

## Reception – Literacy/Communication and Language

| Communication and Language                |                                                                                                                                                                                                                |                                    |                                                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                                                                                                                                              |          |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|                                           | Autumn 1                                                                                                                                                                                                       | Autumn 2                           | Spring 1                                                                                                                                                                                                           | Spring 2                                                                                                                                                                           | Summer 1                                                                                                                                                                                                                                                     | Summer 2 |
| <b>Speech structure/Grammar</b>           | To begin to use sentences that are well formed. (But may still have difficulties with grammar. For example, saying 'sheeps' instead of sheep or 'goed' instead of 'went'.)                                     | To start to link simple sentences. | To connect one idea or action to another using a range of connectives.<br><br>To develop some social phrases e.g. Hi, how are you?                                                                                 | To articulate their ideas and thoughts in well-formed sentences.<br><br>To begin to express ideas using past and present tense e.g. I made a house yesterday; I am making a house. | <b>ELG</b><br>To 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.                              |          |
| <b>Social rules of speaking/listening</b> | <ul style="list-style-type: none"> <li>To contribute my ideas in a small group.</li> <li>To put hand up to speak during carpet sessions.</li> <li>To look at someone when they are being spoken to.</li> </ul> |                                    | <ul style="list-style-type: none"> <li>To contribute to a bigger group/ class discussion.</li> <li>To take turns in longer conversations responding to other children's/adult's opinions appropriately.</li> </ul> |                                                                                                                                                                                    | <b>ELG</b><br>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.<br><br><b>ELG</b><br>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. |          |
| <b>Speaking for a purpose.</b>            | <ul style="list-style-type: none"> <li>I can link what has been said to own experiences to keep a conversation going.</li> </ul>                                                                               |                                    | <ul style="list-style-type: none"> <li>To describe events in some detail</li> <li>To use talk to help, work out problems, organise thinking and</li> </ul>                                                         |                                                                                                                                                                                    | <b>ELG</b><br>To express their ideas and feelings about their experiences using full sentences,                                                                                                                                                              |          |

## Reception – Literacy/Communication and Language

|                                                |                                                                                                                                                                                                                         |                                                                                        |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                        |                                                                                                                                                                          |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | <ul style="list-style-type: none"> <li>To explain something using simple sentences including ordering, stating and what happened and what might happen.</li> </ul>                                                      |                                                                                        | activities explaining how things work and why they might happen.                                                                                                                                                                                                                                                                                       |                                                                                                                        | including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.                                          |
| <b>Retelling and recounting and performing</b> | <ul style="list-style-type: none"> <li>To listen to and talk about stories to build familiarity and understanding.</li> <li>To recite familiar rhymes/poems and join in with repeated refrains from stories.</li> </ul> |                                                                                        | <ul style="list-style-type: none"> <li>To learn new songs, rhymes and poems.</li> <li>To take on different roles in their play.</li> <li>To act out familiar stories in their own play.</li> <li>To begin retelling stories, once we have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul> |                                                                                                                        | <b>ELG</b><br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| <b>Vocabulary</b>                              | To copy, practise and explore new vocabulary.                                                                                                                                                                           | To understand and use new vocabulary in context e.g. The turtle has swallowed Stanley. | To explore new vocabulary, sounds and intonation.                                                                                                                                                                                                                                                                                                      | To use new vocabulary in different contexts in their own play e.g. The enormous turnip/ I have made an enormous tower. | <b>ELG</b><br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| <b>Questions</b>                               | <ul style="list-style-type: none"> <li>To ask 'who' and 'what' questions.</li> <li>To understand and answer simple 'why' and 'how' questions.</li> </ul>                                                                |                                                                                        | <ul style="list-style-type: none"> <li>To ask 'where', 'why' and 'how' questions.</li> </ul>                                                                                                                                                                                                                                                           |                                                                                                                        | <b>ELG</b><br>Make comments about what they have heard and ask questions to clarify their understanding.                                                                 |

## Reception – Literacy/Communication and Language

|                                |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                |                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>To ask questions to find out more and check understanding of what has been said to them.</li> </ul>                                                                                                                                                                            |                                                                                                                                                                                                                    |
| <b>Listening and attention</b> | <ul style="list-style-type: none"> <li>To understand how to listen carefully (looking at the person, being quiet, sitting still, using our listening ears) and why listening is important.</li> <li>To listen to others in small groups.</li> </ul> | <ul style="list-style-type: none"> <li>I am beginning to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions.</li> <li>To listen in whole class sessions and respond when appropriate.</li> <li>I can play and listen to my friends at the same time.</li> </ul> | <p><b><u>ELG</u></b></p> <p>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.</p> |

