

Early Independent Learning Opportunities as a Foundation for the Key stage One Programme of study

Spoken language

- listen and respond to questions,
- express self
- conversations
- hypothesising, imagining and exploring ideas.
- Roleplay/improvisations and debate.
- (KS1 and KS2 objectives)

Handwriting and Presentation Vocabulary, Grammar and

Comprehension

- Pleasure in reading.
- Compare, contrast stories and make predictions
- Learn to appreciate rhymes and poems.
- Draw on what they already know or on background information and vocabulary.
- Check for sense and correct inaccurate reading.
- Make inferences and explain their understanding of what is read to them

Spell

- Words containing 40+ graphemes
- Prefixes and suffixes
- Apply spelling rules

Composition

- Think about, say and write their intended sentences.
- Reread and discuss what they have written

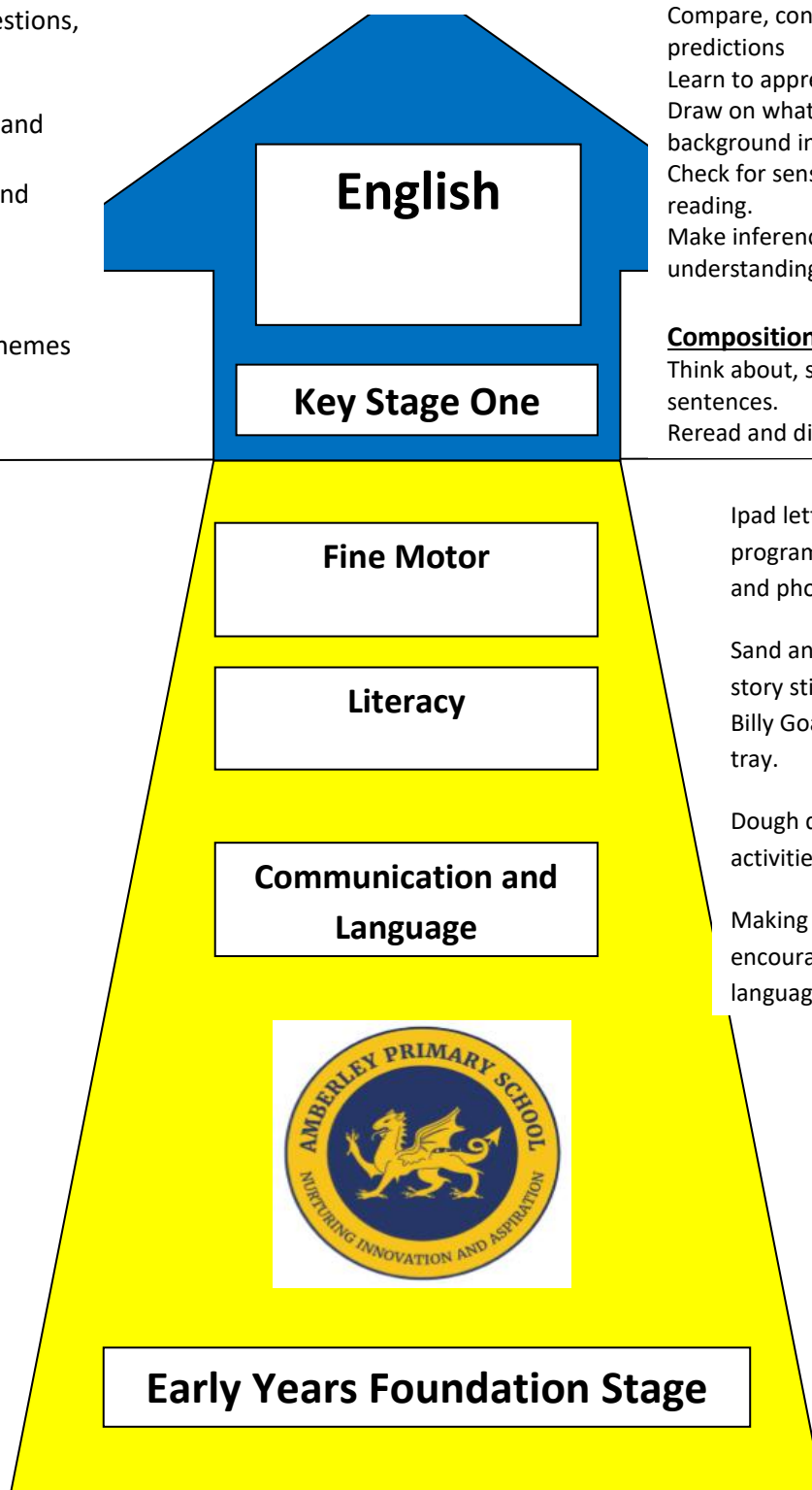
Writing and Mark making area:

