

## Spoken language (Communication and Language: Speaking)

- Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences.
- Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?". At the same time, respond sensitively to social conventions used at home.
- Show children how to use language for negotiating, by saying "May I...?", "Would it be all right...?", "I think that..." and "Will you...?" in your interactions with them.
- Model language appropriate for different audiences, for example, a visitor.
- Encourage children to predict possible endings to stories and events.
- Encourage children to experiment with words and sounds, e.g. in nonsense rhymes.
- Encourage children to develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every.  
most, some, each, every.
- Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation.
- Value children's contributions and use them to inform and shape the direction of discussions
- Give time for children to initiate discussions from shared experiences and have conversations with each other.
- Give thinking time for children to decide what they want to say and how they will say it.
- Set up collaborative tasks, for example, construction, food activities or story-making through role-play.

- Help children to talk about and plan how they will begin, what parts each will play and what materials they will need.
- Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts.
- Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.
- Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.

## Reading (word reading including phonics)

- Discuss and model ways of finding out information from non-fiction texts.
- Provide story sacks and boxes and make them with the children for use in the setting and at home.
- Encourage children to recall words they see frequently, such as their own and friends' names.
- Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?'
- Play games like word letter bingo to develop children's phoneme-grapheme correspondence.
- Model to children how simple words can be segmented into sounds and blended together to make words.
- Support and scaffold individual children's reading as opportunities arise.
- Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT).

- Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.
- Provide story boards and props which support children to talk about a story's characters and sequence of events using the Talk for Writing model.
- Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.
- Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books.
- Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words.
- Provide some simple texts which children can decode to give them confidence and to practise their developing skills.

### Reading (comprehension)

-Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart

-understand the books they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

### Writing

- Use the Talk for Writing teaching sequence.
- Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.
- Demonstrate writing so that children can see spelling in action.
  - Demonstrate how to segment the sounds (phonemes) in simple words and how the sounds are represented by letters (graphemes).
  - Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.
  - Support and scaffold individual children's writing as opportunities arise.
  - Provide word banks and writing resources for both indoor and outdoor play.
  - Provide a range of opportunities to write for different purposes about things that interest children.
  - Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.
  - Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.

Staff will model agreed cursive style.

## Writing (composition) Text, Sentence and Word Level (Vocabulary, grammar and punctuation)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>-Planning Tool –Story map /story mountain</li> <li>-Whole class retelling of story</li> <li>-Understanding of beginning/ middle / end</li> <li>-Retell simple 5-part story:</li> <li><i>Once upon a time</i></li> <li><i>First / Then / Next</i></li> <li><i>But</i></li> <li><i>So</i></li> <li><i>Finally,.....happily ever after</i></li> </ul> <p><b>Non-fiction:</b></p> <p><b>Factual writing closely linked to a story</b></p> <p><b>Simple factual sentences based around a theme</b></p> <ul style="list-style-type: none"> <li>Names</li> <li>Labels</li> <li>Captions</li> <li>Lists</li> <li>Diagrams</li> <li>Message</li> </ul>	<p><b>Simple sentences</b></p> <p><b>Simple Connectives:</b></p> <ul style="list-style-type: none"> <li><i>and</i></li> <li><i>who</i></li> <li><i>until</i></li> <li><i>but</i></li> </ul> <p><b>Say a sentence, write and read it back to check it makes sense.</b></p> <p><b>Compound sentences using connectives (coordinating conjunctions)</b></p> <ul style="list-style-type: none"> <li><i>and / but</i></li> </ul> <p><b>-‘ly’ openers</b></p> <ul style="list-style-type: none"> <li><i>Luckily / Unfortunately,</i></li> </ul> <p><b>‘Run’ - Repetition for rhythm:</b></p> <ul style="list-style-type: none"> <li>e.g.</li> <li><i>He walked and he walked</i></li> </ul> <p><b>Repetition in description e.g.</b></p> <ul style="list-style-type: none"> <li><i>a lean cat, a mean cat</i></li> </ul>	<p><b>Determiners</b></p> <ul style="list-style-type: none"> <li><i>the</i></li> <li><i>a</i></li> <li><i>my</i></li> <li><i>your</i></li> <li><i>an</i></li> <li><i>this</i></li> <li><i>that</i></li> <li><i>his</i></li> <li><i>her</i></li> <li><i>their</i></li> <li><i>some</i></li> <li><i>all</i></li> </ul> <p><b>Prepositions:</b></p> <ul style="list-style-type: none"> <li><i>up</i></li> <li><i>down</i></li> <li><i>in</i></li> <li><i>into</i></li> <li><i>out</i></li> <li><i>to</i></li> <li><i>onto</i></li> </ul> <p><b>Adjectives e.g. old, little, big, small, quiet</b></p> <p><b>Adverbs e.g. luckily, unfortunately, fortunately</b></p> <p><b>Similes – using ‘like’</b></p>	<p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>