

Some children may be working on 22-36 months as they will only have turned 3 in July/August. This document is based on 30-50 months Age Related Outcomes. However, individuals will have the appropriate development sheets.

Focus	Letters and sounds	Early Years Outcomes	Possible resources/activities	Possible links with other areas of learning
<p>Storytelling [reading and talk] e.g. Tell me a story</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p>	<p>Communication & Language</p> <p>LA –</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <p>S –</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. <p>Literacy</p> <p>R -</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Listens to and joins in with stories and poems, one-to-one 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. • Listens to stories with increasing attention and recall. 	<p>Retell and create using:</p> <ul style="list-style-type: none"> ▪ story boxes ▪ props and puppets ▪ sequencing cards and pictures ▪ role-play/home corner (dressing-up) ▪ circle stories, storyteller’s chair ▪ masks and story maps 	<p>Expressive arts and design , e.g. <i>use their imagination in role play and stories, empathising with characters</i></p>
<p>Story Sack of the Week: narrative [reading, responding and awareness of print] e.g. Reading together</p>	<p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Also see Phase 2 p48 re phoneme progression</p>	<p>Communication & Language</p> <p>LA –</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Shows interest in play with sounds, songs and rhymes • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <p>S –</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. <p>Literacy</p> <p>R -</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Listens to and joins in with stories and poems, one-to-one 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. • 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. 	<ul style="list-style-type: none"> ▪ Big books and story sack resources ▪ Taped stories / CD or IWB ▪ Key questions related to text ▪ Sequencing picture cards 	<p>Personal, social and emotional development – according to content of story</p>

<p>Nursery Rhyme of the week [reading, talking and joining in] e.g. Rhyme time</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Also see Phase 2 p48 re phoneme progression</p>	<p>Communication & Language</p> <p>LA –</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Shows interest in play with sounds, songs and rhymes • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p>S –</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Uses intonation, rhythm and phrasing to make the meaning clear to others. <p>Literacy</p> <p>R -</p> <ul style="list-style-type: none"> • 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 ...'. • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Shows interest in illustrations and print in books and print in the environment. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. 	<ul style="list-style-type: none"> ▪ Poetry posters and rhyme cards ▪ Musical instruments/voice ▪ Movement sequences/drama ▪ Text marking ▪ Matching words of interest ▪ Rhyme basket and resources 	<p>Expressive arts and design , e.g. <i>make simple musical instruments and use to accompany rhymes</i></p> <p><i>Recordable pegs/Tuff Cams to record performances.</i></p>
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<p>Print culture [reading and writing] e.g. Words, words, words, Words around us, maps and symbols/vocabulary.</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p>	<p>Communication & Language LA –</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Shows interest in play with sounds, songs and rhymes • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Developing understanding of simple concepts (e.g. <i>big/little</i>). • Understands use of objects (e.g. <i>‘What do we use to cut things?’</i>) <p>S –</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. • Builds up vocabulary that reflects the breadth of their experiences <p>Literacy R -</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Listens to and joins in with stories and poems, one-to-one 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 • Listens to stories with increasing attention and recall. • 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 <p>W -</p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> ▪ Environmental print (labels and signs) ▪ Signs for shops ▪ Signs and symbols re maps ▪ Symbols on maps 	<p>Understanding of the world, e.g. <i>when taken on a print safari they are observant about their environment, they talk about what they see</i></p>
<p>Objects and materials to stimulate interest [talk] e.g. maps, globe, toys from the past to handle/explore</p>	<p>Also see Phase 2 p48 re phoneme progression</p>	<p>Communication & Language LA –</p> <ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes • Listens to others one to one or in small groups, when conversation interests them. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>U -</p> <ul style="list-style-type: none"> • Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. <i>Who’s that? What’s that? Where is.?</i>) • Developing understanding of simple concepts (e.g. <i>big/little</i>). • Understands use of objects (e.g. <i>‘What do we use to cut things?’</i>) • Responds to simple instructions, e.g. to get or put away an object • Beginning to understand ‘why’ and ‘how’ questions. <p>S –</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall / relive experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> • Uses vocabulary focused on objects and people that are of particular importance to them 	<ul style="list-style-type: none"> ▪ Topic related artefacts and objects, e.g. toy collections, photos, interest table ▪ Show and tell ▪ Activities and games to extend vocabulary (‘Guess my object’) ▪ Describing, explaining, questioning and problem-solving. ▪ Globe and maps/photos of places of interest in UK. 	<p>Understanding of the world, e.g. <i>use their senses to explore and investigate objects – begin to recognise/talk about similarities and differences – including going to the woods.</i></p>

