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| <b>Attitudes:</b>   | Willing to have a go<br>Self confident<br>Motivated to learn new things<br>Curious about what he sees/hears<br>Resilient and perseveres when things are a bit tricky<br>Enjoys paying attention to details<br>Proud of themselves and has a sense of achievement<br>Happy to work on their own as well as with others<br>Excited by their growing knowledge and wanting to share this with responsive adults<br>Curious about how to write things and read words/signs/numbers etc<br>Loves learning new words   |
| <b>Concepts and Knowledge:</b>  | Making connections between written and spoken language<br>Making connections between symbols and meaning<br>Can differentiate between drawings and writing<br>Knows print carries meaning<br>Knows print is written and read left to right<br>Understands that words are made up of small units of sound<br>Understands that sounds in words can be segmented eg ‘h a t’, then blended to make the word again, hat<br>Knows that sounds in words are called letters when they are written down eg the letter ‘S’ makes the sound sssss<br>Knows alphabet names of letters are different to the pure sounds that they make  |
| <b>Skills:</b><br><b>Gross Motor</b><br><b>Fine Motor</b><br><b>Sensory</b><br><b>/perceptual</b><br><b>Speech &amp; Lang</b> | Uses one-handed tools like scissors - make snips and starts to cut a line<br>Uses hammers and nails, whisks, pours from jugs, stirs, mixes paint etc<br>Uses paintbrushes, crayons, chalks etc to make marks<br>Effectively uses spoons, knives and forks<br>Has a dominant hand<br>Can do buttons and zips with very little support<br>Can squash/roll/pinch malleable materials like playdough<br>Can make large circles and lines in the air<br>Can hit a ball with a bat and kick a ball<br>Can hold their bodies up whilst sitting on the floor and on chairs<br>Can climb and belly crawl<br>Can ask what, where, when, why and how questions and answer what and where questions<br>Can use a range of tenses although still some inaccuracies eg I ranned to the park<br>Speech is mostly clear and is mostly understood<br>Uses a wide range of speech sounds although may still have difficulty with ‘r’ ‘j’ ‘th’ ‘sh’ ‘ch’<br>Can listen to stories with increasing focus and attention and length of time<br>Can listen but not whilst engaged in something else<br>Initiates conversations<br>Can retell events that have happened and in the right order<br>Can share a joke and shows sense of humour<br>Can argue with adults or peers if they disagree – uses words not just actions<br>Knows the difference between a letter and a number<br>Knows the difference between words and pictures in their own mark making<br>Can write their name and recognise some friend’s names<br>Can hold pencil with a tripod grip near the tip<br>Can manipulate pencils and other mark marking materials with increasing control<br>Can join in PE activities like Storycises<br>Can follow simple instructions<br>Can focus for short periods on activities that they haven’t chosen<br>Can use complex sentences eg ‘I want to play with cars’.<br>Knows a bank of nursery rhymes (knows 8 by heart ideally)<br>Recognises rhythm in words and sentences and knows what ‘speaking like a book’ is<br>Uses increasing vocabulary including story language to make their play and interactions more interesting<br>Is sharing a range of books with adults at home and at pre-school<br>Enjoys rhyming words and making nonsense words<br>Understands pattern of syllables in words and can copy rhythm and beat eg <u>PE</u> <u>TER</u> (2 syllables – 2 claps)<br>Is able to remember and repeat a rhythm or pattern of sounds (claps and clicks etc)<br>Distinguishes between the differences in sounds in environment, percussion, instruments and voice sounds<br>Hears the different sounds in words<br>Hears initial sounds and recognises when they are the same (alliteration) or have same sound as their names<br>Makes up their own alliteration and rhyming words<br>Can hear the units of sounds throughout a whole word and reproduce them eg <u>C</u> <u>OA</u> <u>I</u> (3)<br>Sustains their listening throughout a story and listens for a target word or character and responds appropriately |



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| Attitudes:  | <p>Shows curiosity, engages in open-ended activity, pretends objects are things from their experience.</p> <p>Takes on a role in their play, initiates activities, takes risks, learning by trial and error.</p> <p>Uses senses to explore, shows particular interests, represents their experiences in play.</p> <p>Acts out experiences with other people, seeks challenge, shows a ‘can do’ attitude.</p> <p>Maintains focus on an activity for a period of time, not easily distracted, persists with activity when challenges occur.</p> <p>Shows satisfaction in meeting their own goals, proud of how they accomplished something – not just the end result.</p> <p>Enjoys meeting challenges for their own sake rather than for reward or praise.</p> <p>Shows high levels of energy, fascination, pays attention to details, bounces back after difficulties.</p> <p>Thinks of ideas, finds ways to solve problems, finds new ways to do things, makes predictions.</p> <p>Developing grouping, sequences, cause and effect, checks how well their activities are going.</p> <p>Plans, makes decisions about how to approach a task, solve a problem and reach a goal.</p> <p>Using Language of Thinking and Learning eg ‘ think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do’.</p> <p>Makes links, notices patterns, tests their ideas, changes strategy as needed, reviews how well the approach worked.</p>   |
| Concepts and Knowledge:   | <p>They use their knowledge of phonics to read and write words. If they don’t know how to write a word they know they can use a ‘sound mat’ to have a go – segmenting the word into units of sound and writing these down.</p> <p>They can check words they have written to see if all the sounds are in the word.</p> <p>They can check sentences to see if all the words are in the there.</p> <p>They can read what they write.</p> <p>Others can read what they write.</p> <p>Writing is a great way of communicating. It can tell people things you want them to know.</p> <p>Writing helps you remember things – eg shopping lists</p> <p>Writing can be like a book – you can be like an author and write your own book.</p>  |
| Skills:<br>Gross Motor<br>Fine Motor<br>Sensory/<br>perceptual<br>Speech & Lang | <p>Use their phonic knowledge to write words in ways which match their spoken sounds and write some irregular common words (tricky words)</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><i>Some children can - spell phonically regular words of more than one syllable as well as <b>many</b> irregular but high frequency words. They use key <b>features of narrative</b> in their own writing. They write in ways that make it interesting for the reader. Use some punctuation correctly like full stops and capital letters, question marks.</i></p> <p>Read and understand simple sentences. 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 have read.</p> <p><i>Some 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 stories they have read.</i></p> <p>Listen attentively in a range of <i>situations</i>. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><i>Some children can - 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 and can listen in a larger group, for example, at assembly.</i></p> <p>Follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><i>Some children can - express views about events or characters in the story and answer questions about why they think things happened. They can carry out instructions which contain several parts in a sequence.</i></p> <p>Express themselves effectively, showing some awareness of listeners’ needs (eg loud and clear for a group, expression, slower for younger children).</p> <p>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.</p> <p><i>Some children can - show some more awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often. They use a wide range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</i></p> |

# Skills Continued ...

Show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

*Some children can – control their bodies to hop 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 writing on lines and control letter size (eg capitals larger, some letters hang under a line and other stand on the line).*

Confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

*Some children - are confident to speak to a large class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about plans they have made to carry out activities and what they might change..*

Talk about feelings and behaviour and its consequences. They can work as part of a group or class, and understand and follow the rules. They adjust behaviour to different situations, and take change of routine in their stride.

*Some children - know ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and can wait for things.*

Play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and children.

*Some children can - play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour .*