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| **Reception**  **Development Matters – Reception in Children**  **Communication & Language**   * Learn new vocabulary. * Articulate their ideas and thoughts in well-formed sentences. * Connect one idea or action to another using a range of connectives. * Connect one idea or action to another using a range of connectives. * Describe events in some detail. * Engage in story times. * 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. * Engage in non-fiction books. * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.   **Physical Development**   * 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.   **Literacy**  **Reading**   * Read individual letters by saying the sounds for them. * Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. * Read some letter groups that each represent one sound and say sounds for them. * Read a few common exception words matched to the school’s phonic programme. * Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.   **Writing**   * Form lower-case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. * Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. * Re-read what they have written to check that it makes sense. | | | | | |
| **Reception Texts** | **C&L** | **Physical Development** | **Reading (word reading)** | **Reading (Comprehension)** | **Writing** |
| **The Gigantic Turnip** | **Listening, Attention & Understanding**  **Children listen attentively to the story, responding to the rhythm, rhyme, and repetition in the text.** They will engage with the repeating lines of the book like “Pull! Pull! Pull!” and may enjoy joining in on these parts.  **Children follow simple instructions related to the story.** For example, “Can you pretend to pull the turnip?” or “Can you show me who helps the farmer?”  **Children can answer questions about the story.** For example, “What happens when the farmer pulls the turnip?” or “Who helps the farmer?”  **Children can talk about the main ideas or events.** They may describe the different characters helping the farmer or talk about the importance of teamwork in the story.  **Speaking**  **Children use new vocabulary from the story.** For example, they might use words like “turnip,” “pull,” “farmer,” and “grow” in their speech.  **Children express ideas using full sentences.** They might say, “The farmer pulled the turnip,” or “The animals helped pull the turnip out.”  **Children engage in role-play and storytelling.** They may pretend to be the characters from the story and use phrases such as “Pull!” or “I can help,” reenacting the events with props.  **Children use descriptive language.** For example, “The turnip is big,” or “The farmer needs help pulling the turnip.” | **Children use their fingers and hands for mark-making.** They may draw or make marks to represent the turnip, the farmer, or the animals, and label them with words.  **Children begin to show control when using a pencil or crayon.** As they practice drawing or writing, they will refine their hand control, drawing more detailed pictures of the turnip or farmer.  **Children enjoy using different materials for drawing and writing.** They may enjoy using a variety of tools like crayons, markers, or playdough to create their own turnips, farmers, and animals. | **Children begin to recognize familiar words.** For example, they might recognize and read aloud words from the book like “turnip,” “pull,” or “farmer.”  **Children start to read simple words by blending sounds together.** They may begin to sound out and blend letters in words like “turnip,” “grow,” or “pull.”  **Children recognize initial sounds and letter patterns.** For example, they may recognize the letter “T” for “turnip,” “F” for “farmer,” and other familiar sounds in the book.  **Children demonstrate an awareness of rhyme and rhythm in stories.** They may identify rhyming words like “pull” and “full,” or use the rhythm of the text to predict words.  **Children match sounds to letters.** They can start identifying letters and the sounds they make, such as “T” for “turnip” or “F” for “farmer.” | **Children listen attentively to the story and understand the main events.** They can recall key events from the story, such as when the farmer tries to pull the turnip out of the ground and asks for help.  **Children can join in with repeated phrases or lines from the story.** For example, they may enjoy repeating the line “Pull! Pull! Pull!” as it is a repetitive part of the book.  **Children can answer simple questions about the story.** For example, “Who tried to pull the turnip out?” or “What did the farmer do to get help?”  **Children can engage in role-play and recreate parts of the story.** They might act out the characters trying to pull the turnip, using props such as a large play turnip or a rope to help pull.  **Children can discuss what happens at the beginning, middle, and end of the story.** They can describe the sequence of events, such as “The farmer tries to pull the turnip out,” “The animals help him,” and “They finally pull the turnip out together.” | **Children make marks and give meaning to them.** Children can create pictures to represent the key parts of the story, such as the turnip, the characters, and the farm, and give meanings to their drawings. They might say things like, "This is the turnip," or "This is the farmer."  **Children begin to form letters or write some recognizable letters.** Children might attempt to write “T” for turnip or “F” for farmer, attempting to form letters seen in the book.  **Children enjoy writing and drawing, showing an interest in writing letters and words.** They may be encouraged to write or trace simple words from the story, such as “turnip” or “pull.”  **Children copy or attempt to write words from the story.** For example, children might write “turnip,” “pull,” or “grow” with guidance, or form their own version of these words based on the illustrations in the book. |
| **Caterpillar Cake** | **Listening, Attention & Understanding**  **Children listen attentively to the story, responding to the rhythm, rhyme, and repetition in the text.** They may join in repeating phrases like “Yum!” or “Cake!” and engage with the rhythm and repetition.  **Children follow simple instructions related to the story.** For example, “Can you show me the caterpillar?” or “Pretend to eat the cake like the caterpillar does!”  **Children can answer simple questions about the story.** For example, “What is the caterpillar eating?” or “What colour is the cake?”  **Children can talk about the main ideas or events in the story.** For example, “The caterpillar is eating the cake,” or “The cake is yummy!”  **Speaking**  **Children use new vocabulary from the story.** They may use words like “caterpillar,” “cake,” “eat,” and “yum” in their speech.  **Children express ideas using full sentences.** They might say, “The caterpillar is eating the cake,” or “The cake is yummy.”  **Children engage in role-play and storytelling.** They may pretend to be the caterpillar or the cake, using phrases like “Yum! The caterpillar is eating the cake.”  **Children use descriptive language.** For example, “The caterpillar is eating the cake,” or “The cake is big and yummy. | **Children use their fingers and hands for mark-making.** They might draw their own versions of the caterpillar and the cake or use playdough to make a “cake.”  **Children begin to show control when using a pencil or crayon.** As they practice writing or drawing, they will refine their hand control, such as drawing a neat caterpillar or cake.  **Children enjoy using different materials for drawing and writing.** They may enjoy using a variety of writing tools to draw or trace shapes that represent the cake, caterpillar, or decoration.  **Children manipulate small objects with increasing dexterity.** They might enjoy using materials like playdough, beads, or craft supplies to create their own caterpillar cake models | **Children begin to recognize familiar words.** They may recognize and read aloud words from the book like “cake,” “caterpillar,” and “yum,” particularly from repetitive parts of the text.  **Children start to read simple words by blending sounds together.** They may begin to sound out and blend simple words like “cake,” “yum,” or “eat.”  **Children recognize initial sounds and letter patterns.** For example, they may recognize the letter “C” for “cake” and “caterpillar” and begin associating these letters with the sounds they hear.  **Children begin to understand rhyming patterns and rhythm in stories.** They may notice words that rhyme or have the same sound, such as “cake” and “yum” and enjoy the rhythm of the text.  **Children match sounds to letters.** They start identifying letters and the sounds they make, such as “C” for “caterpillar” and “cake.” | **Children listen attentively to the story and understand key events.** They can recall key moments, like when the caterpillar eats the cake or when the cake is decorated.  **Children can join in with repeated phrases.** For example, they may enjoy repeating “Yum!” or “Cake!” as these words are used throughout the book.  **Children can answer simple questions about the story.** For example, “What is the caterpillar eating?” or “What happens to the cake?”  **Children can engage in role-play and recreate parts of the story.** They can act out the caterpillar eating the cake, using props or toy versions of the cake and the caterpillar.  **Children can discuss what happens at the beginning, middle, and end of the story.** They can describe the sequence, such as “The caterpillar eats the cake,” “It’s decorated,” and “The caterpillar enjoys eating the cake. | **Children make marks and give meaning to them.** Children can create pictures to represent parts of the story, such as the caterpillar cake or the characters, and explain their drawings, saying things like, “This is the cake,” or “This is the caterpillar.”  **Children begin to form letters or write some recognizable letters.** Children might attempt to write “C” for caterpillar or “C” for cake, beginning to form letters seen in the book.  **Children enjoy writing and drawing, showing an interest in writing letters and words.** They may enjoy making marks or letters that represent words from the story, such as “caterpillar,” “cake,” or “yum.”  **Children copy or attempt to write words from the story.** For example, children might try to write “cake” or “caterpillar” with support or assistance.  **Children explore different writing tools and materials.** They might enjoy drawing their own caterpillar cake or writing short words from the book, such as “yum,” “cake,” or “eat.” |
