

Early Years Outcomes for English

Nursery: 3 and 4 year olds:

Literacy:

Understand the five key concepts about print: - print has meaning

- the names of the different parts of a book
- print can have different purposes - page sequencing
- we read English text from left to right and from top to bottom

Develop their phonological awareness, so that they can:

- spot and suggest rhymes - count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

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 list that starts at the top of the page; write 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

Physical Development:

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand

Communication and Language:

Enjoy listening to longer stories and can remember much of what happens.

Use a wider range of vocabulary.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication.

Use longer sentences of four to six words.

Reception: Children in Reception: 4 and 5 year olds

Literacy:

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Physical Development:

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 which is fast, accurate and efficient.

Communication and Language:

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.
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 detail.
Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
Engage in story times.
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.
Listen carefully to rhymes and songs, paying attention to how they sound.
Learn rhymes, poems and songs.
Engage in non-fiction books.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Early learning Goals:

Comprehension:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Anticipate (where appropriate) key events in stories.
Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Word Reading:

Say a sound for each letter in the alphabet and at least 10 digraphs.
Read words consistent with their phonic knowledge by sound-blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing:

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.

Physical Development: Fine Motor Skills:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Communication and Language: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
Make comments about what they have heard and ask questions to clarify their understanding.
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language: Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Nursery Cycle 1 Literacy 2021– 2022

Autumn	Spring	Summer
<p>Me and my world / Seasons and Changes</p> <p>Print around us</p> <p>Names & labels</p> <p>Alphabet books, chants, rhymes and songs</p> <p>Nursery Rhymes and rhymes linked to topics</p> <p>Tell me a story – oral re-telling of stories</p> <p>Lists and other emergent writing opportunities linked to role-play and mark making areas.</p> <p>Real life opportunities for writing e.g. postcards, Christmas cards</p>	<p>Fantasy / Travel</p> <p>Print around us</p> <p>names & labels</p> <p>Alphabet books, chants, rhymes and songs</p> <p>Songs and rhymes linked to topics</p> <p>Tell me a story – oral re-telling of stories</p> <p>Lists and captions as well as other emergent writing opportunities linked to role-play and mark making areas.</p> <p>Real life opportunities for writing e.g. postcards, Easter cards</p>	<p>Growing / Animals and Habitats</p> <p>Print around us</p> <p>Names & labels</p> <p>Alphabet books, chants, rhymes and songs</p> <p>Songs and rhymes linked to topics</p> <p>Tell me a story – oral re-telling of stories</p> <p>Lists, captions, instructions - emergent writing opportunities and (where applicable) use of phonic knowledge to segment and blend to read / write.</p> <p>Real life opportunities for writing e.g. postcards,</p>

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<p>Me and my world / Seasons and Changes</p> <p>Print around us</p> <p>Names & labels - emergent writing opportunities and (where applicable) use of phonic knowledge to segment and blend to read / write</p> <p>Alphabet books, chants, rhymes and songs</p> <p>Nursery Rhymes</p> <p>Narrative: predictable structures and patterned language</p> <p>Lists, captions, instructions</p> <p>Narrative: predictable structures and patterned language</p> <p>Real life opportunities for writing e.g. postcards, Christmas cards</p> <p>See also The Literature Spine</p>	<p>Fantasy /Travel</p> <p>Print around us</p> <p>Names & labels – using growing phonic knowledge to make plausible attempts for reading and writing.</p> <p>Alphabet books, chants, rhymes and songs</p> <p>Rhymes / poetry</p> <p>Lists, captions, instructions</p> <p>Narrative: predictable structures and patterned language</p> <p>Real life opportunities for writing e.g. postcards, Easter cards</p> <p>See also The Literature Spine</p>	<p>Growing / Animals and Habitats</p> <p>Print around us</p> <p>Names & labels - using growing phonic knowledge to make plausible attempts for reading and writing.</p> <p>Alphabet books, chants, rhymes and songs</p> <p>Rhymes / poetry</p> <p>Narrative: predictable structures and patterned language</p> <p>Lists, captions, instructions</p> <p>Real life opportunities for writing e.g. postcards, letters</p> <p>See also The Literature Spine</p>