to them.** For example, children may create pictures of the bear, the children, or the places the bear visits, saying “This is the bear” or “This is the school,” to express their understanding of the story.   **Children distinguish between different marks.** They may draw distinct marks for different environments the bear visits, such as curved lines for the playground or wavy lines for the river.   **Children begin to write some letters accurately.** Children might attempt to write letters like “B” for “bear” or “S” for “school,” trying to form letters they see in the book.   **Children enjoy exploring writing in different ways.** They may draw pictures of the bear’s adventures and add marks, symbols, or letters to represent parts of the story.   **Children copy or attempt to write words from the story.** For example, they might try writing “bear,” “school,” or “adventure,” with support |
| **Tanka Tanka Skunk** | **Listening, Attention & Understanding**   * Listens to the story with increasing attention, focusing on the beat and rhythm. * Joins in with repeated phrases and claps along to syllables (*e.g., clapping “Kan-ga-ROO”*). * Responds to simple ‘what’ and ‘who’ questions (*e.g., “Who plays the drum?”*).   **Speaking**   * Uses new vocabulary from the book (*e.g., “beat,” “drum,” “stomp”*). * Expresses ideas using full sentences (*e.g., “The skunk is drumming!”*). * Engages in call-and-response style speaking (*e.g., saying “Tanka Tanka” and waiting for a friend to say “Skunk”*). * Uses their own words to describe the story (*e.g., “They are making music”*). |  Uses finger and hand movements to tap or drum to the rhythm of the book.   Holds crayons, chalk, or a paintbrush to draw patterns or letters while chanting the rhythm.   Traces letters and shapes while following the beats of the book. |  Recognises words with the same initial sound (*e.g., ‘Tanka,’ ‘tap,’ ‘tiger’ all start with ‘T’*).   Shows awareness of rhythm and syllables in words (*e.g., clapping the syllables in “TAN-ka TAN-ka SKUNK”*).   Recognises familiar letters in names or words from the book (*e.g., ‘S’ for Skunk, ‘T’ for Tanka*).   Begins to match sounds to letters in familiar words (*e.g., ‘b’ for ‘bear’ and ‘d’ for ‘drum’*). |  Listens to and joins in with the story, repeating key phrases (*e.g., chanting “Tanka Tanka Skunk” in rhythm*).   Understands and answers simple questions about the book (*e.g., “What is Skunk playing?” or “What does Tanka do?”*).   Recognises and talks about the different animals in the book.   Engages in story-related play (*e.g., pretending to be a drumming animal*).   Begins to predict what will happen next in the story. |  Makes marks and gives meaning to them (*e.g., drawing Tanka and Skunk and saying, “This is Tanka with his drum”*).   Distinguishes between different marks (*e.g., scribbles, shapes, and letters when attempting to write animal names*).   Begins to write some letters accurately (*e.g., ‘T’ for Tanka, ‘S’ for Skunk*).   Enjoys exploring writing in different ways (*e.g., using paint, chalk, or tracing letters in sand*).   Copies or attempts to write letters from their name or words from the story (*e.g., “drum,” “tap,” “Tanka”*). |
| **Yucky Worms** | **Listening, Attention & Understanding**   * Listens to the story with increasing attention and recalls key facts. * Follows simple instructions related to the story (*e.g., pretending to move like a worm*). * Responds to ‘what’ and ‘why’ questions about the story (*e.g., “Why do worms like soil?”*).   **Speaking**   * Uses new vocabulary from the book (*e.g., “wiggle,” “tunnel,” “underground”*). * Expresses ideas using full sentences (*e.g., “Worms help the soil”*). * Engages in role-play and storytelling (*e.g., pretending to be a worm, narrating what they do underground*). * Uses descriptive language (*e.g., “The worm is long and stretchy”*). |  Uses finger and hand movements to mimic worms wriggling.   Holds crayons, chalk, or a paintbrush to draw and make marks that resemble worm movements.   Traces letters and shapes while following the worm’s path. | * Recognises words with the same initial sound (*e.g., ‘worm,’ ‘wiggle,’ ‘wet’ all start with ‘W’*). * Shows awareness of rhyme and alliteration (*e.g., “wriggly worms wiggle”*). * Recognises familiar letters in names or words from the book (*e.g., ‘W’ for worm, ‘D’ for dig*). * Begins to match sounds to letters in familiar words (*e.g., ‘m’ for ‘mud’ and ‘s’ for ‘soil’*). |  Listens to and remembers key facts about worms.   