

Early Learning Goals	Learning Objectives	Learning Activities/Experiences
<p>Literacy</p> <ul style="list-style-type: none"> • Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. • Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> • To develop language skills through structured discussions linked to books. • To join in and retell stories, repeating words or phrases • Recognise rhythm • Suggest how a story might end • Show some understanding of story structure • Hear and say initial sounds • Link sounds to letters, naming and sounding letters of the alphabet • Choose to look at books and handle them carefully • To know there is a difference between pictures/print and we read print. • To make marks to signify writing. • To write lists and labels. • To recognise own name in print and begin to write it • To give meaning to marks they make • To develop left to right/top to bottom 	<p>Help children to write labels for display of toys in the toy shop. Add price tags 'Write' shopping lists for role play shops Find own name for self registration. Bear themed in Nursery and Toy themed in Reception. Practise writing name on laminated cards in R. Use various pencil control sheets in N Provide props/puppets and story baskets so that children can act out stories in reading areas Phonics sessions 3 times a week – Phases 1 and 2 initially. Moving into Phase 3 in Reception. Point out signs and notices in the classroom and talk about what they say. Read words on the word wall. Model writing for a purpose – message to parent's, reminders etc Provide writing materials in areas of continuous provision – encourage children to write their name on a label to show any models they have made and 'write' for a purpose in the toy shop, playdough area etc Encourage left – right and top – bottom orientation. Talk about the marks they have made, explaining what is on their picture/which is writing/drawing</p>

	<p>orientation.</p> <ul style="list-style-type: none">• To practise forming letters using paint, pencils, pens, crayons, chinks, sand, dough.	<p>Write a sentence about a favourite toy encouraging use of phonics when writing in Reception.</p> <p>Practise 'Tricky Words' and letter sounds regularly at home and at school.</p> <p>Use dough gym in N and lots of funky finger activities across both classes.</p> <p>Mark making indoors and outside using brushes and water and fingers in trays of sand, glitter, foam etc.</p> <p>Read a variety of fiction asking children to name the characters, predict the endings etc</p>
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