| **Oi Frog!** | **Listening, Attention & Understanding**  **Children listen attentively to the story, responding to the rhythm, rhyme, and repetition in the text.** They may join in repeating lines like “Oi, frog!” or “Frog on a log!” and respond to the repeated patterns in the text.  **Children follow simple instructions related to the story.** For example, “Can you pretend to sit on a log like the frog?” or “Can you make a sound like a frog?”  **Children can answer simple questions about the story.** For example, “What animal is sitting on the log?” or “What does the frog want to sit on?”  **Children can talk about the main ideas or events in the story.** For example, “The frog was looking for a place to sit,” or “The frog wanted to sit on something soft.”  **Speaking**  **Children use new vocabulary from the story.** They may use words like “frog, ”log,” “sit, “and “mat” in their speech.  **Children express ideas using full sentences.** They might say, “The frog is sitting on the log,” or “The frog wants to sit on a soft mat.”  **Children engage in role-play and storytelling** They might pretend to be the frog or other animals from the story, using phrases like “I’m a frog sitting on a log.”  **Children use descriptive language.** For example, “The frog is sitting on a big log,” or “The frog wants to sit on a soft mat.” | **Children use their fingers and hands for mark-making.** They might draw pictures of the animals or objects from the story, such as a frog, a log, or a mat, and label them with simple words.  **Children begin to show control when using a pencil or crayon.** As they practice writing or drawing, they will refine their hand control by creating neat images or writing letters and words.  **Children enjoy using different materials for drawing and writing.** They might enjoy drawing their favourite part of the story, such as the frog on the log, or writing words like “frog” or “dog” with markers or pencils.  **Children manipulate small objects with increasing dexterity.** They may use small manipulatives or craft materials to create their own representations of the frog or the objects in the story. | **Children begin to recognize familiar words.** They may recognize and read aloud words from the book like “frog,” “log,” and “dog,” especially from the repetitive phrases in the story.  **Children start to read simple words by blending sounds together.** They can begin to sound out and blend simple words such as “frog,” “log,” or “cat.”  **Children recognize initial sounds and letter patterns.** For example, they may recognize the initial letter “F” for “frog” and “L” for “log” and begin associating these letters with the sounds they hear.  **Children begin to understand rhyming patterns and rhythm in stories.** They may notice rhyming pairs like “log” and “dog,” and enjoy repeating these rhyming phrases with the rhythm of the text.  **Children match sounds to letters.** They begin identifying the letter sounds and matching them to the words, such as “F” for frog or “D” for dog. | **Children listen attentively to the story and understand key events.** They can recall the key events, such as the frog trying to find a place to sit and the repeated patterns of animals sitting on objects.  **Children can join in with repeated phrases.** For example, they may enjoy repeating “Oi, frog!” or “Frog on a log!” as these lines are repeated throughout the book.  **Children can answer simple questions about the story.** For example, “What is the frog sitting on?” or “What does the frog want to sit on?”  **Children can engage in role-play and recreate parts of the story.** They can pretend to be the frog or other animals from the story, using objects around the room to act out sitting on different items.  **Children can discuss what happens at the beginning, middle, and end of the story.** They might describe how the frog looks for a place to sit, and how the story ends with different animals sitting on the objects | **Children make marks and give meaning to them.** Children can draw pictures of frogs sitting on various objects from the story (such as “log” or “frog”) and explain their pictures, saying things like “This is a frog on a log” or “This is the frog sitting on a dog.”  **Children begin to form letters or write some recognizable letters.** Children might attempt to write “F” for frog or “L” for log, and may start forming simple letters that appear in the book.  **Children enjoy writing and drawing, showing an interest in writing letters and words.** Children might draw the different animals from the story and try to label them with words like “frog,” “log,” or “dog.”  **Children copy or attempt to write words from the story.** For example, they might copy words like “frog” or “log” with guidance or support.  **Children begin to form simple sentences.** They may attempt to write simple phrases like “Frog on a log,” “Cat on a mat,” or “Dog on a log” inspired by the text. |