Joins in with repeated phrases (*e.g., wiggling fingers when hearing “wriggly worms”*).   Understands and answers simple questions about the book (*e.g., “Where do worms live?”*).   Recognises and talks about the different parts of a worm’s habitat.   Engages in story-related play (*e.g., pretending to dig like worms*).   Begins to predict what will happen next in the story (*e.g., “What do you think the worm will do now?”*). |  Makes marks and gives meaning to them (*e.g., drawing worms and saying, “This is a long, wiggly worm”*).   Distinguishes between different marks (*e.g., scribbles, lines, and letters when attempting to write*).   Begins to write some letters accurately (*e.g., ‘W’ for ‘worm,’ ‘D’ for ‘dig’*).   Enjoys exploring writing in different ways (*e.g., using sticks in soil, tracing letters in sand, or using finger paint to create worm trails*).   Copies or attempts to write letters from their name or words from the story (*e.g., “worm,” “wiggle,” “soil”*). |
| **The Gruffalo** | **Listening, Attention & Understanding**   * Listens to the story with increasing attention and recalls key phrases. * Follows simple instructions related to the story (*e.g., “Can you stomp like the Gruffalo?”*). * Responds to ‘what’ and ‘why’ questions about the story (*e.g., “Why does the mouse trick the Gruffalo?”*).   **Speaking**   * Uses new vocabulary from the book (*e.g., “prickles,” “terrible,” “roar”*). * Expresses ideas using full sentences (*e.g., “The Gruffalo has big teeth”*). * Engages in role-play and storytelling (*e.g., pretending to be the mouse or the Gruffalo*). * Uses descriptive language (*e.g., “The Gruffalo is big and scary”*). |  Uses finger and hand movements to trace or draw the Gruffalo.   Holds crayons, chalk, or a paintbrush to create mark-making and drawings.   Traces letters from the story (*e.g., ‘G’ for Gruffalo, ‘M’ for Mouse*). |  Recognises words with the same initial sound (*e.g., ‘Gruffalo,’ ‘growl,’ ‘great’ all start with ‘G’*).   Shows awareness of rhyme and alliteration (*e.g., “roasted fox,” “owl ice cream”*).   Recognises familiar letters in names or words from the book (*e.g., ‘G’ for Gruffalo, ‘M’ for Mouse*).   Begins to match sounds to letters in familiar words (*e.g., ‘s’ for ‘snake,’ ‘b’ for ‘big’*). |  Listens to and remembers key events in the story.   Joins in with repeated phrases (*e.g., “A Gruffalo? What’s a Gruffalo?”*).   Understands and answers simple questions about the book (*e.g., “What does the Gruffalo eat?”*).   Recognises and talks about the different characters in the story.   Engages in story-related play (*e.g., pretending to be the mouse outwitting the Gruffalo*).   Begins to predict what will happen next in the story. |  Makes marks and gives meaning to them (*e.g., drawing the Gruffalo and saying, “This is his big, bad claws”*).   Distinguishes between different marks (*e.g., scribbles, lines, and letters when attempting to write*).   Begins to write some letters accurately (*e.g., ‘G’ for Gruffalo, ‘F’ for Fox, ‘M’ for Mouse*).   Enjoys exploring writing in different ways (*e.g., using paint, chalk, or tracing letters in sand*).   Copies or attempts to write letters from their name or words from the story (*e.g., “big,” “teeth,” “roar”*) |
| **Handa’s Surprise** | **Listening, Attention & Understanding**   * Listens attentively to the story, responding to key details (*e.g., remembering which animals Handa meets*). * Follows simple instructions related to the story (*e.g., “Pretend you are carrying fruit”*). * Responds to ‘what’ and ‘why’ questions about the story (*e.g., “Why did the animals take the fruit?”*).   **Speaking**   * Uses new vocabulary from the book (*e.g., “fruit,” “goat,” “surprise”*). * Expresses ideas using full sentences (*e.g., “Handa carries fruit for her friend”*). * Engages in role-play, imitating characters from the book (*e.g., saying “I’ll carry fruit like Handa!”*). * Uses descriptive language (*e.g., “The monkey is taking the banana!”*). |  Uses fingers and hands to manipulate small objects while talking about the fruits or animals in the story.   Holds crayons, pencils, or paintbrushes to draw or make marks representing the animals and fruits from the story.   Traces letters and shapes while identifying the fruits and animals in the book.   Practices using scissors to cut out fruit shapes or animal images |  Recognises words with the same initial sound (*e.g., 'M' for Mango, 'B' for Banana, 'A' for Apple*).   Recognises and starts to read familiar words (*e.g., "fruit," "goat," "bird"*).   Shows awareness of rhyme and alliteration (*e.g., “banana and bird,” “goat and grapes”*).   Recognises familiar letters in names or words from the book (*e.g., H for Handa, B for Bird*) |  Listens to the story with increasing attention and recall (*e.g., remembering the sequence of fruits Handa carries*).   Joins in with repeated phrases or lines from the story (*e.g., “Handa’s surprise!”*).   Understands and answers simple questions about the book (*e.g., “What fruit did Handa carry?”*).   Recognises and talks about the different animals Handa encounters (*e.g., “What did the goat do?”*).   Engages in role-play (*e.g., pretending to be Handa, carrying fruit in a basket and meeting animals*).   Begins to predict what will happen next (*e.g., “What do you think will happen to the fruit now?”*) |  Makes marks and gives meaning to them (*e.g., drawing fruit or animals and explaining, "This is a mango, this is a monkey"*)   Distinguishes between different marks (*e.g., using scribbles, shapes, and letters when attempting to write words from the book*)   Begins to write some letters accurately (*e.g., ‘H’ for Handa, ‘M’ for mango*)   Enjoys exploring writing in different ways (*e.g., making marks on paper, in sand, or with finger paints while telling stories about Handa's journey*)   Copies or attempts to write letters from their name or words from the story (*e.g., “fruit,” “bird,” “mango”*) |
| **Here’s a Little Poem** | **Listening, Attention & Understanding**   * Children listen attentively to the poem, responding to rhythm, rhyme, and repetition. * Children follow simple instructions related to the poem, such as “Hop like the frog” or “Flap your arms like the bird.” * Children respond to “what” and “why” questions about the poem, such as “What does the cat do?” or “Why does the bird fly?”   **Speaking**   * Children use new vocabulary from the poem. After listening to the poem, they may use words such as “flap,” “hop,” “jump,” “cat,” and “bird” in their speech. * Children express ideas using full sentences, such as “The frog hops on the grass” or “The bird is flying in the sky.” * Children engage in role-play and storytelling, taking on the roles of animals in the poem and acting out their movements, such as “I’m the cat hopping.” Children use descriptive language to describe animals or actions with words like “fluffy,” “small,” or “high,” such as “The bird flew high in the sky.” |  Children use their fingers and hands for mark-making. They might draw or create marks while engaging with the poem, such as drawing animals or writing initial letters.   Children use different writing tools, exploring various tools like pencils, crayons, and markers to draw or write, enhancing fine motor control.   Children hold a pencil or crayon with control, practicing controlled mark-making and drawing inspired by the poem, such as drawing animals or shapes from the story. | * Children recognize words with the same initial sound. For example, “B” for “bird,” “C” for “cat,” or “H” for “hop.” * Children recognize familiar words like “cat,” “dog,” and “bird,” which are commonly repeated in the poems. * Children show awareness of rhyme and alliteration by recognizing rhyming pairs like “dog” and “frog” or “cat” and “hat.” * Children recognize familiar letters in names or words from the poem, such as ‘C’ for “cat” or ‘B’ for “bird.” * Children match sounds to letters, such as “B” for “bird” or “C” for “cat.” |  Children listen to and remember key facts from the poem, such as actions like “The cat hops” or “The bird flies.”   Children join in with repeated phrases from the poem, such as “Hop, hop, hop!” or “The bird flew by.”   Children recognize and talk about the characters and events in the poem, such as “What did the cat do?” or “Where did the bird go?”   After reading, children may engage in role-play, acting out the actions of the animals from the poem, such as hopping, flying, or walking.   Children begin to predict what will happen next in the poem, based on repetition and rhyme. For example, they may say, “What will the frog do next?” |  Children make marks and give meaning to them. For instance, they may draw pictures of animals or items from the poems, such as a cat, bird, or tree, while saying, “This is the cat jumping.”   