



EYFS progression - links to Literacy

Relevant Early Learning Goals	KS1 National Curriculum Objective - English
<p>Literacy: Word Reading</p> <ul style="list-style-type: none"> • 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 how quantities can be distributed equally 	<p>Reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading.
<p>Communication and Language:</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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>Literacy: Comprehension</p> <ul style="list-style-type: none"> • 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 <p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. 	<p>Comprehension</p> <p>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently; • being encouraged to link what they read or hear to their own experiences; • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; • recognising and joining in with predictable phrases; • learning to appreciate rhymes and poems, and to recite some by heart; • discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by: • 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; • discussing the significance of the title and events; • making inferences on the basis of what is being said and done; • predicting what might happen on the basis of what has been read so far; • participating in discussions about what is read to them, taking turns and listening to what others say; • explaining clearly their understanding of what is read to them.
<p>Literacy: Writing</p> <ul style="list-style-type: none"> • 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. 	<p>Transcription</p> <p>Spelling</p> <p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught; • Common exception words; • days of the week. <p>Children should be taught to:</p> <ul style="list-style-type: none"> • name the letters of the alphabet in order; • use letter names to distinguish between alternative spellings of the same sound; • apply simple spelling rules; • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far; • use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs;

	<ul style="list-style-type: none"> • use the prefix un; • use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest). <p>Composition</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about; • composing a sentence orally before writing it; • sequencing sentences to form short narratives; • re-reading what they have written to check that it makes sense. <p>As well as:</p> <ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils; • read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, Grammar and Punctuation</p> <p>Children should develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words; • joining words and joining clauses using and; • beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; • using capital letter for names of people, places, the days of the week, and the personal pronoun I. <p>Grammar</p> <p>Words</p> <ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of the root words. • Recognise how the prefix un- changes the meaning of verbs and adjectives. <p>Sentences</p> <ul style="list-style-type: none"> • How words can combine to make sentences. • Joining words and joining clauses using ‘and’. <p>Text</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p>Punctuation</p> <ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun I.
<p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. <p>Literacy: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
<p>Communication and Language:</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in backand-forth exchanges with their teacher and peers. <p>Communication and Language: Speaking</p>	<p>Listen and respond appropriately to adults and peers.</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas. • Speak audibly and fluently with an increasing command of standard English. • Participate in discussion, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s).

<ul style="list-style-type: none"> 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. <p>Expressive Arts and Design: Creating with Materials</p> <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. <p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. 	<ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.
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Communication & Language (Prime Area)

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention & Understanding	<ul style="list-style-type: none"> To understand how to listen carefully To understand why listening is important To be able to follow directions 	<ul style="list-style-type: none"> To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step 	<ul style="list-style-type: none"> To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures 	<ul style="list-style-type: none"> To retell a story To follow a story without pictures or props 	<ul style="list-style-type: none"> To understand questions such as who, what, where, when, why and how 	<ul style="list-style-type: none"> To have conversations with adults and peers with back and forth exchanges
Early Learning Goal	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 					

Speaking	<ul style="list-style-type: none"> To talk in front of a small group To talk to class teacher and TAs To learn new vocabulary To say multisyllabic words e.g. dinosaur, name 	<ul style="list-style-type: none"> To answer questions in front of the whole class. To use new vocabulary throughout the day To learn and say a line in chorus or independently our Christmas performance To talk to a family member about their learning journey 	<ul style="list-style-type: none"> To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because 	<ul style="list-style-type: none"> To share their work to the class standing up at the front To use new vocabulary in different contexts To engage and talk about non-fiction books 	<ul style="list-style-type: none"> To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events 	<ul style="list-style-type: none"> To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses To talk to a family member about their art
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				To talk to a family member about the learning journey		work on display and learning journey.
Early Learning Goal	Children at the expected level of development will:					
	<ul style="list-style-type: none"> 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. 					

Personal, Social and Emotional Development (Prime Area)

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one-step Instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more
Early Learning Goal	Children at the expected level of development will:					
	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 					
Building Relationships	To seek support of adults when needed To gain confidence to speak to peers and adults To play alongside others who are engaged in the same game	To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all Year R staff	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise To use a sand timer to help when sharing	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships
Early Learning Goal	Children at the expected level of development will:					
	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. 					
Fine Motor Skills	To use a dominant hand To mark make using different shapes	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line	To hold scissors correctly and cut out large shapes To write letters using the correct	To hold scissors correctly and cut out small shapes To paint using thinner paint brushes	To hold scissors correctly and cut various materials To create drawings with details

	To begin to use a tripod grip when using mark making tools	along a straight and zig zagged lines	To thread small beads	letter formation and control the size of letters		To independently use a knife, fork and spoon to eat a range of meals
	To use tweezer to transfer objects	To use a tripod grip when using mark making tools	To use small pegs			
	To thread large beads	To accurately draw lines, circles and shapes to draw pictures	To write taught letters using correct formation			
	To use large pegs		To use a hammer and saw			
	To begin to copy letters to hold scissors correctly and make snips in paper	To write taught letters using correct formation				
	To hold a fork and spoon correctly	To begin to hold a knife correctly and use to cut food with support				
Early Learning Goals	Children at the expected level of development will:					
	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. 					

