Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Develop a range of skills to ensure children can read easily, fluently and with good understanding.

- Develop the habit of reading widely and often, for both pleasure and information and for our pupils to become lifelong readers.

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

- Use high quality discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

- Are competent in the arts of speaking and listening, making presentations, demonstrating to others and participating in debate.

Intent

What are we trying to achieve for our children in English?

➢ We aim for pupils to be inspired through a wide range of exciting stimuli, which includes books, film clips, artefacts, drama, visitors and real life experiences.
➢ We aim for pupils to be exposed to high quality, age appropriate texts in both school and at home including classic novels, poetry, fiction and non-fiction.
➢ We aim for our children to decode texts and to become fully equipped with the necessary reading skills in order to analyse texts in depth and to give reasoned justifications for their answers.
➢ Every child is encouraged to let their imagination and personality shine through in their writing;
➢ We strive to equip children to develop a rich vocabulary which can help them bring their writing to life;
➢ We aim to develop children's writing through a range of contexts, purposes and audiences;
➢ We aim for pupils to model excellence and high standards of handwriting in every subject;
➢ We aim for children to know the common sounds in the English dictionary to prepare them for the phonics screening check in Y1.
➢ We aim to develop spelling, rules and patterns of the English language.
➢ We aim to develop children's knowledge of grammar to support their writing.
➢ We aim to expose children to high quality systematic and synthetic phonics.
➢ We aim to provide our children with a range of experiences to broaden their understanding and knowledge.
➢ We strive to improve our children's confidence when public speaking.
➢ We aim to provide our children a range of opportunities to read aloud and talk in front of a variety of audiences.

Implementation

How is the curriculum delivered?
- Through memorable experiences which are organised each half term as a hook into the children's learning and to support them with their writing and speaking & listening.
- Through our local library service we will source copies of high quality, age appropriate texts to support our reading and writing skills in every year group which are monitored by the English team;
- Through regular 'book talk', in class and around school which encourages children to think as a reader and discuss their preferences, likes and dislikes;
- Through the high-quality modelling of the writing process through shared writing which demonstrates ambitious high standards expected of all children;
- Through modelling standard English and high quality spoken language i.e reading aloud.
- Through the teaching of explicit reading skills in each year group.
- Through opportunities for children to listen to adults read and children to read for pleasure and enjoyment.
- Through staff meetings and CPD; On-going focus of teaching reading
- Through stages of progression across year groups through the National Curriculum.
- Through parental sessions/workshops in phonics and reading;
- Through whole class reading lessons through questioning with additional pre/post teaching tasks for individual children.
- Through cross-curricular writing;
- Through use of effective tracking to monitor individual progress in writing including grammar and spelling;
- Through the 'Read Write Inc' phonics programme which is used to systematically teach all of the common sounds in the English Language, helping the children to recognise the sounds and then to 'sound-blend' them into words for reading.
- Through use of effective assessments and tracking, which ensures children are placed in homogenous groups.
- Through teaching reading promote high levels of story language and vocabulary.
- Through promoting a high quality talk environment throughout our school.
- Ensuring reading partners and reading aloud is part of our classroom culture.
- Through creating performance and public speaking opportunities.
- Through teaching and modelling book skills and story language.

Impact

What difference is the curriculum making?
- Through English observations (reading and writing), evidence of resilience and increased enjoyment has been observed;
- Book and planning scrutinies are used to monitor progress over year;
- Pupils become fluent readers, confident speakers and willing writers;
- Reading is a fundamental part of everything we do.
- Reading for pleasure is a cornerstone of our approach, with an inviting and well organised classroom library which children access both within the timetable and in their own time;
- High standards of handwriting, across the curriculum, has developed our children's personal care, pride, concentration and perseverance;

➢ Within writing, pupils are challenged to use higher level vocabulary in spoken and written work.

➢ Phonics- At Larkhill we use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge. Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

