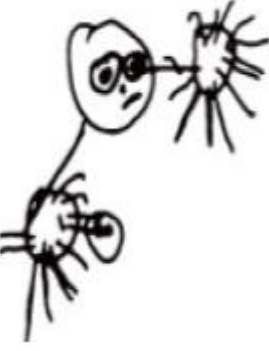





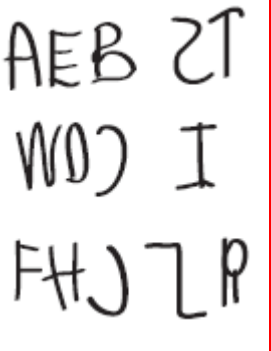


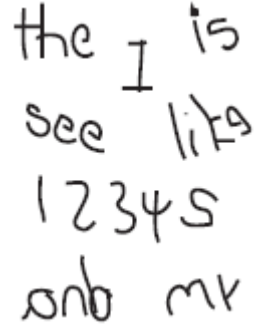

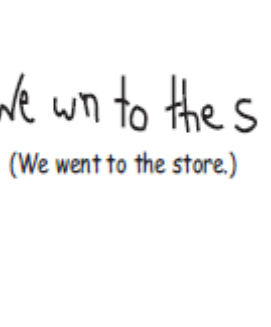

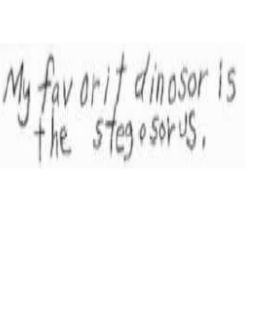
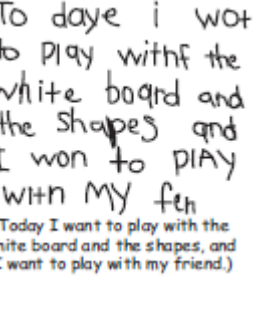
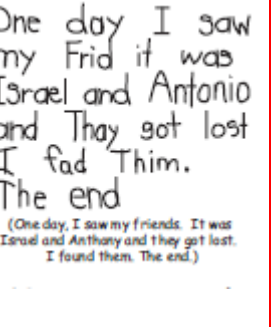
Pre Phonemic Stage

Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

Early Phonemic Stage

Letter Name Stage

Transitional Stage

Environmental Print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of common exception words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						
Awareness of print, copied from surroundings.	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear	A child hears beginning, middle and end sounds	Whole sentence writing develops	

Writing: Transcription Handwriting: letter formation / placement and positioning

Integrated objectives

Physical Development:

3/4 year olds:

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- 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.

Reception:

- 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.
- 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.

ELG:

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

Literacy:

3/4 year olds:

- Write some letters accurately.

Reception:

- Form lower case and capital letters correctly.

ELG:

- Writes recognisable letters, most of which are correctly formed.

Writing: Composition: planning, writing and editing

Integrated objectives

Communication & Language:

3/4 year olds:

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

Reception:

- Learn new vocabulary.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe some events in detail.
- Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.
- 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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and understanding.

Literacy:

3/4 year olds:

- 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.

Reception:

- Form lower case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with the letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.
- Re-read what they have written to check it makes sense.

ELG Writing:

- Writes 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.

Expressive Arts and Design:

3/4 year olds:

- Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.

Reception:

- Develop storylines in their pretend play.

ELG Being Imaginative and Expressive:

- Invent, adapt and recount narratives and stories with peers and teachers.

Writing: Transcription Spelling: Spelling Rules

Integrated
objectivesLiteracy:**3/4 year olds:**

- 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.

Reception:

- Spell words by identifying the sounds and then writing the sound with the letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

Writing Composition: Awareness of Audience, Purpose and Structure

Integrated
objectivesCommunication & Language:**3/4 year olds:**

- Use a wider range of vocabulary.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus ... you sit there ... I'll be the driver".

Reception:

- Learn new vocabulary.
- Use new vocabulary throughout the day.
- 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.
- Develop social phrases.
- Use new vocabulary in different contexts.

ELG Speaking:

- Participate in small group, class and one-to-one discussion, 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 use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Writing: Vocabulary, Grammar and Punctuation: Sentence Construction and Tense.

Integrated
objectivesCommunication & Language:**3/4 year olds:**

- Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Use longer sentences of four to six words.

Reception:

- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.

ELG Speaking:

- 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 the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Writing: Vocabulary, Grammar and Punctuation: Use of phrases and clauses

Integrated
objectivesCommunication & Language:**3/4 year olds:**

- Use longer sentences of four to six words.

Reception:

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.

ELG Speaking:

- Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Writing: Vocabulary, Grammar and Punctuation: Poetry and Performance

Integrated objectives

Communication & Language:

3/4 year olds:

- Sing a large repertoire of songs.
- Know many nursery rhymes, be able to talk about familiar books, and be able to tell a story.

Reception:

- Engage in story time.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.

Literacy:

ELG Comprehension:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Expressive Arts and Design:

3/4 year olds:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match')
- Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.

Reception:

- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.

ELG Creating with Materials:

- Make use of props and materials when role playing characters in narratives and stories.

ELG Being Imaginative and Expressive:

- Invent, adapt and recount narratives and stories with peers and teachers.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Writing: Vocabulary, Grammar and Punctuation: Non-fiction

Integrated
objectives

Communication & Language:

Reception:

- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

ELG Speaking:

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Literacy:

ELG Comprehension:

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.