

## **Nursery**

### **CLL**

Enjoy listening to longer stories and can remember much of what happens.

Use a wider range of vocabulary.

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

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

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

### **Reading**

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.

### **Writing**

To know how to 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.

To know how to write some or all of their name.

To know how to write some letters accurately.

### **Texts**

#### **Autumn**

We're going on a bear hunt

Leaf Thief

Handa's Surprise

Pirates Love Underpants

Gruffalo

Stickman

**Spring**

Goldilocks And The Three Bears

The Gingerbread Man

A Range Of Nursery Rhymes

Snow Bear

**Summer**

The Very Caterpillar

The Very Busy Spider

Commotion In The Ocean

The Rainbow Fish

Oliver's Fruit Salad

**Reception**

**Speaking**

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

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

Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Comprehension**

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -

Anticipate – where appropriate – key events in stories;

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

**Word reading**

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending;

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

**WRITING – Transcription**

Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.

**Handwriting**

Shows preference for a dominant hand

To know how to hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.

**Awareness of audience purpose and structure**

Building confidence to speak in sentences

To learn the names of things and beginning to describe them

Beginning to understand what the terms letter, word and sentence mean

**+ Read Write Ink teaching programme****Texts****Autumn 1**

You choose

Little Red Hen

Three Little Pigs

The Leaf Thief

Leafman

Can't you sleep little bear

The Christmas Story

**Spring**

Cinderella

Harry and The Bucket Full of Dinosaurs

Ten Little Dinosaurs

Dinosaurs Love Underpants

**Summer**

Jack and The Beanstalk

Tiddler