



Reading: Concepts about print	Reading: Phonics Phase & HFWs	Reading: Comprehension	Physical Developments: Gross motor	Physical Developments: Fine motor	Writing: Concepts about print	Writing: Phonics	Writing: Composition
<p>Children are taught to:</p> <p>Recognise print in the environment To recognise own name and advertising logos (Logo walk activity - match to initial sounds and words) Know information can be relayed in the form of print. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Know the left page is before the right page Know where to start reading print Know which way to continue reading (left to right) Understand the concept of a word and a letter. Follow words one to one, while being read to.</p>	<p>Children are taught to:</p> <p>Enjoy rhyming and rhythmic activities. Show awareness of rhyme and alliteration Continue a rhyming string Hear and say the initial sound in words. Orally blend CVC words Segment and blend CVC words Recognise: m a s d t i n p g o c k u b f e l h s h r Read all phase 2 words: I the to no go into Read some phase 3 words: He she we me be</p>	<p>Children are taught to:</p> <p>Be aware of the way stories are structured. Suggest how the story might end. Listen to stories with increasing attention and recall. Describe main story settings, events and principal characters. Recognize their own name Follow a story without pictures or props. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (words of the week focusing on books and words linked to topic)</p>	<p>Children are taught to:</p> <p>Draws lines and circles using gross motor movements. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Travels with confidence and skill:</p> <ul style="list-style-type: none"> Balance on one leg Upper body strength Bilateral movements Crossing the midline <p>(done through active learning and PE) Show increasing control over an object:</p> <ul style="list-style-type: none"> Arm movements Bilateral movements Crossing the midline 	<p>Children are taught to:</p> <p>Use one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil near point between first two fingers and thumb and uses it with good control. Form letters in their name correctly Form the letters: m a s d t i n p g o correctly Show a preference for a dominant hand. Use anticlockwise movement and retrace vertical lines. Hold a pencil using a tripod grip</p> <p>Dough disco to take place daily</p>	<p>Children are taught to:</p> <p>Know where to start writing Know which direction to write in Know the difference between a word and a letter Write all phase 2 words: I the to no go into Begin to use finger spaces</p>	<p>Children are taught to:</p> <p>Continue a rhyming string Hear and record the initial sound in words. Orally segment CVC words Segment and write CV words - in, it, is, an, am, at Write all phase 2 words: I the to no go into</p>	<p>Children are taught to:</p> <p>Give meanings to marks they make:</p> <ul style="list-style-type: none"> Letter strings Symbolic letters Directionality <p>Develop memory - holding a word/caption Develop oral rehearsal - think it, say, write it, read it Begin to leave spaces between marks representing words Begin to use finger spaces Write lists Write short captions Write their first name Colourful semantics - sorting into who, what and what doing</p>

30-50 objectives

40-60 objectives

ELG

Exceeding

Additional objectives