Children distinguish between different marks. They might experiment with different mark-making techniques to illustrate parts of the poem, such as drawing swirls for "windy day" or zigzags for "hopping."   Children begin to write some letters accurately. They may attempt to write letters from the poem, like ‘C’ for cat or ‘B’ for bird.   Children enjoy exploring writing in different ways. They can explore writing with crayons, markers, or finger paints to represent objects and actions from the poem, such as "hop" or "bird."   Children copy or attempt to write words from the poem. For example, they might copy “cat,” “hop,” or “bird” and practice writing them. |
| **A Great Big Cuddle** | **Listening, Attention & Understanding**   * Children listen attentively to the story, responding to the rhythm, rhyme, and repetition in the text. * Children follow simple instructions related to the story, such as “Give a cuddle like the bear” or “Pretend to be a bear and hug your friend.” * Children respond to “what” and “why” questions about the story, such as “What did the bear do?” or “Why does the bear give a cuddle?”   **Speaking**   * Children use new vocabulary from the story, like “hug,” “bear,” “cuddle,” “warm,” and “big.” * Children express ideas using full sentences, such as “I want a big cuddle” or “The bear is big and warm.” * Children engage in role-play and storytelling, pretending to be the bear and giving cuddles to friends, family, or toys. * Children use descriptive language to express emotions or actions from the story, such as “The bear is warm,” “I feel happy,” or “The cuddle is big and cozy.” |  Children use their fingers and hands for mark-making, drawing pictures of the bear or cuddles. They may also try tracing the shapes of the bear or the heart symbols associated with the warm feelings of cuddling.   Children use different writing tools like crayons, markers, or pens to draw or write, developing fine motor control.   Children hold a pencil or crayon with increasing control as they begin to create simple drawings and attempt to write letters from the story. |  Children recognize words with the same initial sound, such as ‘B’ for “bear” or ‘C’ for “cuddle.”   Children recognize familiar words from the story, like “hug” and “bear,” which are repeated throughout the book.   Children show awareness of rhyme and alliteration. They may recognize rhyming pairs or rhythmic words from the story like “hug” and “bug” or “bear” and “care.”   Children recognize familiar letters in names or words from the story, such as ‘B’ for “bear” or ‘C’ for “cuddle.”   Children match sounds to letters, linking the sounds to the first letter of words like “C” for “cuddle” or “B” for “bear.” |  Children listen to and remember key facts or themes from the story. They may recall the key idea that the bear gives a great big cuddle, or that cuddles make the characters feel happy.   Children join in with repeated phrases, such as “Hug me,” “Big cuddle,” or “I want a cuddle.”   Children recognize and talk about the characters and events in the story. For example, they may talk about the bear, saying things like, “The bear is big” or “The bear gives a cuddle.”   After reading, children can engage in role-play, acting out the actions of giving a cuddle or making a bear, using stuffed animals or their own bodies to reenact the story.   Children can predict what will happen next in the story, for example, they might guess, “The bear will give a cuddle.” |  Children make marks and give meaning to them. They might draw pictures of animals, characters, or objects from the story, such as a bear, a hug, or a tree, while saying, “This is the bear giving a cuddle.”   Children distinguish between different marks. For example, they may experiment with different types of mark-making to represent different characters or emotions (e.g., curved lines for a hug, wavy lines for a cuddle).   Children begin to write some letters accurately. For instance, they could try writing ‘B’ for bear or ‘H’ for hug, which are central to the story.   Children enjoy exploring writing in different ways. They may use crayons, markers, or finger paints to represent the warm feelings of a cuddle, such as drawing hearts, or tracing shapes like circles for a hug.   Children copy or attempt to write words from the story, such as “hug,” “bear,” or “big,” and practice forming letters or simple words. |