

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. 	<p>Shows awareness of rhyme and alliteration Listens to and joins in with stories and poems, one-to-one and also in small groups. 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. Looks at books independently. Handles books carefully. 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. 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.</p>	<p>Join in with parts of stories when familiar with them. Anticipate what happens next in different stories. Identify the main characters, naming them and saying something about them Be aware of different parts of the story – point out beginning, middle, end. Make story maps. 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 – name cards, tricky words, word mats, labels on displays Use the computer and non fiction books to research facts about different occupations. Daily phonics sessions. Children to draw a picture and adult to scribe their words. Use writing in role play area to label equipment, write information etc.</p>

- **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.

Knows that information can be retrieved from books and computers.
Gives meaning to marks they make as they draw, write and paint.
Begins to break the flow of speech into words.
Continues a rhyming string.
Hears and says the initial sound in words
Can segment the sounds in simple words and blend them together.
Link sounds to letters, naming and sounding the letters of the alphabet.
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.

Write labels for models in the construction area.
Encourage children to draw designs for their work in creative/construction areas.
Practice writing own name correct.
Encourage the children to draw a picture of something they have learnt that the police do from the DVD. Nursery to say address.