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|  | 0-3 Years | 3-4 Years | Reception | Early Learning Goal |
| **Handwriting** | Enjoy drawing freely.Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their nameExplore different materials and toolsDevelop manipulation and control | Use on handed tools and equipment for example making snips in paper with scissorsUse a comfortable grip with good control when holding pens and pencilsShow a preference for a dominant handUse large muscle movements to wave flags and streamers, paint and make marksWrite some letters accurately | Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.Develop the foundations of a handwriting style that is fast, accurate and efficient. Form lower case and capital lettercorrectly. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.Write recognisable letters, most of which are correctly formedUse a range of small tools, including scissors, paintbrushes and cutlery |
| **Spelling/Phonics** | Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”Make marks on their picture to stand for their name | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping listthat starts at the top of the page; write ‘m’ for mummy.Writes some or all of their name | Spell words by identifying the sounds and then writing the sound with the letter/s.Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. | Spell words by identifying sounds in them and representing the sounds with a letter or letters.Say a sound for each letter in the alphabet and at least 10 diagraphsRead words consistent with their phonic knowledge by sound blending (Reading linked to writing) |
| **Composition** | Turn towards familiar sounds. They are startled by loud noises and accurately locate the source of the familiar persons voice such as key workerGaze at faces, copying facial expressions and movements like sticking out their tongueMake eye contact for longer periodsWatch someone’s face as they talk Copy what adults do taking turns in conversations (through babbling) and activitiesListen and respond to a simple instruction | Know many rhymes, be able to talk about familiar books, and be able to tell a long story.Engage in extended conversations about stories, learning new vocabulary.Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping listthat starts at the top of the page; write ‘m’ for mummy.Write some or all of their name. Write some letters accurately.Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses etc. | Learn new vocabulary.Articulate their ideas and thoughts in well- formed sentences.Describe events in some detail.Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.Listen to and talk about stories to build familiarity and understanding.Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.Use new vocabulary in different contexts. Form lower case and capital letters correctly. | Write recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.Invent, adapt and recount narratives and storieswith peers and teachers.Begin to show accuracy and care when drawing |

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|  | Try to copy adult’s speech and lip movements |  | Spell words by identifying the sounds and then writing the sound with the letter/s.Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.Re-read what they have written to check it makes sense.Develop storylines in their pretend play.Engage in non-fiction booksListen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.Develop social phrases |  |
| **Vocabulary and Grammar** | Listen to simple stories and understand what is happening, with the help of the pictures Identify familiar objects and properties for practitioners when they are described for example blue carUnderstand and act on longer sentences like, “Make teddy jump.”Understand simple questions about Who What and Where | Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for‘swam’.Use longer sentences of four to six words Use a wider range of vocabularyBe able to express a point of view and to debate when they disagree with a friend or an adult using words as well as actionsCan start a conversation with an adult or a friend and continue it for many turnsUse talk to organise themselves and theirplay, “Let’s go on the bus…you sit there…I’ll be the driver. | Learn new vocabulary.Use new vocabulary throughout the day.Articulate their ideas and thoughts in well- formed sentences.Connect one idea or action to another using a range of connectives.Describe events in some detailUse talk to work out problems and organise thinking and activities | Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Use and understand recently introduced vocabulary during discussion about stories, non- fiction, rhymes and poems and during role playParticipate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary |
| **Performance and Poetry** | Enjoy and take part in action songs such as Twinkle TwinkleLittle Star | Sing a large repertoire of songs.Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | Engage in story times. | Demonstrate understanding of what has been read to them by retelling stories and narratives |

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|  | Start to develop pretend play, pretending that one object represents another | Take part in simple pretend play, using an object to represent something else even though they are not similar.Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.Remember and sing entire songs.Sing the pitch of a tone sung by another person (‘pitch match’).Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.Create their own songs, or improvise a song around one they know. | Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.Learn rhymes, poems and songs.Sing in a group or on their own, increasingly matching the pitch and following the melody.Develop storylines in their pretend play. | using their own words and recently introduced vocabulary.Make use of props and materials when roleplaying characters in narratives and stories.Invent, adapt and recount narratives and stories with their peers and their teacher.Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.Sing a range of well-known nursery rhymes and songs |