Literacy - Specific Area

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	To use pictures to tell stories To sequence familiar stories To independently look at books, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To begin to predict what may happen in the story To suggest how a story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books
Early Learning Goal	Children at the expected level of development will:					
	<ul style="list-style-type: none"> • 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 Little Wandle Phonics Scheme	Week 1 - phonics games and blending practice. Week 2 s a t p Week 3 i n m d Week 4 g o c k i s Week 5 c k e u r l Week 6 h b f l t h e	Week 1 ff ll ss j <i>put* pull* full* as</i> Week 2 v w x y <i>and has his her</i> Week 3 z zz qu ch words with s /s/ added at the end (hats sits) <i>go no to into</i> Week 4 sh th ng nk <i>she push* he of</i> Week 5 • words with s /s/ added at the end (hats sits)	Week 1 ai ee igh oa Week 2 oo oo ar or <i>was you they</i> Week 3 ur ow oi ear <i>my by all</i> Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters, longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing, compound words	Week 1 short vowels CVCC <i>said so have like</i> Week 2 short vowels CVCC CCVC <i>some come love do</i> Week 3 short vowels CCVCC CCCVC CCCVCC longer words <i>were here little says</i> Week 4 longer words compound words <i>there when what one</i>	Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words

		<ul style="list-style-type: none"> words ending s /z/ (his) and with s /z/ added at the end (bags) we me be 		Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est <i>out today</i>	Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 Phase 4 words ending in: -s /s/, -s /z/, -es longer words
Early Learning Goal	Children at the expected level of development will: <ul style="list-style-type: none"> 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	To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds to begin to write CVC words using taught sounds	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds	To form lowercase letters correctly To begin to write sentences using finger spaces To understand that sentences start with a capital letter To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase letters correctly and begin to form capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase and capital letters correctly To begin to copy letters using a lead in and lead out To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back	To form lowercase and capital letters correctly To copy letters using a lead in and lead out To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense
Handwriting	Consolidate from Pre Schools Mark making skills using different implements. Introduce Sit correctly on a chair at a table. Introduce Learn to hold any mark making implement correctly incl a pencil. Consolidate from Pre school Using a preferred hand for holding a pencil. Introduce Correct formation of graphemes from LW	Practise Sitting correctly on a chair at a table. Practise Hold a pencil correctly. Practise & assess Correct formation of graphemes from LW.	Develop Holding a pencil correctly. Introduce Use spaces between words. Practise & assess Correct formation of graphemes from LW. Introduce Form number from 0-9 correctly	Practise & assess Correct formation of graphemes from LW. Introduce Form capital letters & corresponding lowercase letters. Practise Use spaces between words. Practise Form number from 0-9 correctly. Embed Holding a pencil correctly.	Embed & Assess Correct formation of graphemes from LW. Practise Form capital letters & corresponding lowercase letters. Practise Form number from 0-9 correctly. Practise Use spaces between words.	Embed & Assess Correct formation of graphemes from LW. Develop Use spaces between words. Develop Form number from 0-9 correctly.