Nursery-

- Mark making equipment; pens, felt tips, pencils, chalks, crayons.
- Pencil hold, letter and number formation prompt posters.
- Accessible paper-sizes and shapes.
- Stencils
- Tracing
- Magnetic and feely letters
- Wipeboards and pens
- Name cards

Reception –

- Varied pens- pens ,pencils, gel pens.
- Sound mats- phonemes, digraphs and trigraphs.
- Capital and lower case letters.
- Topic mats- new vocabulary
- Name cards
- Stencils.
- Pencil hold prompts
- Story language.
- Rhyming string /phrase blanks



Ipad letter and number formation programme- bobblewrite, paint and phonics play.

Sand and water play- rhyme or story stimulus. For example: Three Billy Goats Gruff set up in the sand tray.

Dough disco, funky fingers activities.

Making roleplay props- to encourage recall and use of story language, and characterisation.

Daily story sessions.

Circle time- singing and nursery rhymes.

Phonics themes CP activities – sorting sounds.

Sensory mark making opportunities- patterns in foam/sand

Varied malleable activities: cutting, sticking, moulding and painting linked to class texts and the power of pictures.

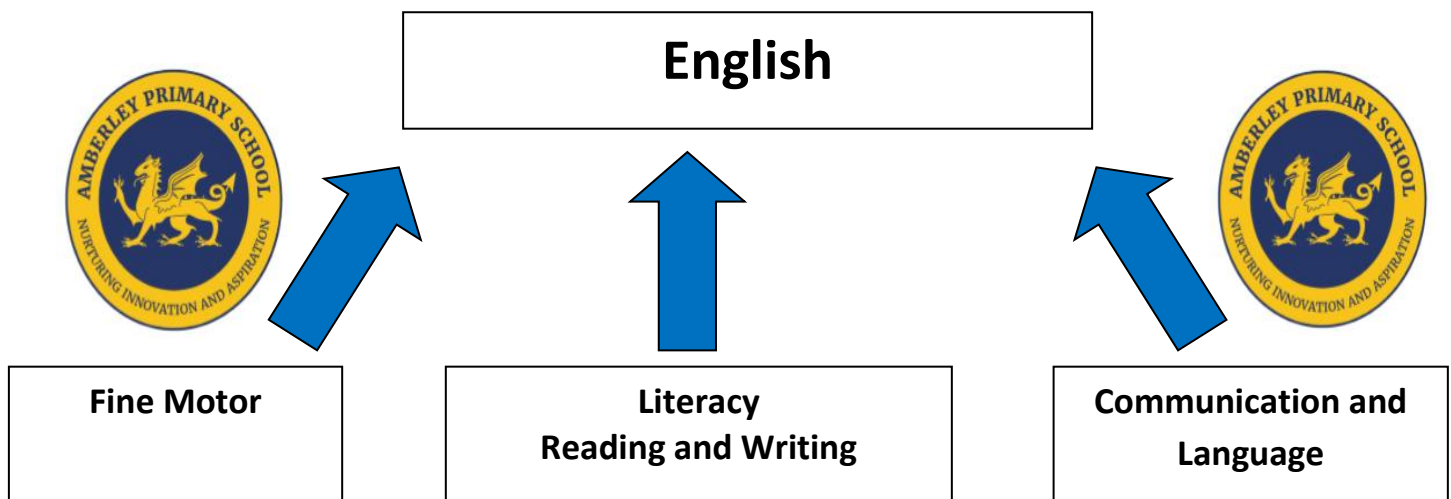
Talk for writing- story maps.

Big mark making

Book corner and reading tent.

Story/Nursery rhyme props and puppets.

Opportunities to write/mark make in various areas of the provision – menu's, shopping lists in the home corner, big chalk outdoors, clipboards to plan construction projects.



Fine Motor

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

- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

Comprehension ELG Children at the expected level of development will: -

- 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, non-fiction, rhymes and poems and during role-play.

Word Reading ELG Children at the expected level of development will:

- 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 ELG Children at the expected level of development will:

- 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.

Communication and Language

Listening, Attention and Understanding ELG Children at the expected level of development will:

- Listen attentively and respond appropriately 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.

Speaking ELG Children at the expected level of development will:

- 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, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Exceeding descriptors: These descriptors are sourced from the Tickell review¹⁴ of the EYFS.