| **Errol’s Garden** | **Listening, Attention & Understanding**  **Children listen attentively to the story, responding to the rhythm, rhyme, and repetition in the text.** They may join in with the repeated phrases, like “Errol planted a garden,” or “The flowers bloom.”  **Children follow simple instructions related to the story.** For example, “Can you show me how to plant a flower like Errol?” or “Can you pretend to water the plants?”  **Children can answer simple questions about the story.** For example, “What did Errol plant in the garden?” or “What does Errol see in his garden?”  **Children can talk about the main ideas or events in the story.** For example, “Errol planted flowers in his garden,” or “The flowers grew big and colourful.”  **Speaking**  **Children use new vocabulary from the story.** They may use words like “garden, flowers,” “plants,” “grow,”and “soil” in their speech.  **Children express ideas using full sentences.** They might say, “Errol plants flowers in his garden,” or “The flowers grow tall and colourful.”  **Children engage in role-play and storytelling.** They might pretend to plant flowers or trees in a garden, using words from the story such as “plant” and “grow.”  **Children use descriptive language.** For example, “The flowers are big,” or “The garden has lots of colours.” | **Children use their fingers and hands for mark-making.** They might draw their own version of Errol’s garden, including flowers, trees, or vegetables, and describe what they are drawing.  **Children begin to show control when using a pencil or crayon.** As they practice writing or drawing, they refine their control by drawing detailed images of plants and flowers, or writing words like “flower” or “garden.”  **Children enjoy using different materials for drawing and writing.** They might use coloured pencils, markers, or crayons to represent different types of plants in the garden, such as colourful flowers or vegetables.  **Children manipulate small objects with increasing dexterity.** They may use small objects or craft materials, such as playdough, to create flowers or vegetables inspired by the book | **Children begin to recognize familiar words.** They may begin to recognize and read words like “garden,” “flower,” “Errol,” or “plant,” especially when they appear repeatedly throughout the book.  **Children start to read simple words by blending sounds together.** They can start blending sounds to read simple words like “plant,” “sun,” or “flower.”  **Children recognize initial sounds and letter patterns.** For example, they might recognize “E” for “Errol” and “G” for “garden” and begin associating the sounds of those letters with words.  **Children begin to understand rhyming patterns and rhythm in stories.** They may recognize repetitive phrases or patterns of sounds in the story, which helps them predict words or phrases.  **Children match sounds to letters.** They start identifying the sounds of letters like “G” for garden and “F” for flower and matching them to the words they read. | **Children listen attentively to the story and understand key events.** They can recall major events, such as Errol planting his garden and the changes that happen to his garden as the plants grow.  **Children can join in with repeated phrases.** They may enjoy repeating lines from the book such as “Errol planted a garden,” or “Look at all the flowers!”  **Children can answer simple questions about the story.** For example, “What does Errol plant in his garden?” or “What happens to the garden?”  **Children can engage in role-play and recreate parts of the story.** They can pretend to be Errol, planting flowers or vegetables, or pretend to water the plants.  **Children can discuss what happens at the beginning, middle, and end of the story.** They may describe how Errol starts with an empty garden and then fills it with plants and flowers, seeing how it changes over time. | **Children make marks and give meaning to them.** Children could draw pictures inspired by the story, such as Errol planting flowers in his garden or the different plants and vegetables he grows. They could describe their pictures, saying things like “This is a flower” or “This is Errol’s garden.”  **Children begin to form letters or write some recognizable letters.** They might attempt to write words like “flower,” “plant,” or “garden,” starting with initial sounds like “F” for “flower” or “P” for “plant.”  **Children enjoy writing and drawing, showing an interest in writing letters and words.** They may draw pictures of the plants and flowers from the story and try to label them with words such as “sun,” “garden,” or “plant.”  **Children copy or attempt to write words from the story.** They might write or trace words like “garden” or “Errol” with support.  **Children begin to form simple sentences.** For example, “Errol plants flowers,” or “The garden is big.” They may use simple sentences based on the story. |