Threshold Concepts in Spoken Language

Vocabulary

Audibility

Fluency

Questioning

Discussion

Listening

Threshold Concept	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6

Lark Hill Community Primary School
English

Vocabulary	• Pupils' vocabulary will be developed when they listen to books read aloud and when they discuss what they have heard. The meaning of new words will be taught before they start to read; • Through listening, pupils will increase their vocabulary and awareness of grammatical structures; • Role play is used to help pupils identify with and explore characters and to try out language they have listened to; • Through high quality texts, pupils are explicitly taught challenging vocabulary;	• Opportunities to discuss language including vocabulary, extending their interest in the meaning and origin of words. • Encouraged to use drama approaches to perform plays and poems to support their understanding of the meaning and provide with an incentive to find out what expression is required • Gain and maintain the interest of the listener(s) • Select and use appropriate registers for effective communication	• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Use relevant strategies to build their vocabulary • Articulate and justify arguments and opinions • Use spoken language to develop understanding through speculating and hypothesising • Gain, maintain and monitor the interest of the listener(s)
Audibility	• Begin to speak audibly and fluently with an increasing command of standard English; • Opportunities for public speaking in front of a wider audience are provided throughout the year through class assemblies. • Opportunities for public speaking within class are provided through: role play, circle time, PSHE, paired talk, presentations and show and tell.	• Encouraged to use drama approaches to perform plays and poems to support their understanding of the meaning and provide with an incentive to find out what expression is required • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Speak audibly and fluently with an increasing command of Standard English • Gain and maintain the interest of the listener(s)	• Use spoken language to develop understanding through speculating and hypothesising • Speak audibly and fluently using standard English • Gain, maintain and monitor the interest of the listener(s)

Fluency	• Recognise sentences boundaries in spoken sentences and to use the vocabulary listed English Appendix 2 (Terminology for pupils') when their writing is discussed;	• Articulate and justify answers • Speak audibly and fluently with an increasing command of Standard English • Gain and maintain the interest of the listener(s) •	• Use spoken language to develop understanding through speculating and hypothesising • Speak audibly and fluently using standard English • Gain, maintain and monitor the interest of the listener(s) •
Questioning	• Pupils will answer and ask questions predicting what might happen on the basis of what has been read so far and to extend their understanding and knowledge.	• Ask relevant questions to extend their understanding and knowledge • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Listen and respond with interest	• Articulate and justify arguments and opinions • Consider and evaluate and respond to different viewpoints, attending to and building on the contributions of others
Discussion	• Rules of effective discussions will be agreed and demonstrated to children; • Pupils will be encouraged to consider the opinions of others; • Respond with increasing appropriateness to adults and their peers.	• Develop, agree on and evaluate rules of effective discussion with the expectation that all pupils take part • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Articulate and justify answers • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	• Articulate and justify arguments and opinions • Use spoken language to develop understanding through speculating and hypothesising • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate and respond to different viewpoints, attending to and building on the contributions of others

		- Gain and maintain the interest of the listener(s) - Consider and evaluate different viewpoints, attending to and building on the contributions of others - Listen and respond with interest - Select and use appropriate registers for effective communication	Listen and respond appropriately and with interest
<u>Listening</u>	- Through listening, pupils will start to learn how language sounds; - Listen with increasing appropriateness to adults and their peers.	- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - Consider and evaluate different viewpoints, attending to and building on the contributions of others - Listen and respond with interest - Select and use appropriate registers for effective communication	- Articulate and justify arguments and opinions - Consider and evaluate and respond to different viewpoints, attending to and building on the contributions of others - Listen and respond appropriately and with interest

Threshold Concepts in Reading

Decoding

Literal
Comprehension

Reorganisation

Making
Inferences

Language for
Effect

Themes and
Conventions

Evaluation

Appreciation

Threshold Concept	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Decoding	*Pupils will begin Milestone 1 by:* • Apply phonic knowledge to decode words • Rapid recall of phoneme-grapheme correspondence (40+) • Read accurately by blending sounds in unfamiliar words • Read common exception words • Read words containing –s, -es, -ing, -ed, -er, -est endings • Read words of more than one syllable • Read words with contractions and understand that the apostrophe represents the omitted letter (s) • Read aloud, accurately using their developing phonic knowledge. • Read aloud books to build up fluency and confidence in word reading • 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 • Discussing word meanings, linking new meanings to those already known • 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		*Pupils will begin Milestone 3 by:* • Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud new words that they meet. *By the end of Milestone 3, pupils should:* • Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud new words that they meet.

- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

By the end of Milestone 1, pupils should:
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain alternative sounds for graphemes
- Read words containing common suffixes
- Read further common exception words noting unusual correspondences between spelling and sound
- Read most (frequently encountered) words quickly and accurately, without overt sounding and blending.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without hesitation.
- Re-read these books to build up fluency and confidence in word reading.