Listening and Attention	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.
Understanding	After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions, which contain several parts in a sequence.
Speaking	Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
Moving and Handling	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.
Reading	Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.
Writing	Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

Early Teacher-Led Learning Opportunities as a Foundation for the Key stage One Programme of study

Reception	Autumn	Spring	Summer
	Daily phonics sessions- 3 recorded pieces of evidence in books each week – Set 1- one sound a day Digraphs – 1 a week. Bear Hunt Talk 4 writing Draw a character from bear hunt, offer meaning to marks to recall events in the story. Writing their names- observation of pen hold. Writing labels- animals, story characters and objects linked to class stories and topics. For example: Labels for Thanks giving. Sequencing ‘Whatever Next.’ (HA to write simple sentences) CVC spelling Writing ingredients for a spell. Party invitations. Word tins form Autumn 2 and book on completion of words- Children read 1 book a week and are listened to 1:1	Daily Phonics Individual readers Santa got me....writing (list form) Three Little Pigs sentences. Traditional Tales themed sentence writing. Making porridge instructions - Talk 4 writing. Sequence events, develop understanding of writing for different purposes.	Farmer Duck- retell What the ladybird heard- write instructions to find the cow. Talk 4 writing-what the ladybird heard. Retell the story. Farm animals facts- non fiction books. How to grow a dinosaur.
Intervention: (These activities are separate to adult led, early independent opportunities in the continuous provision- they are to support individuals who are below or at risk of being below ARE	Speech and Language programmes	Phonics group: Phonemes for all letters of the alphabet. Speech and Language programmes	Phonics group: Phonemes for all letters of the alphabet. Speech and Language programmes. Segmenting and blending to spell. Simple sentences and phrases: 1:1 support.

Nursery	Autumn	Spring	Summer
	Phonics: Aut 1: - 2 weekly sessions- Phase 1 Aut 2: 2 weekly sessions (children grouped) My first painting/drawing -baseline evidence of fine motor/ meaning to marks. Speech screens Big Mark Making- circles, zig zags, lines-up/down/across, bumps and swirls. Painting a self portrait-verbal instructions to encourage children to understand how lines, circles and marks can represent objects. Painting their name-overwriting their letters. Can they recognise their name, ascribe meaning to the letters/offer sounds/names. Writing their name-overwrite and copy letters if ready Daily story sessions linked to topic: (examples) Adventures- Puddles, big step, We're Going on Bear Hunt, Paper Dolls, Meg and Mog Celebrations: Kipper's birthday, Rama and Sita, Scarecrows wedding Variety of powerpoints-linked to topic; All about Diwali. Wedding facts Nursery rhymes and songs: Twinkle, twinkle, Tiny Tim, Humpty Dumpty, wheels on the Bus	Phonics groups: 2 sessions weekly, additionally phase 1 activities incorporated into classroom practise-clapping syllables/initial sounds for names, hands on your h-e -d, singing in funny voices etc Power of reading, over and over focus texts: Three Little Pigs Goldilocks and the three bears. The little Red Hen – Talk 4 writing actions The three Billy Goats Gruff Jack and the Beanstalk.- Talk for writing- actions and story map Rosie's Walk- working in groups- creating a narrative to match the pictures. Writing their name – copying the letters from their name cards Draw a character from the Three Billy Goats Gruff Ascribe meaning to marks assessment activity- What do these symbols, signs mean?	Phonics groups: 2 sessions weekly, additionally phase 1 activities incorporated into classroom practise-clapping syllables/initial sounds for names, hands on your h-e -d, singing in funny voices etc The Hungry Caterpillar: - Simple sequencing the story. Writing their names. Independent attempts and name cards to reinforce formation. Draw a minibeast. Make a class topic book - what has more than 2 legs book- 1 creature a week. Share in story time: reinforce reading goes from left to right and top to bottom when modelling reading and writing for creature facts.
Intervention:	Speech and Language programmes.	Speech and Language programmes.	Speech and Language programmes.

(These activities are separate to adult led, early independent opportunities in the continuous provision- they are to support individuals who are below or at risk of being below ARE	Comprehension group - Speech and Language toolkit activities. Moving and Handling_ pencil hold and copying simple patterns	Comprehension group - Speech and Language toolkit activities. Moving and Handling_ pencil hold and copying simple patterns, Distinguishing between and offering meaning to marks activities.	C&L:S develop spoken language- Subject, verb and,object cards. Who, what where how why questions. Developing individual abilities to communicate in sentences/ use language to connect ideas Moving and Handling group: pencil hold/cutting Writing group – offer meaning to marks
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Non Negotiables: KPI's

Nursery to Reception	Reception to Y1
Nursery children who attended Amberley Nursery will all be able to hold a pencil accurately –using their thumb and first two fingers near the point with developing consistency. Left hand Right hand	To form most letters correctly, starting the letter and ending, following the correct sequence of movements.