

Key Learning Linked to Speaking

Speaking	Vocabulary
<p>Speaking Speak clearly and in full sentences.</p> <p>Use sentences that include more details, expressing their ideas about their feelings and experiences.</p> <p>Begin to speak in sentences using past, present and future tense when talking about themselves, activities, ideas and events.</p> <p>Use joining words during talk to extend ideas, e.g. <i>and, but, because</i>.</p> <p>Communicating Communicate freely with different people, engaging in conversations considering the listener.</p> <p>Take turns to speak in different contexts including one-to-one, small groups and whole class discussions.</p> <p>Talk about and describe events in some detail to others.</p> <p>Clarifying Thinking Use talk to clarify thinking and express their ideas and feelings.</p> <p>Orally recall events/narratives in the correct sequence, using their own words and pictures to support.</p> <p>Questioning Ask questions to find out more and to check they understand what has been said to them.</p> <p>Ask and answer questions in different contexts including group activities, during their play, daily routines and/or in personal conversations with others.</p> <p>Reasoning Talk about, explain and give reasons for actions, events and activities linked to their experiences, stories or other contexts.</p> <p>Use talk to explain how things work and why things might happen.</p>	<p>Vocabulary Learn and understand selected new vocabulary.</p> <p>Use recently introduced vocabulary orally in discussions and conversations.</p> <p>Use an increasing range of vocabulary appropriately showing deeper understanding, e.g. <i>big, huge, enormous</i>.</p> <p>Understand that the same word can have different meanings and be able to say it in the relevant context, e.g. <i>light</i>.</p> <p>Talk about and discuss familiar events or characters in stories, non-fiction, rhymes and poems using newly taught vocabulary.</p>
	Participating and Performing
	<p>Narrative Use the language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts, e.g. <i>in role-play areas and by using small world props</i>.</p> <p>Orally retell rhymes and simple stories, as a whole class, in small groups and one-to-one, using strategies such as pictures, actions, small world and props.</p> <p>Orally retell a new version of rhymes and simple stories, as a whole class, in small groups and one-to-one, using strategies such as pictures, actions, small world and props.</p> <p>Recalling Use talk, actions and objects to recall and relive past experiences, e.g. <i>an experience or visit</i>.</p>

EYFS Reception – Literacy Reading

<p>Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>			
<p>End of EYFS Expectations for Literacy - Reading – Early Learning Goals</p>			
<p>ELG – Word Reading</p>		<p>ELG – Comprehension</p>	
<p>Children at the expected level of development will:</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. 		<p>Children at the expected level of development will:</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>Key Learning Linked to Reading</p>			
<p>Word Reading</p>		<p>Comprehension</p>	
<p>Oral Blending, GPC Recognition, Blending for Reading Words and Sentences Blend phonemes orally to say Phase 2, Phase 3 and Phase 4 words or equivalent.</p> <p>Recognise and enunciate correctly GPCs in Phase 2 and 3 or equivalent.</p> <p>Blend to read VC and CVC words using Phase 2 GPCs or equivalent.</p> <p>Blend to read VC and CVC words using Phase 3 GPCs or equivalent.</p> <p>Blend to read two syllable words using Phase 2 and 3 GPCs or equivalent, e.g. <i>cobweb, raincoat</i>.</p>	<p>Common Exception (Tricky) Words Read Phase 2 common exception (tricky) words or equivalent.</p> <p>Read Phase 3 common exception (tricky) words or equivalent.</p> <p>Read Phase 4 common exception (tricky) words or equivalent.</p> <p>Read sentences including Phase 2 common exception (tricky) words or equivalent.</p> <p>Read sentences including Phase 3 common exception (tricky) words or equivalent.</p> <p>Read sentences including Phase 4 common exception (tricky) words or equivalent.</p>	<p>Listen to and discuss stories or information that has been read to them, or they have read themselves.</p> <p>Recite a range of simple rhymes, songs and poems.</p> <p>Understand and discuss the difference between text and illustrations in a range of text types.</p> <p>Know that in English print is read from left to right and top to bottom, and that print conveys meaning in a range of texts.</p> <p>Hold a book correctly and turn pages from front to back.</p> <p>Talk about the front and back cover in stories, discuss the title and illustrations.</p> <p>Discuss specific information in non-fiction texts, e.g. <i>labels, images, contents page, captions, glossary</i>.</p>	

<p>Segment to spell two syllable words using Phase 2 and 3 GPCs or equivalent, e.g. <i>cobweb</i>, <i>bedroom</i>.</p> <p>Begin to segment to spell a combination of adjacent consonants (Phase 4 or equivalent) at the beginning and at the end of words, including Phase 2 and 3 GPCs or equivalent.</p> <p>Begin to segment to spell polysyllabic words with Phase 2 and 3 GPCs or equivalent, and adjacent consonants, e.g. <i>toothbrush</i>, <i>sandpit</i>, <i>Manchester</i>.</p> <p>Make phonetically plausible attempts when writing words beyond current phonic knowledge.</p> <p>Write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 2 GPCs or equivalent.</p> <p>Write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 3 GPCs or equivalent.</p> <p>Begin to write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 4 GPCs or equivalent.</p> <p>Common Exception Words (tricky)</p> <p>Write Phase 2 (or equivalent) common exception words (tricky).</p> <p>Write Phase 3 (or equivalent) common exception words (tricky).</p> <p>Begin to write Phase 4 (or equivalent) common exception words (tricky).</p> <p>Write sentences including Phase 2 (or equivalent) common exception words (tricky).</p> <p>Write sentences including Phase 3 (or equivalent) common exception words (tricky).</p> <p>Begin to write sentences including Phase 4 (or equivalent) common exception words (tricky).</p>	<p>Give meaning to mark-making through drawing, painting, writing, and technology.</p> <p>Show some understanding of writing for different purposes and emulate adults' writing behaviours, e.g. <i>writing on a whiteboard</i>, <i>making a tally chart</i>, <i>creating a 'register'</i>.</p> <p>Know that in English, print is written from left to right and top to bottom and that print conveys meaning in a range of texts.</p> <p>Show some understanding of writing for different audiences, e.g. <i>writing a note to the fairy</i>, <i>creating a get well card for a friend</i>.</p> <p>Independently use writing during play.</p> <p>Write familiar words, e.g. <i>mummy</i>, <i>daddy</i>.</p> <p>Use developing phonic knowledge when composing and writing ideas.</p> <p>Orally compose a word, phrase or sentence and hold it in memory, before attempting to write it.</p> <p>Begin to use simple sentence forms, using strategies such as phonic fingers, counting the words to support.</p> <p>Create a simple narrative using drawings, words, phrases and sentences.</p> <p>Write different text forms for a range of purposes, e.g. <i>lists</i>, <i>stories</i>, <i>menus</i>, <i>instructions</i>, <i>labels</i>, <i>captions</i>, <i>recipes</i>, <i>letters</i>, <i>posters</i>.</p> <p>Respond to questions (who, what, where, when) linked to text and illustrations, using drawings, words, phrases and sentences.</p> <p>Use writing to say what a character might be thinking, saying or feeling.</p> <p>Sequence a simple story or event using drawings, words, phrases and sentences.</p> <p>Demonstrate some use of familiar language patterns of stories through mark-making, e.g. <i>Once upon a time</i>, <i>Suddenly</i>, <i>I'll huff and I'll puff</i>.</p> <p>Imitate stories and rhymes using pictures, words, phrases and sentences.</p> <p>Innovate stories and rhymes using pictures, words, phrases and sentences.</p>
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