

**Range**

**Fiction and Poetry:** stories and traditional tales with familiar settings; fairy tales; stories, rhymes and poems with predictable and repetitive patterns; stories and poems by the same author / poet

**Non-Fiction:** simple non-fiction texts linked to core book spine: including recounts

**Speaking and Listening**

*Children should be taught:*

**Speaking**

1. to become increasingly articulate, audible and fluent in speaking to others so that they can make themselves understood;
2. to use new vocabulary from personal interest, texts and other topic areas throughout the day and in different situations and contexts;
3. to ask questions to find out more information in a range of situations;
4. to articulate ideas and thoughts in well-formed sentences;
5. to connect one idea to another orally using a range of connectives (*Inc. and, who, until, but, because*);
6. to describe events in some detail *e.g. using vocabulary linked to sequencing and description*;
7. to use talk to work out problems, organise thinking and activities *e.g. talking together to solve a problem or developing "I wonder if..." statements etc.*;
8. to explain how and why things work or happen;
9. to develop social phrases *e.g. "Good morning" / "How are you?" etc.*;
10. to talk about familiar stories and poems / rhymes to build familiarity and understanding and then retell the same stories / poems / rhymes in their own words and as exact repetition;
11. to talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary;
12. to orally describe what they see, hear and feel while outside using vocabulary related to description;
13. to talk about members of their immediate family and community;
14. to name and describe people who are familiar to them;
15. to develop storylines in their pretend play;
16. to develop stories / poems and rhymes using familiar texts as a base and innovating or changing key elements;
17. to express thoughts and feelings in relation to different text stimuli such as art and music;

**Listening**

18. to listen and explain what has been said to them or asked of them;
19. to understand how to listen carefully and why listening is important;
20. to engage in story time *e.g. listen to stories while displaying listening behaviours*;
21. to listen to stories / poems / rhymes to develop familiarity and understanding and to become familiar with rhyme, repetition and rhythm;
22. to listen to and engage with adults reading non-fiction books to develop a deep familiarity with new knowledge and vocabulary;
23. to know and demonstrate the school listening rules;

**Reading**

*Children should be taught:*

1. to read common exception words and high frequency words linked to Phonics Bug;
2. to read on sight a range of familiar words *e.g. children's names, captions, classroom labels and words from favourite books / core texts*;
3. to read on sight words from texts of appropriate difficulty;
4. to recognise critical features of words *e.g. shape, length and common spelling patterns*;
5. to read simple phrases and sentences made up of words with known letter / sound correspondences;
6. to read familiar books and core texts to build up their confidence and word reading, their fluency and their understanding and enjoyment;
7. to read what they have written to check that it makes sense;
8. to understand and be able to rhyme by exploring and learning a range of nursery rhymes, poems and stories;
9. to understand alphabetical order through alphabet books, rhymes and songs;
10. to use a variety of cues when reading: knowledge of the story and its context and awareness of how it should make sense grammatically;
11. to re-read texts to provide context cues to help read unfamiliar words;
12. to notice the difference between spoken and written forms through retelling known stories: to compare "told" versions with what the book "says";
13. to understand how story language works and use the language of a 5 part story when retelling stories;
14. to locate and read significant parts of a text *e.g. picture captions, names of key characters, rhymes, chants, speech bubbles etc.*;
15. to be aware of story structures *e.g. actions / reactions, consequences and the ways stories are built and concluded*;
16. to read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns;

**\*\* Please see school Phonics Scheme "Phonics Bug" for specific phonics objectives. Reception must complete up to the end of Phase 4 to be ready for transition to Year 1 Phonics.**

**Writing**

*Children should be taught:*

1. to develop small motor skills to be able to use a range of writing implements competently and confidently and safely;
2. to develop the foundations of a handwriting style that is fast, accurate and efficient including a comfortable pencil grip;
3. to produce a controlled line which supports letter formations *e.g. straight, wavy, looped etc.*;
4. to write short sentences containing words with known letter / sound correspondences and which start with a capital letter and end with a full stop;
5. to write letters in response to letter names and understand letters are built up to form words;
6. to form lower case and capital letters correctly;
7. to understand that writing is for a purpose and what some purposes are *e.g. to send a message, inform, recount, tell stories etc.*;
8. to understand how writing is formed directionally a word a time using a space to separate each word;
9. to apply letter / sound correspondences in helping the teacher to scribe and re-reading what has been written;
10. to experiment with writing in a variety of play, exploratory and role play situations using a range of media and tools;
11. to make plausible labels and captions for drawings and pictures;
12. to write sentences to match pictures or sequences of pictures;
13. to think about, discuss and rehearse what they intend to write ahead of writing it;
14. to use experiences of stories, poems and simple recounts as a basis for independent writing *e.g. re-telling, substitution, extension, innovation and through shared composition with adults*;