

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 • Fill in missing words from songs and rhymes • 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 menus, lists, 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 orientation. • To practise forming letters using paint, pencils, pens, crayons, chalks, sand, dough. 	<p>Help children to write name labels for displays of their work. Produce class book about children and what they like/dislike focussing on body parts e.g. with my hands I like to paint. Draw around hands; fill with words describing what they can do with their hands. Use fingers to write in sand/paint handwriting patterns Continue with individual reading books for some children Make eye charts for role play area (letter formation). Make "Smile please"/'Healthy smiles' posters. Encourage children to find out about our topic by using books and ICT Provide props/puppets so that children can act out stories (story baskets) Begin phonics sessions – phase 1 and 2 Point out signs and notices in the classroom and talk about what they say. Encourage children to find their own pegs, trays, self registration card and teddies. Write down things children say and in home-school diary so children understand what they say can then be understood by someone else Model writing for a purpose – message to parent's, reminders Provide writing materials in areas of continuous provision Begin weekly writing sessions in separate books. Encourage use of phonics when writing. Use letter names when writing. Practice writing name on wipe off cards/white boards</p>