Literal Comprehension	*Pupils will begin Milestone 1 by:* • Draw on knowledge of vocabulary to understand texts • Identify and begin to explain the sequence of events in texts • Identify how items of information are related and organised in texts • Identify key aspects of fiction and non-fiction texts, such as characters, events and information • Identify key aspects of fiction and non-fiction texts, such as titles, characters, events and information • Find facts such as the names of characters, where the story takes place and at what time of day *By the end of Milestone 1, pupils should:* • Recognising simple recurring literary language in stories and poetry • Identify and discuss key aspects of fiction and non-fiction texts, such as characters, events and information • Identify and explain the sequence of events in texts • Explain key aspects of fiction and non-fiction texts, such as titles, characters, events and information • Understand the main events and ideas within the text	*Pupils will begin Milestone 2 by:* • Increasing Their Familiarity With • A Wide Range Of Books, Including • Fairy Stories, Myths And Legends, • And Retelling Some Of • These Orally • Prepare Poems And Play Scripts • To Read Aloud And To Perform, • Showing Understanding Through • Intonation, Tone, Volume • And Action • Give The Meaning Of Words In Context • Explain And Explore The Meaning Of • Words In Context • Identify The Main Ideas • Identify Key Details That Support • Main Ideas • Identify Language, Structural And • Presentational Features Of Text • Explain How The Language, • Structural And Presentational • Features Of A Text Contributes To • Meaning • Retrieve And Record Information • From Non-Fiction • Make Comparisons Within The Text • Distinguish Between Fact And Fiction • Find Explicitly Stated For An Event Or Action *By the end of Milestone 2, pupils should:*	*Pupils will begin Milestone 3 by:* • Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to understand the meaning of new words that they meet; • Understanding what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; • Retrieving information presented in a variety of ways in non-fiction. *By the end of Milestone 3, pupils should:* • Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to understand the meaning of new words that they meet. • Understanding what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Retrieving information presented in a variety of ways in non-fiction. • Preparing Poems And Plays To • Read Aloud And To Perform, • Showing Understanding Through • Intonation, Tone And Volume So • That The Meaning Is Clear To An • Audience • Learning A Wider Range Of Poetry • By Heart

			• Give The Meaning Of Words In Context • Find Explicit Statements About A Character Which Show The Type Of Person He Or She Is, Either During Reading Or Recall From Memory
Reorganisation	• Identify main headings and subtitles to form an outline • Identify the beginning/middle/end • Recall details, relationships and personality traits • Identify and explain how items of information are related and organised in texts	• Retrieve and record information from non-fiction • Join or group separate pieces of information in the text • Create a time line of events • Tell the story from a different perspective • Place people, things and events into categories	***Pupils will begin Milestone 3 by:*** • Understanding what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; • Recording and presenting information from non-fiction. ***By the end of Milestone 3, pupils should:*** • Understands what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Recording and presenting information from non-fiction in a variety of ways. • Classify emotions and triggers • Organise the text in outline using direst statements or paraphrased statements • Condense text using statements or paraphrasing • Put together information from more than one source to provide a single answer to a question

| Making Inferences | • Read Accurately By Blending Sounds In Unfamiliar Words Containing GPCS That Have Been Taught
• Discuss What Words Mean And Why The Author May Have Chosen Them
• Discuss Characters, Setting And Plots
• Be Able To Discuss The Difference Between Fiction And Non-Fiction
• Check That The Text Makes Sense To Them As They Read, And Correct Inaccurate Reading
• Able To Link What They Read Or Hear To Their Own Experiences
• Understand Both The Books They Can Already Read Accurately And Fluently And Those They Listen To By: Discussing The Significance Of The Title And Events
• Understand Both The Books They Can Already Read Accurately And Fluently And Those They Listen To By: Making Inferences On The Basis Of What Is Being Said And Done | • Listening To And Discussing A Wide Range Of Fiction, Poetry, Plays, Non-Fiction And Reference Books Or Textbooks
• Use Dictionaries To Check The Meaning Of Words That They Have Read
• Recognise Some Different Forms Of Poetry [For Example, Free Verse, Narrative Poetry]
• Check That The Text Makes Sense To Them, Discuss Their Understanding And Explain The Meaning Of Words In Context
• Ask Questions To Improve Their Understanding Of A Text
• Draw Inferences Such As Inferring Characters' Feelings, Thoughts And Motives From Their Actions, And Justify Inferences With Evidence
• Identify How Language, Structure, And Presentation Contribute To Meaning
• Retrieve And Record Information From Non-Fiction
• Drawing Inferences Such As Inferring Characters' Feelings, Thoughts And Motives From Their Actions, And Justifying Inferences With Evidence
• Identify Any Main Ideas, Themes, Or Morals Which Are Not Explicitly Stated
• Infer Likenesses And Differences In Characters
• Speculate As To What Caused The Author To Include Certain Ideas
• Make Predictions Based On What Will Happen Next Using Clues | ***Pupils will begin Milestone 3 by:***
• Understanding what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence;
• Understanding what they read by predicting what might happen from details stated and implied.