<p>Grammar/terminology</p>	<p>Introduce Using standard English - speaking & writing.</p> <p>Introduce What is a word? What is a sentence? What is a full stop? What are spaces between words?</p> <p>Introduce Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</p>	<p>Practise Using standard English - speaking & writing.</p> <p>Introduce What is rhyming?</p> <p>Practise Write CVC words using sounds taught.</p> <p>Practise Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</p>	<p>Practise Finding the rhyming in stories & poems. Practise</p> <p>Using standard English - speaking & writing.</p> <p>Practise Write CVC words using all sounds taught.</p> <p>Practise Writing simple rhyming words with adult modelling.</p> <p>Practise Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</p>	<p>Practise Using standard English - speaking & writing.</p> <p>Introduce Write CVC & CCVC words.</p> <p>Develop Write cvc words with all sounds taught.</p> <p>Practise Writing simple rhyming words with adult modelling.</p> <p>Develop Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</p>	<p>Practise Using standard English - speaking & writing.</p> <p>Introduce What does a poem sound like?</p> <p>Practise Write CVC & CCVC words.</p> <p>Develop Write CVC words with all sounds taught.</p> <p>Practise Writing simple rhyming words with support.</p> <p>Develop Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</p>	<p>Practise Using standard English - speaking & writing.</p> <p>Introduce What is a question mark?</p> <p>Develop Write CVC & CCVC words.</p> <p>Embed Write CVC words with all the sounds taught.</p> <p>Practise Writing simple rhyming words with support.</p> <p>Embed Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</p>
<p>Sentence building</p>	<p>Consolidate from Pre School Meanings to marks. Introduce</p> <p>Writing labels for objects with adult modelling.</p> <p>Introduce Building confidence to speak in sentences</p>	<p>Practise Writing labels for objects with adult modelling.</p> <p>Practise Building confidence to speak in sentences</p>	<p>Introduce Writing captions for objects with adult support.</p> <p>Practise Writing labels for objects with some support.</p> <p>Practise Building confidence to speak in sentences</p>	<p>Practise Writing captions for objects with support.</p> <p>Introduce Writing a simple phrase or sentence that can be read by others with support.</p> <p>Introduce Using capital letters for names.</p> <p>Introduce Using punctuation i.e., full stops.</p> <p>Introduce Using capital letters for names.</p> <p>Introduce Using punctuation i.e., full stops.</p> <p>Practise Writing labels for objects with some support.</p> <p>Practise Building confidence to speak in sentences</p>	<p>Practise Writing a simple phrase or sentence that can be read by others with support.</p> <p>Practise Using capital letters for names.</p> <p>Practise Using punctuation i.e., full stops.</p> <p>Develop Writing labels for objects with some support.</p> <p>Develop Writing captions for objects with support.</p> <p>Develop Building confidence to speak in sentences</p>	<p>Practise Writing a simple phrase/ sentence that can be read with support.</p> <p>Practise Using capital letters for names.</p> <p>Practise Using punctuation i.e., full stops.</p> <p>Introduce Using question marks with adult modelling.</p> <p>Develop Writing labels for objects with some support. Develop</p> <p>Develop Writing captions for objects with support.</p> <p>Embed Building confidence to speak in sentences</p>
<p>Text building</p>	<p>Introduce Write a label to name something e.g., a name label for a model.</p> <p>Introduce Writing their name on all their work.</p>	<p>Practise Write a label to name something e.g., a name label for a model.</p> <p>Practise Writing their name on all their work.</p>	<p>Introduce Write a simple caption e.g., in independent writing books for picture & objects they see.</p> <p>Introduce Write a simple sentence about an experience or an</p>	<p>Embed Writing their name on all their work.</p> <p>Practise Write a simple sentence about an experience or an idea e.g. I can play.</p>	<p>Introduce Write an instruction e.g., how to make a jelly.</p> <p>Introduce Write 2 or more phrases or a simple sentence containing content from the story e.g.,</p>	<p>Practise Write an instruction e.g., a recipe for the mud kitchen.</p> <p>Practise Write 2 or more phrases or sentences linked to the content of the story or a theme e.g.</p>

			idea e.g. I can play. Develop Writing their name on all their work.		characters, describing events. Introduce Using rhyming words in a poetry context. Practise Write a simple sentence about an experience or an idea e.g. I can play.	characters or events. Practise Using rhyming words in a poetry context. Develop Write a simple sentence about an experience or an idea e.g. I can play.
Authorial effect	Introduce Use a variety of vocabulary they can use in discussions about their thoughts & feelings. Introduce Use a variety of vocabulary in their writing & speaking	Introduce Provide information with a label or caption e.g. for a shop or role play area using clipboards, notepads, forms etc. Practise Using a variety of newly introduced vocabulary in discussions about their thoughts & feelings. Practise Use a variety of vocabulary in their writing & speaking.	Practise Provide information with a label or caption. Practise Use a variety of vocabulary in their writing & speaking. Practise Using a variety of newly introduced vocabulary in discussions about their thoughts & feelings.	Introduce Write simple expressions & be able to give an explanation. Develop Use of vocabulary in their writing & speaking. Practise Providing information with a label or caption Practise Using a variety of newly introduced vocabulary in discussions about their thoughts & feelings.	Practise Using expression in their writing or discussions. Develop Use of vocabulary in their writing & speaking. Practise Providing information with a label or caption Develop Using a variety of newly introduced vocabulary in discussions about their thoughts & feelings. Practise Write simple expressions & be able to give an explanation. Introduce Use poetry as a form of communication.	Develop The use of expression in their writing & orally in discussions. Develop Use of vocabulary in their writing & speaking. Develop Providing information with a label or caption Develop Using a variety of newly introduced vocabulary in discussions about their thoughts & feelings. Practise Write simple expressions & be able to give an explanation.
Early Learning Goal	Children at the expected level of development will:					
	<ul style="list-style-type: none"> • 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. 					
Being Imaginative and Expressive	To sing and perform nursery rhymes To join in with whole school singing assemblies To experiment with different instruments and their sounds To talk about whether they like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives	To perform a song in the Christmas performance To join in with whole school singing assemblies To pitch match To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives	To join in with whole school singing assemblies To create musical patterns using un-tuned instruments To begin to create costumes and resources for role play	To join in with whole school singing assemblies To sing songs and perform in the class assembly To associate genres of music with characters and stories To create costumes and resources for role play	To move in time to music To learn dance routines To join in with whole school singing assemblies To act out well known stories To follow a musical pattern to play tuned instruments To create narratives based around stories	To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using tuned instruments To invent their own narratives, making costumes and resources

Early Learning Goals

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.