## Reception – Literacy/Communication and Language

| Reading              |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Autumn 1                                                                                                                                                                                                                                                                                     | Autumn 2                                                                                                                                                                                                                                                      | Spring 1                                                                                                                                                                                                                                                                                               | Spring 2                                                                                                                                                                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Phonics (RWI)</b> | Set 1 single letter sounds – Learning to blend                                                                                                                                                                                                                                               | Set 1 single letter sounds – Blending independently                                                                                                                                                                                                           | Set 1 special friends- Ditties PCM                                                                                                                                                                                                                                                                     | Set 2 sounds– Red ditty books                                                                                                                                                                                                                                                                                         | Set 2 sounds – Green books                                                                                                                                                                                                                                                                                                                | Set 2 sounds – Green/Purple books                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Word reading</b>  | <ul style="list-style-type: none"> <li>To hear general sound discrimination.</li> <li>To be able to orally blend and segment.</li> <li>To hear and identify initial sounds in words.</li> <li>To read individual letters by saying the sounds for them. (m a s d t l n p g o c k)</li> </ul> | <ul style="list-style-type: none"> <li>To read individual letters by saying the sounds for them. (u b f e l h r j v w x y z)</li> <li>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul> | <ul style="list-style-type: none"> <li>To read and correctly form the sounds qu, sh, ch, th, ng, nk.</li> <li>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>To read red words l, the.</li> </ul> | <ul style="list-style-type: none"> <li>To sound and blend words with special friends in.</li> <li>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>To read red words – put, the, l, no, of, my, for, he</li> </ul> | <ul style="list-style-type: none"> <li>To read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long).</li> <li>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>To read red words – your, said, you, be, are</li> </ul> | <ul style="list-style-type: none"> <li>To read and correctly form the sounds ar, or, air, ir, ou, oy.</li> <li>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>To read red words – your, said, you, be, are, to, me, go</li> <li>To re-read what they have written to check that it makes sense.</li> </ul> |
| <b>Comprehension</b> | <ul style="list-style-type: none"> <li>To listen and enjoy sharing</li> </ul>                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>To experience and respond to different types of</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>To use picture clues to help read a simple text.</li> </ul>                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>To retell stories in the correct sequence,</li> </ul>                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>To correctly sequence a story or event using</li> </ul>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>To recall the main points in text in the</li> </ul>                                                                                                                                                                                                                                                                                                                      |

## Reception – Literacy/Communication and Language

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>a range of books.</p> <ul style="list-style-type: none"> <li>To hold a book correctly, the right way up and turn some pages appropriately.</li> <li>To know that a book has a beginning and an end.</li> <li>To know that text in English is read top to bottom and left to right.</li> <li>To know the difference between text and illustrations.</li> <li>To recognise some familiar words in print, e.g., own name or advertising logos.</li> <li>To enjoy joining in with rhyme, songs and poems.</li> </ul> | <p>books knowing we can have fiction (story) and non-fiction books (information).</p> <ul style="list-style-type: none"> <li>To respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</li> <li>To make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</li> </ul> | <ul style="list-style-type: none"> <li>To sequence two events from a familiar story, using puppets, pictures from book or role-play.</li> <li>To make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</li> <li>To show understanding of some words and phrases in a story that is read aloud to them.</li> <li>To express a preference for a book, song or rhyme, from a limited selection.</li> <li>Play is influenced by experience of books (small world, role play).</li> </ul> | <p>drawing on language patterns of stories.</p> <ul style="list-style-type: none"> <li>To show understanding of many common words and phrases in a story that is read aloud to them, when prompted.</li> <li>To suggest how an unfamiliar story read aloud to them might end.</li> <li>To give a simple opinion on a book they have read, when prompted.</li> <li>To recognise repetition of words or phrases in a short passage of text.</li> <li>Play is influenced by</li> </ul> | <p>pictures and/or captions.</p> <ul style="list-style-type: none"> <li>To make simple, plausible suggestions about what will happen next in a book they are reading.</li> <li>To know the difference between different types of texts (fiction, nonfiction, poetry)</li> <li>To make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</li> <li>Play is influenced by experience of</li> </ul> | <p>correct sequence, using own words and include new vocabulary.</p> <ul style="list-style-type: none"> <li>To innovate a known story.</li> <li>To say whether they liked or disliked a book and give a simple justification or make a relevant comment, when prompted.</li> <li>To sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them, with prompting.</li> <li>Play is influenced by experience of books - act out stories through role play activities, using simple props</li> </ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Reception – Literacy/Communication and Language