| **Splash, Anna Hibiscus!** | **Listening, Attention & Understanding**  **Children listen attentively to the story, responding to the rhythm, rhyme, and repetition in the text.** They may join in repeating lines like “Splash, Anna Hibiscus!” or “Anna loves the water!”  **Children follow simple instructions related to the story.** For example, “Can you pretend to splash like Anna?” or “Can you show me how Anna feels in the water?”  **Children can answer simple questions about the story.** For example, “What did Anna do in the water?” or “Who is in Anna’s family?”  **Children can talk about the main ideas or events in the story.** For example, “Anna loves the water,” or “Anna’s family enjoys playing in the sun.”  **Speaking**  **Children use new vocabulary from the story.** They might use words like “splash”, “water,” “sun,” “family” and “happy” in their speech.  **Children express ideas using full sentences.** They might say, “Anna is splashing in the water,” or “Anna’s family is in the sun.”  **Children engage in role-play and storytelling.** They might pretend to be Anna, her family, or other characters, re- enacting parts of the story with lines such as “I’m Anna, I love to splash!”  **Children use descriptive language.** For example, “Anna is happy in the water,” or “The sun is hot and bright.” | **Children use their fingers and hands for mark-making.** They can draw pictures of Anna Hibiscus splashing in the water or other key moments from the story, giving meaning to their marks and explaining their pictures.  **Children begin to show control when using a pencil or crayon.** As they practice writing or drawing, they will refine their hand control by creating neat representations of the story, such as Anna splashing, or objects like water or the sun.  **Children enjoy using different materials for drawing and writing.** They might use coloured pencils, crayons, or markers to create representations of Anna in the water, or her family members enjoying the sunshine.  **Children manipulate small objects with increasing dexterity.** They may use craft materials to create scenes from the story, such as making waves or splashes with tissue paper or other materials. | **Children begin to recognize familiar words.** They may start recognizing and reading simple words like “Anna,” “splash,” “water,” or “sun” as they appear frequently in the story.  **Children start to read simple words by blending sounds together.** They can begin to blend sounds to read words such as “splash,” “water,” or “sun.”  **Children recognize initial sounds and letter patterns.** For example, they might recognize “A” for “Anna” and “S” for “splash,” and start associating the sounds of these letters with words.  **Children begin to understand rhyming patterns and rhythm in stories.** They may notice the repeated phrases or patterns in the text, which will help them predict and recognize familiar words.  **Children match sounds to letters.** They start identifying letter sounds and associating them with words like “splash,” “sun,” or “water.” | **Children listen attentively to the story and understand key events.** They can recall the key events, such as Anna Hibiscus splashing in the water and her excitement with the sun.  **Children can join in with repeated phrases.** For example, they may repeat “Splash, Anna Hibiscus!” or “Anna loves the water!”  **Children can answer simple questions about the story.** For example, “What is Anna doing in the water?” or “Who is in the story?”  **Children can engage in role-play and recreate parts of the story.** They can pretend to splash in the water like Anna, or act out the family members interacting with one another.  **Children can discuss what happens at the beginning, middle, and end of the story.** They might describe how Anna is happy and splashing at the beginning, her family joining her, and the joy at the end. | **Children make marks and give meaning to them.** Children can draw pictures inspired by the story, such as Anna Hibiscus splashing in the water or her family. They might describe their pictures by saying things like “This is Anna splashing” or “This is her family.”  **Children begin to form letters or write some recognizable letters.** They might attempt to write the word “Anna,” “Hibiscus,” or “splash” starting with initial sounds like “A” or “S.”  **Children enjoy writing and drawing, showing an interest in writing letters and words.** Children might draw scenes from the book and try to label them with simple words, such as “water,” “splash,” or “family.”  **Children copy or attempt to write words from the story.** They might trace words like “splash” or “water” with support.  **Children begin to form simple sentences.** For example, “Anna splashes in the water,” or “Anna’s family is happy.” They may use simple sentences based on the actions or events in the book. |