Focus	Letters and Sounds	Early Years Outcomes	Possible resources/activities	Possible links with other areas of learning
<p>'Toys' non-fiction texts. Places of interest – PowerPoint about the UK. [writing]</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p>	<p>Literacy W –</p> <ul style="list-style-type: none"> •Distinguishes between the different marks they make. •Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places <p>Physical Development MH –</p> <ul style="list-style-type: none"> •Shows control in holding and using jugs to pour, hammers, books and mark-making tools •Beginning to use three fingers (tripod grip) to hold writing tools. •Imitates drawing simple shapes such as circles and lines • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> ▪ Photographs/portraits (to label) ▪ Zigzag books ▪ 'Passports' ▪ Personal timelines ▪ Globes/maps ▪ Traditional games / Saints related to UK and cultural traditions. 	<p>Personal, social and emotional development, e.g. <i>they talk about the people places they have visited / special days related to the Saints.</i></p>
<p>Outdoor area [handwriting] e.g. Inside/Outside</p>	<p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Also see Phase 2 p48 re phoneme progression</p>	<p>Physical Development MH –</p> <ul style="list-style-type: none"> •Shows control in holding and using jugs to pour, hammers, books and mark-making tools •Beginning to use three fingers (tripod grip) to hold writing tools. •Imitates drawing simple shapes such as circles and lines • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. <p>Literacy W –</p> <ul style="list-style-type: none"> •Distinguishes between the different marks they make. •Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places 	<ul style="list-style-type: none"> ▪ Mark making on the ground/walls (water, mud, chalks) finger painting ▪ Salt, sand, foam and grain trays ▪ Bead threading, construction ▪ Stick twirling and ball games (see <i>Developing early writing</i>) 	<p>Physical development, e.g. <i>have opportunities to develop gross and fine motor control</i></p>