By the end of Milestone 3, pupils should:
• Understanding what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence.
• Understanding what they read by predicting what might happen from details stated and implied.

• Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context
• Ask questions to improve their understanding
• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
• Predict what might happen from details stated and implied
• Identify how language, structure and presentation contribute to meaning
• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |

			• Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Make comparisons within and across books • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Infer literal meanings from an author's figurative use of language • Consider the time period between two explicitly stated events and suggest what may have taken place at this time based on evidence from the text • Infer likenesses and differences in characters, times, places, things or ideas • Understand how the motivations of characters influence their interactions with time and place
Language for Effect	• Identify simple and literacy language in stories and poetry	• Identify and/or comment on writers' use of words, phrases and language features, including figurative language • Identify how language structure and text contribute to meaning	***Pupils will begin Milestone 3 by:*** • Identifying how language contributes to meaning. • Discussing how authors use language, including figurative language, considering the impact on the reader. ***By the end of Milestone 3, pupils should:*** • Identifying how language contributes to meaning. • Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.

			• Discuss and evaluate how writers use words, phrases and language features to have an impact on the reader, at word, sentence and text level • Understand the authors choice of vocabulary and meaning
Themes and Conventions	• Recognise different forms of poetry looking at structure • Recognise the main themes of a book • Make verbal comparisons within and across books	• Identify themes and conventions in a range of books • Identify genres of books using clues • Compare characters, plot and setting to similar themed books • Predict what might happen from details stated and implied	***Pupils will begin Milestone 3 by:*** • Identifying and discusses themes and conventions in and across a wide range of writing; • Identifying how structure and presentation contribute to meaning. ***By the end of Milestone 3, pupils should:*** • Identifying and discusses themes and conventions in and across a wide range of writing. • Identifying how structure and presentation contribute to meaning. • Identify and discuss themes and conventions in and across a wide range of writing • Identify the purpose of different poems
Evaluation	• Summarise what has happened in no more than three sentences • Identify the author's main point • Understand how the author chooses woods to make us feel a certain way • Identify reality and fantasy- using personal experiences to form opinions	• Summarise main ideas from more • Than one paragraph • Identify main ideas drawn from more than one paragraph and summarise these • Identify fact and opinion • Draw on opinions from own views	***Pupils will begin Milestone 3 by:*** • Making comparisons within and across text based on the text being 'fit for purpose'; • Identifying statements of fact and opinion. ***By the end of Milestone 3, pupils should:***