| **The Train Ride** | **Listening, Attention & Understanding**  **Children listen attentively to the story, responding to the rhythm, rhyme, and repetition in the text.** They may join in with repetitive phrases like “The train is moving” or “We are going on a ride.”  **Children follow simple instructions related to the story.** For example, “Can you point to the window like the children in the story?” or “What can you see outside the train window?”  **Children can answer simple questions about the story.** For example, “What is the train doing?” or “Where are the children going on the train?”  **Children can talk about the main ideas or events in the story.** For example, “The children are on the train” or “The train moves very fast.”  **Speaking**  **Children use new vocabulary from the story.** They might use words like “train,” “window,” “ride,” “station,” “fast,” and “journey” in their speech.  **Children express ideas using full sentences.** They might say, “The train is moving fast,” or “We are on a train ride.”  **Children engage in role-play and storytelling.** They might pretend to be passengers on the train, or play the role of the conductor, talking about the journey and the different things the train passes.  **Children use descriptive language.** For example, “The train is fast” or “I see trees outside the window.” They may describe what they see outside the train. | **Children use their fingers and hands for mark-making.** They can draw pictures of the train, the children on the train, or the scenes outside the window. They can explain their pictures by saying things like “This is the train,” or “This is what I can see from the window.”  **Children begin to show control when using a pencil or crayon.** As they practice writing or drawing, they refine their hand control by creating neat representations of the train or the window.  **Children enjoy using different materials for drawing and writing.** They might use coloured pencils, crayons, or markers to create representations of the journey, such as the passing countryside or the train tracks.  **Children manipulate small objects with increasing dexterity.** They may use craft materials like paper and glue to create a simple model of a train or decorate a train track to recreate scenes from the book. | **Children begin to recognize familiar words.** They may start recognizing and reading simple words like “train,” “ride,” “window,” and “station” as they appear frequently throughout the book.  **Children start to read simple words by blending sounds together.** They can begin blending sounds to read words like “train,” “fast,” “station,” or “window.”  **Children recognize initial sounds and letter patterns.** For example, they might recognize “T” for “train,” “S” for “station,” and “R” for “ride,” and start associating the sounds of these letters with words.  **Children begin to understand rhyming patterns and rhythm in stories.** They may notice repeated phrases or patterns in the text, such as the journey the train makes, helping them predict and recognize familiar words.  **Children match sounds to letters.** They start identifying the letter sounds and matching them with words like “train,” “fast,” or “ride.” | **Children listen attentively to the story and understand key events.** They can recall major events from the story, such as getting on the train, looking out of the window, and the different things the train passes on its journey.  **Children can join in with repeated phrases.** For example, they may repeat “The train goes fast,” or “We are going on a ride!”  **Children can answer simple questions about the story.** For example, “Where is the train going?” or “What can you see from the train window?”  **Children can engage in role-play and recreate parts of the story.** They might pretend to be on a train, looking out the window and describing what they can see, or pretend to be the conductor announcing the stations.  **Children can discuss what happens at the beginning, middle, and end of the story.** They might describe how the journey begins, the excitement of traveling, and the different places the train goes through before it arrives at the destination. | **Children make marks and give meaning to them.** Children could draw pictures inspired by the story, such as scenes from the train ride, the different places the train passes, or the people they see. They could describe their pictures, saying things like “This is the train” or “This is the station.”  **Children begin to form letters or write some recognizable letters.** They might attempt to write simple words like “train,” “ride,” “station,” or “window” starting with initial sounds like “T” or “S.”  **Children enjoy writing and drawing, showing an interest in writing letters and words.** They may draw pictures of different scenes from the train ride and try to label them with simple words, such as “train,” “trees,” “station,” or “windows.”  **Children copy or attempt to write words from the story.** They could trace words like “train,” “ride,” or “station” with support.  **Children begin to form simple sentences.** For example, “The train is big,” or “I see the trees,” or “We are on a ride.” They can use simple sentences based on the story's events. |
| **What the Ladybird Heard** | **Listening, Attention & Understanding**  **Children listen attentively to the story, responding to the rhythm, rhyme, and repetition in the text.** They might join in with lines such as “The ladybird said never a word” or “Hefty Hugh and Lanky Len,” showing they recognize repeated parts of the text.  **Children follow simple instructions related to the story.** For example, “Can you act like the ladybird?” or “Can you pretend to be the cow and say ‘moo’?”  **Children can answer simple questions about the story.** For example, “Who are the characters in the story?” or “What did the ladybird do when she heard the plan?”  **Children can talk about the main ideas or events in the story.** For example, “The ladybird was clever,” or “The ladybird helped the animals.”  **Speaking**  **Children use new vocabulary from the story.** They may use words like “ladybird,” “animals,” “plan,” “thieves,” “barn,” and “farm” in their conversations  **Children express ideas using full sentences.** They might say, “The ladybird helped the animals,” or “Hefty Hugh and Lanky Len were bad.”**Children engage in role-play and storytelling.** They might pretend to be the animals or the ladybird, reenacting scenes from the book, such as the animals stopping the thieves’ plan.  **Children use descriptive language.** For example, “The ladybird is small,” or “The pig is big and pink.” They might describe the animals and the ladybird in more detail based on what they remember from the story. | **Children use their fingers and hands for mark-making.** They can draw pictures of the farm, the animals, or the ladybird. They can explain their pictures with simple phrases, such as “This is the cow,” or “This is the ladybird.”  **Children begin to show control when using a pencil or crayon.** They refine their hand control by drawing neat pictures of the characters or animals from the book, such as a ladybird or a barn.  **Children enjoy using different materials for drawing and writing.** They might use crayons, markers, or paint to create their own version of the story, such as illustrating the ladybird or making a scene with the animals.  **Children manipulate small objects with increasing dexterity.** They may use playdough or other craft materials to make shapes representing the characters, such as a ladybird, a cow, or a pig. | **Children begin to recognize familiar words.** They may recognize simple words from the book, such as “ladybird,” “farm,” “cow,” “dog,” and “pigs,” especially as they repeat throughout the story.  **Children start to read simple words by blending sounds together.** They can blend sounds to read simple words like “pig,” “dog,” “cow,” “hill,” or “barn.”  **Children recognize initial sounds and letter patterns.** For example, they might recognize the letter “L” for “ladybird,” “C” for “cow,” or “P” for “pig.”  **Children begin to understand rhyming patterns and rhythm in stories.** They may notice the rhyming patterns in the text and join in with repeated phrases like “Hefty Hugh and Lanky Len” or “The ladybird said never a word.”  **Children match sounds to letters.** They start identifying the initial sounds in words such as “ladybird,” “barn,” or “dog.” | **Children listen attentively to the story and understand key events.** They can recall the main events of the story, like how the ladybird overhears the plans of Hefty Hugh and Lanky Len and helps the animals foil their scheme.  **Children can join in with repeated phrases.** For example, they may repeat “The ladybird said never a word,” or “Hefty Hugh and Lanky Len.”  **Children can answer simple questions about the story.** For example, “What did the ladybird do?” or “Who were Hefty Hugh and Lanky Len?”  **Children can engage in role-play and recreate parts of the story.** They might pretend to be the ladybird or the other animals, helping to stop the thieves.  **Children can discuss what happens at the beginning, middle, and end of the story.** They might talk about how the ladybird overhears the thieves’ plan, how the animals work together, and how the ladybird helps save the day. | **Children make marks and give meaning to them.