<p>Visit/Visitors [reading and writing] e.g. parent sessions, focus week sessions, toy workshop session .. Hertford museum toy box loan.</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Also see Phase 2 p48 re phoneme progression</p>	<p>Literacy</p> <p>W –</p> <ul style="list-style-type: none"> •Distinguishes between the different marks they make. •Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places <p>Communication &Language</p> <p>LA –</p> <ul style="list-style-type: none"> •Shows interest in play with sounds, songs and rhymes • Listens to others one to one or in small groups, when conversation interests them. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>U -</p> <ul style="list-style-type: none"> •Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that? What's that? Where is.?</i>) •Developing understanding of simple concepts (e.g. <i>big/little</i>). •Understands use of objects (e.g. <i>What do we use to cut things?</i>) •Responds to simple instructions, e.g. to get or put away an object •Beginning to understand 'why' and 'how' questions. <p>S –</p> <ul style="list-style-type: none"> •Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. •Learns new words very rapidly and is able to use them in communicating. •Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall / relive experiences. •Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> •Uses vocabulary focused on objects and people that are of particular importance to them 	<ul style="list-style-type: none"> ▪ Posters, invitations, letters to parents/carers ▪ Photos of toys that we explored to discuss and label. ▪ Postcards to read and discuss. ▪ Blank postcard templates to use re emergent writing. 	<p>Understanding of the world, e.g. <i>talk readily about features in their immediate locality.</i></p> <p><i>Talk about places they have visited, use of maps/globe to aid discussion and vocabulary.</i></p> <p><i>Bee-bots and grids to extend maths vocabulary and directional work.</i></p>
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<p>Seasonal/cultural interest [reading: non-fiction] e.g. Birthdays, walk in woods, Diwali, Christmas, cultural days related to UK and Saints.</p>		<p>Communication &Language</p> <p>LA –</p> <ul style="list-style-type: none"> • Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. • Listens to others one to one or in small groups, when conversation interests them. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>U –</p> <ul style="list-style-type: none"> • Understands more complex sentences, e.g. <i>‘Put your toys away and then we’ll read a book.’</i> • Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. <i>Who’s that? What’s that? Where is.?</i>) • Developing understanding of simple concepts (e.g. <i>big/little</i>). • Understands use of objects (e.g. <i>‘What do we use to cut things?’</i>) • Shows understanding of prepositions such as ‘under’, ‘on 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. <p>S –</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. • Uses a variety of questions (e.g. <i>what, where, who</i>). • Uses simple sentences (e.g. <i>‘Mummy gonna work.’</i>) • Beginning to use word endings (e.g. <i>going, cats</i>). • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • 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. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • 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. <i>‘This box is my castle</i> <p>Literacy</p> <p>W –</p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places <p>R –</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ▪ 3D collections/tables of interest/displays with accompanying information books, labels, questions, cards, maps, postcards ▪ Writing cards, making labels, postcards ▪ Big information books/sets ▪ Instructions and captions ▪ CDROMs ▪ Web sites 	<p>Mathematical development Understanding of the world Expressive arts and design</p>
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<p>Talk for thinking e.g. Doing and making Talking about places they have visited. Favourite toys. Toys from the past – workshop session to find out/investigate toys from in the past.</p>		<p>Communication & Language LA – Listens with interest to the noises adults make when they read stories. • Listens to others one to one or in small groups, when conversation interests them. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). U – • Understands more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i> • Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that? What's that? Where is.?</i>) • Developing understanding of simple concepts (e.g. <i>big/little</i>). • Understands use of objects (e.g. <i>'What do we use to cut things?'</i>) • Shows understanding of prepositions such as 'under', 'on 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. S – • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. • Uses a variety of questions (e.g. <i>what, where, who</i>). • Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>) • Beginning to use word endings (e.g. <i>going, cats</i>). • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • 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. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • 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. <i>'This box is my castle.'</i></p> <p>Physical Development MH – • Imitates drawing simple shapes such as circles and lines. • Beginning to use three fingers (tripod grip) to hold writing tools. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools.. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Expressive Arts And Design EUMM – • Experiments with blocks, colours and marks. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. BI – • Beginning to use representation to communicate, e.g. drawing a line and saying <i>'That's me.'</i> • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play</p>	<ul style="list-style-type: none"> • Malleable play (dough, clay, etc.) • Sand and water trays • Design and make (construction kits, toys, junk modelling) • Cooking • Describing, explaining, questioning and problem-solving • Places they have visited – use of photos/postcards, objects related to Saints and places in UK. 	<p>Physical development, e.g. <i>handle tools, objects, construction and malleable materials safely and with increasing control</i></p> <p>Understanding of the world, e.g. <i>build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary. Investigating resources to find out how they work/move.</i></p>
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Storytelling [reading and talk] e.g. Tell me a story	Possible resources/activities Retell and create using: <ul style="list-style-type: none"> ▪ story boxes ▪ props and puppets ▪ sequencing cards and pictures 	Possible links with other areas of learning Expressive arts and design <ul style="list-style-type: none"> ▪ e.g. <i>use their imagination in role play and stories empathising with characters</i>
<p>Letters and sounds</p> <p>Sounds</p> <p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p> </p> <p>Also see Phase 2 p48 re phoneme progression and also</p> <p><i>Developing early writing p.156-164</i></p>	<p>Early Years Outcomes</p> <p>Communication & Language</p> <p>LA –</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Shows interest in play with sounds, songs and rhymes • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p>U –</p> <ul style="list-style-type: none"> • Developing understanding of simple concepts (e.g. <i>big/little</i>). • Understands use of objects (e.g. <i>"What do we use to cut things?"</i>) • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object <p>S –</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. 1, 3 • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Uses intonation, rhythm and phrasing to make the meaning clear to others. <p>Literacy</p> <p>R –</p> <ul style="list-style-type: none"> • 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 ...'. • 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 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. • Listens to stories with increasing attention and recall. • 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. <p>Expressive Arts And Design</p> <p>BI –</p> <ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying <i>'That's me.'</i> • Beginning to make-believe by pretending. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play 	