

Early Learning Goals	Learning Objectives	Learning Activities/Experiences
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li><b>Reading:</b> 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.</li> <li><b>Writing:</b> children use their phonic knowledge to</li> </ul>	<p>Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p>Finding words to rhyme with chosen words from traditional stories e.g. hen, pig, cat, shoe, Join in with parts of the story when familiar with them. Anticipate what happens next in different versions of stories – in books and online (cbeebies etc) Identify the main characters, naming them and saying something about them Be aware of different parts of the story – point out beginning, middle, end Join in with ‘Once upon a time’, ‘happily ever after’ conventions of traditional tales Demonstrate active listening, encouraging the children to recall what they have heard Encourage children to look at the stories we have read when they are placed in the book area, retelling them from the pictures and/or text, following from left to right and top to bottom Handle books gently without creasing pages and replacing in book box the correct way round Become familiar with words around the classroom and on bags/foodstuffs brought into school</p> <p>Phonics phase 2 and 3 see separate planning Phonics play Writing sentences – news, retelling parts of a story, labelling pictures and paintings. Ask child to read back</p>

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.

Links sounds to letters, naming and sounding the letters of the alphabet.  
 Begins to read words and simple sentences.  
 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  
 Enjoys an increasing range of books.  
 Knows that information can be retrieved from books and computers.  
 Sometimes gives meaning to marks as they draw and paint.  
 Ascribes meanings to marks that they see in different places.  
 Gives meaning to marks they make as they draw, write and paint.  
 Begins to break the flow of speech into words.  
 Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  
 Writes own name and other things such as labels & captions.  
 Attempts to write short sentences in meaningful contexts.

their writing to an adult.  
 Draw pictures for News with adult to scribe  
 Read stories by choice from the book area – fiction and non fiction  
 Use phonic knowledge to attempt independent writing  
 Use star and a wish in writing tasks each week  
 Use writing in role play area to label shoes, write price tags, shopping lists etc  
 Write labels for models in the construction area.  
 Encourage children to draw designs for their work in creative/construction areas  
 Learn how to write 'tricky words' from phases 2 and 3  
 Practice writing own name correctly, including surnames for some children  
 Write letters in families with an emphasis on correct formation and placing on the line (clear ascenders and descenders)