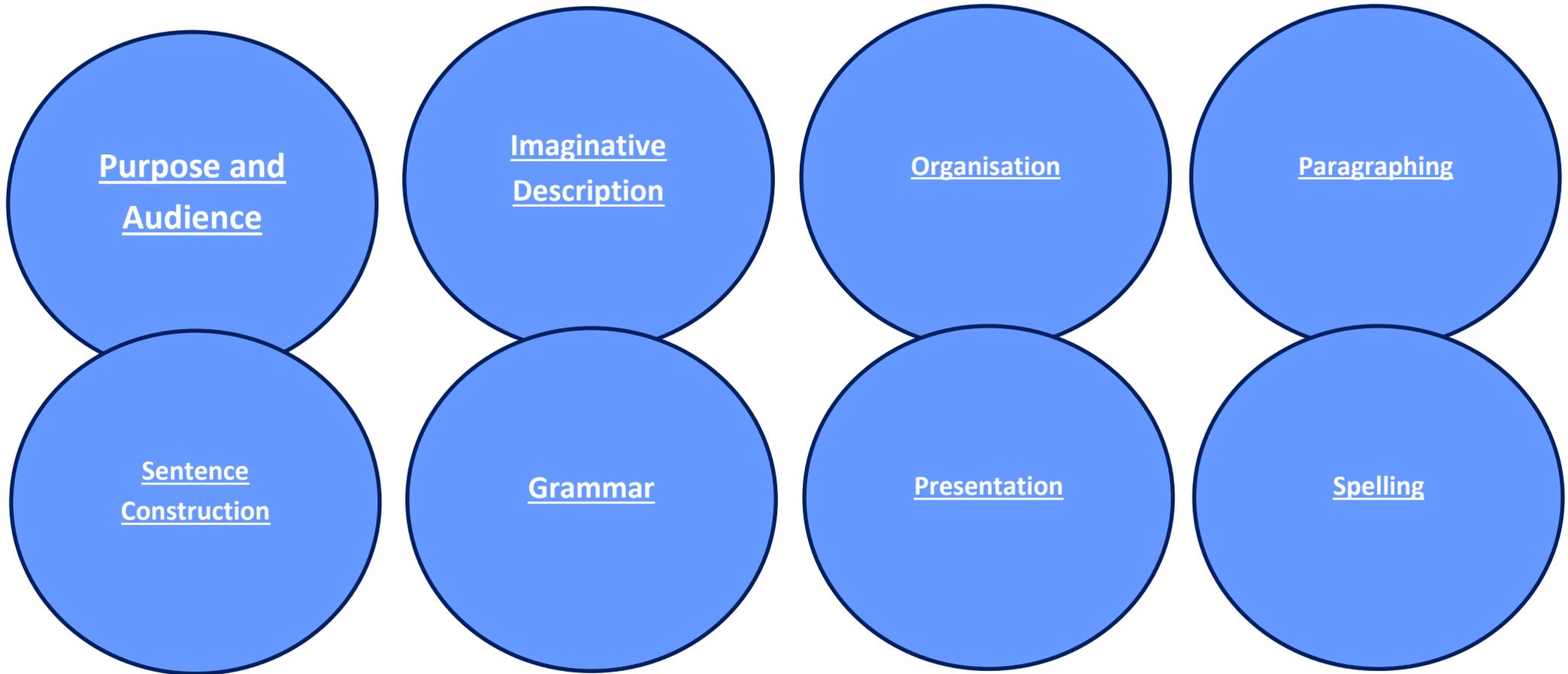|			
			• Making comparisons within and across texts (e.g. is the text 'fit for purpose?') • Distinguishing between statements of fact and opinion. • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Justify agreement or disagreement with conclusions made by the author • Understand the authors' motives to sway the reader • Draw on own views, moral code and values system • Compare information read with other sources
Appreciation	• Listening To And Discussing A Wide Range Of Poems, Stories And Non-Fiction At A Level Beyond That At Which They Can Read Independently • Children Can Make Recommendations About Their Favourite Book, Giving A Reason For Their Choice	• Read Books That Are Structured In Different Ways And Read For A Range Of Purposes • Discussing Words And Phrases That Capture The Reader's Interest And Imagination • Participate In Discussion About Both Books That Are Read To Them And Those They Can Read For Themselves, Take Turns And Listen To What Others Say. • Can Give An Emotional Response To The Content Stating How They Feel • Demonstrate Sensitivity, Sympathy And Empathy To Characters	***Pupils will begin Milestone 3 by:*** • Recommending books that they have read to their peers, giving reasons for their choices. • Providing reasoned justifications for their views. ***By the end of Milestone 3, pupils should:*** • Recommending books that they have read to their peers, giving reasons for their choices which are based on the text. • Providing reasoned justifications for their views.

			- Recommend books that they have read to their peers, giving reasons for their choices - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views. - Demonstrate sensitivity, sympathy and empathy to characters, actions and ideas portrayed by the author - Verbalise feelings with regard to the authors artistic ability to paint word pictures which cause the reader to visualise, smell, taste, hear or feel.

Threshold Concepts in Writing

| **Purpose and Audience** | **Imaginative Description** | **Organisation** | **Paragraphing** |

| **Sentence Construction** | **Grammar** | **Presentation** | **Spelling** |

Threshold Concept	**Milestone 1** **Years 1 and 2**	**Milestone 2** **Years 3 and 4**	**Milestone 3** **Years 5 and 6**
Purpose and Audience *Non-Statutory Guidance*	*Pupils will begin Milestone 1 by:*	*Pupils will begin Milestone 2 by:*	*Pupils will begin Milestone 3 by:*