** Children might draw pictures based on scenes from the book, like the ladybird, the farmyard, or the characters Hefty Hugh and Lanky Len. They can describe their pictures, saying things like “This is the ladybird” or “These are the animals.”  **Children begin to form letters or write some recognizable letters.** Children may start attempting to write simple words such as “ladybird,” “farm,” “cow,” or “pig,” beginning with the first letter sounds like “L” or “F.”  **Children enjoy writing and drawing, showing an interest in writing letters and words.** They could create drawings of the farm and its animals, attempting to label things like “cow,” “ladybird,” “pigs,” and “sheep.”  **Children copy or attempt to write words from the story.** For example, they could attempt to write the word “ladybird” or “farm,” with adult support.  **Children begin to form simple sentences.** For example, “The ladybird is on the cow” or “The ladybird is clever.” They could use simple sentences based on the key events from the story. |
| **Please, Mr Magic Fish** | **Listening, Attention & Understanding**  **Children listen attentively to the story, responding to key events**. They can recall what happens when the fisherman makes wishes. Children follow simple instructions related to the story. For example, “Can you pretend to make a wish?” or “What would you ask the magic fish for?”  **Children can answer simple questions about the story.** For example, “What did the fisherman ask for first?”  **Children can talk about the main ideas or events in the story.** For example, “The fish was magic,” or “The fisherman wanted more and more.”  **Speaking**  **Children use new vocabulary from the story.** They may use words like “fish,” “wish,” “magic,” and “sea” in their conversations. Children express ideas using full sentences. They might say, “The fish can talk,” or “He made a wish.”  **Children engage in role-play and storytelling.** They might pretend to make their own wishes and act out what happens next.  **Children use descriptive language.** For example, “The fish is shiny,” or “The sea is big and blue.” | **Children use their fingers and hands for mark-making.** They can draw pictures of the fisherman, the fish, and the wishes being granted.  **Children begin to show control when using a pencil or crayon.** They refine their hand control by drawing neat pictures of the fish and the boat.  **Children enjoy using different materials for drawing and writing.** They might use crayons, markers, or paint to create a scene of the fisherman and the magic fish.  **Children manipulate small objects with increasing dexterity.** They may use playdough or craft materials to make their own magic fish. | **Children begin to recognize familiar words.** They may recognize repeated words in the story, such as “fish,” “wish,” or “please.”  **Children start to read simple words by blending sounds together.** They can blend words like “fish,” “wish,” “big,” or “boat.” Children recognize initial sounds and letter patterns. They may identify the letter “F” for “fish” and “W” for “wish.”  **Children begin to understand rhyming patterns and rhythm in stories.** If the book contains rhyming sections, they will recognize how words sound similar and predict the next word.  **Children match sounds to letters.** They may identify the first sounds in words such as “f” for “fish” and “s” for “sea.” | **Children listen attentively to the story and understand key events.** They can recall what happens in the story, such as how the fisherman makes wishes and how things change.  **Children can join in with repeated phrases.** If the story contains a refrain, they may enjoy repeating it together.  **Children can answer simple questions about the story**. For example, “What did the fisherman ask for?” or “Why was the fish magic?”  **Children can engage in role-play and recreate parts of the story.** They might pretend to be the fisherman making a wish or the magic fish granting it.  **Children can discuss what happens at the beginning, middle, and end of the story.** They might explain how the fisherman started with small wishes, then asked for more, and what happened as a result. | **Children make marks and give meaning to them.** They might draw pictures of the magic fish, the fisherman, or the wishes being granted and describe them.  **Children begin to form letters or write some recognizable letters.** They may attempt to write words related to the story, such as "fish," "wish," or "sea."  **Children enjoy writing and drawing, showing an interest in writing letters and words.** They could create their own version of the story, thinking about what they would wish for if they met a magic fish.  **Children copy or attempt to write words from the story**. They might label their drawings with words like “fish,” “water,” or “boat.”  **Children begin to form simple sentences.** For example, “The fish is magic,” or “He made a wish.” |