

Prime areas:	Listening and Attention	Understanding	Speaking
	<ul style="list-style-type: none"> ▪ Listen with enjoyment to stories, songs, rhymes and poems ▪ Sustain attentive listening in a range of situations ▪ Respond with relevant, comments, questions or actions ▪ Give attention to what others say and respond appropriately ▪ Follow instructions <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ Follow more complex/several part instructions accurately <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ Ask for clarification e.g. about instructions given to them <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ Listen with sustained concentration for longer periods 	<ul style="list-style-type: none"> ▪ Answer questions in response to who, what, where, when about experiences, stories and events ▪ Answer questions in response to why and how about experiences, stories and events ▪ Recognise own name, familiar words and advertising logos <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ Express views about characters in a story or the story as a whole <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ Answer questions using 'think, say, feel' prompts about experiences, stories and events <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ Answer questions about why things happen in a story 	<ul style="list-style-type: none"> ▪ Use language to imagine and recreate roles and experiences in play situations ▪ Use talk to organise and sequence ideas, feelings and events ▪ Use talk to clarify thinking ▪ Use talk to express themselves effectively in a range of situations ▪ Show awareness of listeners' needs when communicating ▪ Use past, present and future forms when discussing events and experiences ▪ Develop own narratives by connecting ideas or events <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ Show awareness of the listener (audience) by making changes to language and non-verbal features <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ Recount experiences and stories <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ Use a range of vocabulary to add information, express ideas and explain actions or events <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ Justify ideas and experiences

Specific areas:	Phonics for Reading	Phonics for Writing
	<p>Phase 1</p> <ul style="list-style-type: none"> Blend VC words orally e.g. at, it, in, up, Blend CVC words orally e.g. top, run, bed, rat <p>Phase 2</p> <ul style="list-style-type: none"> Blend VC words using phonemes s, a, t, p, i, n - e.g. at, in, is, it Blend CVC words using phonemes s, a, t, p, i, n - e.g. sit, pit, pat, pan, tip Blend CVC words using all above and m, d, g, o e.- g. dog, mad, gap Blend CVC words using all above and c, k, ck, e, u, r - e.g. sock, neck, rack Blend CVC words using all above and h, b, f, ff, l, ll, ss - e.g. huff, hiss, bill <p>Phase 3</p> <ul style="list-style-type: none"> Blend CVC words using all above and j, v, w, x, y, z, zz, qu - e.g. jack, buzz, vet, quick Blend CVC words using all above and ch, sh, th, ng - e.g. chip, shop, this, thin, song Blend CVC words using all above and ai, ee, igh, oa, oo - e.g. rain, teeth, night, coat, boot, good Blend CVC words using all above and ar, or, ur, ow, oi - e.g. cart, fork, curl, down, soil Blend CV, CVV and CVC words using all above and ear, air, ure, er - e.g. hear, fear, chairs, sure, cure, shower, tower <p>Exceeding - Phase 4</p> <ul style="list-style-type: none"> Blend CVCC words using all phonemes covered in Phase 2 and 3 e.g. paint, tights, boils, shelf, toast Blend CCVC words using all phonemes covered in Phase 2 and 3 e.g. spoon, clown, float, sweet Blend CCVCC, CCCVC, CCCVCC words using all phonemes covered in Phase 2 and 3 e.g. frost, street, scrunch Blend words with more than one syllable e.g. turnip, sister, cooking 	<p>Phase 1</p> <ul style="list-style-type: none"> Segment VC words orally e.g. at, it, in, up, Segment CVC words orally e.g. top, run, bed, rat, <p>Phase 2</p> <ul style="list-style-type: none"> Segment and write VC words using grapheme s, a, t, p, i, n - e.g. at, in, is, it Segment CVC words using graphemes s, a, t, p, i, n - e.g. sit, pit, pat, pan, tip Segment CVC words using all above and m, d, g, o e.g. dog, mad, gap Segment CVC words using all above and c, k, ck, e, u, r e.g. sock, neck, rack Segment CVC words using all above and h, b, f, ff, l, ll, ss e.g. huff, hiss, bill <p>Phase 3</p> <ul style="list-style-type: none"> Segment CVC words using all above and j, v, w, x, y, z, zz, qu e.g. jack, buzz, vet, quick Segment CVC words using all above and ch, sh, th, ng e.g. chip, shop, this, thin, song Segment CVC words using all above and ai, ee, igh, oa, oo e.g. rain, teeth, night, coat, boot, good Segment CVC words using all above and ar, or, ur, ow, oi e.g. cart, fork, curl, down, soil Segment CV, CVV and CVC words using all above and ear, air, ure, er e.g. hear, fear, chairs, sure, cure, shower, tower <p>Exceeding - Phase 4</p> <ul style="list-style-type: none"> Segment CVCC words using all graphemes covered in Phase 2 and 3 e.g. paint, tights, boils, shelf, toast Segment CCVC words using all graphemes covered in Phase 2 and 3 e.g. spoon, clown, float, sweet Segment CCVCC, CCCVC, CCCVCC words using all graphemes covered in Phase 2 and 3 e.g. frost, street, scrunch Segment words with more than one syllable e.g. turnip, sister, cooking,

Reading	Writing
<ul style="list-style-type: none"> ▪ Read Pink, Red and Yellow band texts in line with their developing phonic ability ▪ Differentiate between text and illustration ▪ Understand that print conveys meaning ▪ Decode a number of regular words using phase 2 phonemes with build and blend strategy, and read aloud accurately ▪ Read common irregular words from Phase 2 - the to I no go into ▪ Hold a book correctly and turn pages from front to back and recognise front and back cover ▪ Know that, in English, print is read from left to right and top to bottom ▪ Predict the storyline e.g. ending ▪ Recite rhymes and sings songs ▪ Talk about events, setting and characters ▪ Predict storyline and some vocabulary, aided by the illustrations ▪ Retell narratives in the correct sequence, drawing on language patterns of stories ▪ Use decoding to read -using build and blend strategy - towards automatically reading known words ▪ Read common irregular words from Phase 3 - he she we me be was you they all are my her ▪ Read simple sentences ▪ Recognise some capitals and lower case letters ▪ Link sounds to letters, naming and sounding letters of the alphabet ▪ Respond to questions about who, what, where, when linked to text and illustrations ▪ Sequence a simple story or event ▪ Use gestures and actions to act out a story, event or rhyme from text or illustrations ▪ Make predictions based on illustrations, story content and title ▪ Respond to questions about how and why something is happening ▪ Say what a character might be thinking, saying or feeling 	<ul style="list-style-type: none"> ▪ Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes e.g. it, mop, bell ▪ Make phonetically plausible attempts when writing more complex words ▪ Spell tricky words the, to, I, no, go independently ▪ Write own name ▪ Write left to right and top to bottom ▪ Orally compose a sentence and hold it in memory before attempting to write it ▪ Write a simple phrase with finger spaces, that can be read back by themselves ▪ Write simple sentences using finger spaces, that can be read by themselves and others ▪ Use talk to organise, sequence and clarify thinking, ideas, feelings and events ▪ Write different text forms for different purposes e.g. lists, stories, instructions, labels, captions, recipes, postcards, menus <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ Spell irregular tricky words he she we me be was my you her they all are <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ Use key features of narrative in own writing