	- Discuss what they have written with the teacher or other pupils - Read their writing aloud, clearly enough to be heard by their peers and the teacher ***By the end of Milestone 1, pupils should:*** - Develop positive attitudes towards and stamina for writing - Writing narratives about personal experiences and those of others (real and fictional) - Writing about real events - Writing poetry - Writing for different purposes - Read aloud what they have written with appropriate intonation to make the meaning clear	- Beginning to plan and write with an understanding of purpose and audience; - Show increasing confidence when reading their own writing aloud to a group or the whole class. *Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.* ***By the end of Milestone 2, pupils should:*** - Can effectively plan and write with a clear understanding of purpose and audience; - Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	- Can write for a range of purposes and audiences confidently, selecting appropriate grammar and vocabulary to match the purpose - Can produce stained and accurate writing from different narrative and nonfiction genres with appropriate structure ***By the end of Milestone 3, pupils should:*** - Plan their writing with increasing confidence by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Imaginative description *Non-Statutory Guidance*	***Pupils will begin Milestone 1 by:*** - Sequencing sentences to form short narratives ***By the end of Milestone 1, pupils should:*** - Develop positive attitudes towards and stamina for writing - Writing narratives about personal experiences and those of others (real and fictional) - Writing about real events - Writing poetry - Writing for different purposes *Drama and role play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and*	***Pupils will begin Milestone 2 by:*** - In narratives, can begin to confidently create settings, characters and plot; - Can orally rehearse ideas for writing using TALK strategies and can begin to record own ideas; - Can think of and use ambitious word choices taken from reading, shared writing or other classroom resources. *Pupils should begin to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and rereading to check their meaning is clear, including doing so as the writing develops.*	***Pupils will begin Milestone 3 by:*** - Noting and developing initial ideas, drawing on reading and research where necessary - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - Can use vocabulary in independent writing taken from the Descriptosaurus or shared reading/writing. Can accurately identify synonyms from a thesaurus. ***By the end of Milestone 3, pupils should:*** - Can use and draw upon how authors describe characters, setting, and

	order their ideas through playing roles and improvising scenes in various settings. • *Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.*	• *Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.* ***By the end of Milestone 2, pupils should:*** • Write a range of narratives with a clear beginning, middle and end with a clear and coherent plot. • Create a more detailed setting, characters and plot to fully engage the reader • *Pupils should understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and rereading to check their meaning is clear, including doing so as the writing develops.* • *Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.*	atmosphere in their own writing with carefully chosen vocabulary to enhance the mood and clarify meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • *Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.*
Organisation *Non-Statutory Guidance*	***Pupils will begin Milestone 1 by:*** • Saying out loud what they are going to write about; • Sequencing sentences to form short narratives; • *Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear.* ***By the end of Milestone 1, pupils should:*** • Consider what they are going to write before beginning	***Pupils will begin Milestone 2 by:*** • Using the structure of several text types including layout devices in non-fiction • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ***By the end of Milestone 2, pupils should:*** • Use simple organisational devices in non-fiction (e.g. headings and sub-headings] • Continue to model writing on similar pieces studied to learn from its structure, vocabulary and grammar;	***Pupils will begin Milestone 3 by:*** • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ***By the end of Milestone 3, pupils should:*** • Draft and write by: • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

	- Planning or saying out loud what they are going to write about *Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.* *Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear.*	Discussing and recording ideas with peers and adults.	*Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.*
Paragraphing *Non-Statutory Guidance*	**Pupils will begin Milestone 1 by:** - Sequencing sentences to form short narratives **By the end of Milestone 1, pupils should:** *Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.* *Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear.*	**Pupils will begin Milestone 2 by:** - Begin to organise paragraphs around a theme/idea. **By the end of Milestone 2, pupils should:** - Consistently organise paragraphs around a theme/idea Paragraphs should be taught by leaving a line Paragraphs can be edited through re-reading by adding two diagonal lines at the beginning (//)	**Pupils will begin Milestone 3 by:** - Creating paragraphs that are suitably linked - Consistently organise paragraphs around a theme/idea Paragraphs should be taught by leaving a line or by indenting Paragraphs can be edited through re-reading by adding two diagonal lines at the beginning (//) **By the end of Milestone 3, pupils should:** - Use a wide range of devices to build cohesion within and across paragraphs - Consistently organise paragraphs around a theme/idea Paragraphs should be taught by leaving a line or by indenting

			• Paragraphs can be edited through re-reading by adding two diagonal lines at the beginning (//)
Sentence Construction *Non-Statutory Guidance*	*Pupils will begin Milestone 1 by:* • Composing a sentence orally before writing it; • Re-reading what they have written to check that it makes sense. • *Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear.* *By the end of Milestone 1, pupils should:* • Writing down ideas and/or key words, including new vocabulary; • Encapsulating what they want to say, sentence by sentence. • Make simple additions, revisions and corrections to their own writing by: • Evaluating their writing with the teacher and other pupils; • Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; • Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). • *Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These*	*Pupils will begin Milestone 2 by:* • Orally rehearsing ideas for writing using TALK strategies and begin to record ideas using a modelled planning format and begin to choose own formats for recording ideas. • Can begin to confidently proof read theirs and others' work to check for errors and make improvements *By the end of Milestone 2, pupils should:* • Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements; • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences; • Can proof rather own and others' work making clear and accurate amendments adding in pronouns to avoid repetition and recognising incorrect tenses	*Pupils will begin Milestone 3 by:* • Can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (contracted forms, modal verbs, passive voice) • Can begin to proof read to precise longer passages by removing unwanted repetition, make improvements (e.g. using synonyms) *By the end of Milestone 3, pupils should:* • Draft and write by: • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Evaluate and edit by: • Assessing the effectiveness of their own and others' writing; • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; • Ensuring the consistent and correct use of tense throughout a piece of writing; • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

	activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. • *Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear.*		
Grammar *Non-Statutory Guidance*	**Pupils will begin Milestone 1 by:** • Leaving spaces between words; • Joining words and joining clauses using 'and'; • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; • Use the appropriate grammatical terminology when discussing their writing. • *Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear.* • *Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. All these can be drawn on for their writing.* **By the end of Milestone 1, pupils should:**	**Pupils will begin Milestone 2 by:** • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency with increasing confidence, including the accurate use of pronouns in sentences; • Proofread for spelling and punctuation errors **By the end of Milestone 2, pupils should:** • Develop their understanding of the concepts set out in English appendix 2 by: • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Using the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • Learning the grammar for years 3 and 4 in English appendix 2 indicate grammatical and other features by:	**Pupils will begin Milestone 3 by:** • Proofread for spelling and punctuation errors • Using the full range of punctuation from preceding year groups • Beginning to use commas to clarify meaning and avoid ambiguity • Beginning to use devices to build cohesion within a paragraph e.g. then, after that, this, firstly • Beginning to experiment with relative clauses with support and modelling • Beginning to indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. **By the end of Milestone 3, pupils should:** • Confidently proofread for spelling and punctuation errors • Develop their understanding of the concepts set out in English appendix 2 by: • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence

	• Develop their understanding of the concepts set out in English appendix 2 by: • Learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Learn how to use: • Sentences with different forms: statement, question, exclamation, command • Expanded noun phrases to describe and specify [for example, the blue butterfly] • The present and past tenses correctly and consistently, including the progressive form • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • The grammar for year 2 in English appendix 2 • Some features of written Standard English • Use and understand the grammatical terminology in English appendix 2 in discussing their writing • *Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including*	• Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Using and punctuating direct speech • Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading • *Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English appendix 2 and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.* • *At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.*	• Using the perfect form of verbs to mark relationships of time and cause • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • Learning the grammar for years 5 and 6 in English appendix 2 • Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Using hyphens to avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis • Using semicolons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list • Punctuating bullet points consistently • Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading • *Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.*

	narratives, are structured. All these can be drawn on for their writing. • *Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear.* • *The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.*		
Presentation *Non-Statutory Guidance*	**Pupils will begin Milestone 1 by:** • Sit correctly at a table (bottom back in chair (BBC); tummy near table (TNT) and 6 (feet on the floor), holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these • *At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.* • *Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the*	**Pupils will begin Milestone 2 by:** • Form joined letters and begin to understand which letters should be joined and unjoined; • Writing in a consistent, legible format across a range of pieces. **By the end of Milestone 2, pupils should:** • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; • Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]; • *Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This,*	**By the end of Milestone 3, pupils should:** • Write legibly, fluently and with increasing speed by: • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for a task • *Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.*

	pupil to hold it easily and correctly so that bad habits are avoided. • *Left-handed pupils should receive specific teaching to meet their needs.* • *Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear.* ***By the end of Milestone 1, pupils should:*** • Form lower-case letters of the correct size relative to one another; • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters; • Use spacing between words that reflects the size of the letters. • *Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.*	*in turn, will support their composition and spelling.*	
Spelling *Non-Statutory Guidance*	***Pupils will begin Milestone 1 by:*** • Spelling words containing each of the 40+ phonemes already taught; • Common exception words; • The days of the week; • Naming the letters of the alphabet in order	***Pupils will begin Milestone 2 by:*** • Spelling most words with prefixes (e.g. – ir –auto –in – dis- super – anti) • Spelling most words with suffixes (e.g. – ly –ous – atio) • Spelling most homophones correctly (which/witch) • Spelling most Year 3 common exception words	***Pupils will begin Milestone 3 by:*** • Using spelling rules from previous years consistently and correctly (see spelling Appendix 1); • Converting many nouns or adjectives into verbs using suffixes e.g. designate, classify, criticise; • Spelling many verb prefixes correctly e.g. deactivate, overturn, misconduct;

	• Using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes: • Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • Using the prefix un– • Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • Apply simple spelling rules and guidance, as listed in English appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the gpcs and common exception words taught so far • *Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.* • *At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.* • *Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more*	***By the end of Milestone 2, pupils should:*** • Proofread for spelling and punctuation errors • Use further prefixes and suffixes and understand how to add them - see English appendix 1 • Spell further homophones • Spell words that are often misspelt - see English appendix 1 • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first 2 or 3 letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • *Pupils should learn to spell new words correctly and have plenty of practice in spelling them.* • *As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure - see English appendix 2.* • *Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.*	• Spelling many complex homophones correctly e.g. affect/effect, practice/practise etc; • Spelling many words correctly from the Y5/Y6 statutory spelling list. ***By the end of Milestone 3, pupils should:*** • Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with 'silent' letters [for example, knight, psalm, solemn] • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • Use dictionaries to check the spelling and meaning of words • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus • *As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.*

word-specific rehearsal for spelling than for reading.
- *At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.*
- *Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.*
- *At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.*
- *Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear.*

By the end of Milestone 1, pupils should:
- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Learning to spell common exception words
- Learning to spell more words with contracted forms

- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones
- Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- Apply spelling rules and guidance, as listed in English appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far
- *In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and polysyllabic words.*
- *At this stage, children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.*
- *Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.*

English and the EYFS

In early years, children are born ready, able and eager to learn and develop quickly. Early years practitioners aim to do all they can to help children have the best possible start in life. Children actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however, it depends on each unique child having opportunities to interact in positive relationships and enabling environments. We develop children's understanding of language and literature through the four principles of the EYFS development matters. Our aim is to provide children with the opportunities that support their early spoken language, understanding, reading and writing. We aim to promote teaching and learning that ensures children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Aims

-Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
-Literacy development involves encouraging children to link sounds and letters and to begin to read and write. We aim to give children access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
-To understand a range of concepts; literal and abstract
-To acquire a strong knowledge of letters and sounds to support early reading and writing,
-To read a range of high frequency words to support fluency, reading age and stage appropriate texts including traditional stories, fiction and non-fiction texts.
- To provide daily speaking and listening activities that are well matched to children's developing abilities and interests, drawing upon observations and assessments to plan for progression and to identify children who need additional support.
- To provide a rich and varied environment will support children's language learning through Letters and Sounds and RWI.
-To provide good models of spoken English to help young children enlarge their vocabulary and learn, for example, how to structure comprehensible sentences, speak confidently and clearly, and sustain dialogue.
-To expose children to books from an early age to engage with books that fire their imagination and interest. Encouraging children to choose and peruse books freely as well as sharing them when read by an adult. Enjoy and share books and see them as a source of pleasure and interest and motivates them to value reading.

Implementation
-Use Wellcomm to support early language concepts and understanding
-Use Letters and Sounds to

- EYFS staff modelling high standards of English spoken language
- Engage children in book skills and story language through active modelling.

Impact
-High standards of spoken English and understanding
-Understanding of abstract concepts that enables them to interpret the world
-Rich vocabulary
-Children to develop and understanding of letters and sounds to apply to reading and writing

	Communication and Language: Understanding	Communication and Language: Speaking	Literacy: Reading	Literacy: Writing
22-36 months	• Identifies action words by pointing to the right picture, e.g., *"Who's jumping?"* • Understands more complex sentences, e.g. *'Put your toys away and then we'll read a book.'* • Understands 'who', 'what', 'where' in simple questions (e.g. *Who's that/can? What's that? Where is.?*). • Developing understanding of simple concepts (e.g. *big/little*).	• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *'I have it'*. • Uses a variety of questions (e.g. *what, where, who*). • Uses simple sentences (e.g.' *Mummy gonna work.'*) • Beginning to use word endings (e.g. *go, cats*).	Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'.	• Distinguishes between the different ma they make.
30-50 months	• Understands use of objects (e.g. *"What do we use to cut things?"*) • Shows understanding of prepositions such as 'under', 'on	• Beginning to use more complex sentences to link thoughts (e.g. *using and, because*). • Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).	Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one	Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they s in different places.

	top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions.	• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.* • Uses a range of tenses (e.g. *play, playing, will play, played*). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e,g, *'This box is my castle.'*	and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • 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. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom.	
40-60 months	• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion.	• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas,	• Continues a rhyming string. • 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.	• 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.

		feelings and events. • Introduces a storyline or narrative into their play.	• 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. • Knows that information	• Links 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.
Early Learning Goal (ELG)	**Early Learning Goal** **Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to sto or events.**	**Early Learning Goal** **Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.** **They develop their own narratives and explanations by connecting ideas or events.**	**Early Learning Goal** **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 hav read.**	**Early Learning Goal** **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.**