|                                                                   |                                                                                                                                                                                                                               |                                                                                                                                                                                  |                                                                                                                                                                           |                                                                                                                                                                             |                                                                                                                 |                                                                                                                                 |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
|                                                                   | <ul style="list-style-type: none"> <li>To explain in simple terms what is happening in a picture in a familiar story.</li> <li>To complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</li> </ul> |                                                                                                                                                                                  |                                                                                                                                                                           | <p>experience of books.</p> <ul style="list-style-type: none"> <li>To innovate a well-known story with support.</li> </ul>                                                  | books - gestures and actions used to act out a story, event or rhyme from text or illustrations.                | (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.                                                                   |
| <b>Suggested texts:</b><br><b>CYCLE A</b><br><br><b>2023-2024</b> | All about me<br>My family<br>My friends<br>My feelings<br>Where I live<br>Autumn                                                                                                                                              | Autumn<br>Our World<br>Recycling<br>Christmas                                                                                                                                    | Winter<br>Chinese New Year<br>Superheroes<br>People Who Help Us                                                                                                           | Farm animals<br>Wild animals<br>Arctic animals<br>Easter                                                                                                                    | Once Upon a Time<br>Spring<br>Growing                                                                           | Summer<br>Seaside<br>Under the sea<br>Pirates<br>Holidays<br>Comparison to another country                                      |
|                                                                   | Colour Monster<br><br>Elmer<br><br>Big Book of Families (Non-fiction)<br><br>Incredible You<br><br>The Little Red Hen (Harvest)                                                                                               | Squirrels Busy Day<br><br>World Atlas (Non-fiction)<br><br>The Messy Magpie<br><br>Somebody Swallowed Stanley<br><br><u><b>Books linked to celebrations</b></u><br>Rama and Sita | Supertato<br><br>Real Superheroes/ A superhero like you<br><br>Little People Big Dreams: Florence Nightingale (Non-Fiction)<br><br>Non-fiction – People who help us books | Handa's Surprise<br><br>What the Ladybird Heard<br><br>Lost and Found<br><br>Non-Fiction animal books<br><br><u><b>Books linked to celebrations</b></u><br>The Easter Story | Goldilocks and the Three Bears<br><br>Little Red Riding Hood<br><br>Jack and the Beanstalk<br><br>The Tiny Seed | The Sea Saw<br><br>Commotion in the Ocean (Poetry)<br><br>Pirates love underpants<br><br>The Singing Mermaid<br><br>Worrysaurus |

## Reception – Literacy/Communication and Language

|                                                               |                                                                                                                                                 |                                                                                                                                                                                 |                                                                                                                    |                                                                                                                                                                                                 |                                                                                                                                                     |                                                                                                     |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
|                                                               |                                                                                                                                                 | Christmas Story                                                                                                                                                                 |                                                                                                                    |                                                                                                                                                                                                 |                                                                                                                                                     |                                                                                                     |
| <b>Suggested texts:</b><br><b>CYCLE B</b><br><b>2024-2025</b> | All about me<br>My family<br>My friends<br>My feelings<br>My place in the world<br>Autumn                                                       | Autumn<br>Light and Dark Celebrations<br>Christmas                                                                                                                              | Winter<br>Chinese New Year<br>Is it winter all over the world?<br>Into the woods                                   | Adventures<br>Castles, Princess, Knights and Dragons<br>Easter<br>Spring                                                                                                                        | Spring<br>Minibeasts<br>Growing                                                                                                                     | Out of this world – Earth, Flying to a different country, dinosaurs, space, aliens                  |
|                                                               | Colour Monster<br><br>Elmer<br><br>Super Duper You<br><br>In Every House on Every Street<br><br>Here We Are<br><br>The Little Red Hen (Harvest) | Squirrels Busy Day<br><br>The Owl who was Afraid of the Dark<br><br>Zim Zam Zoom (Poetry)<br><br><u><b>Books linked to celebrations</b></u><br>Rama and Sita<br>Christmas Story | Lost and Found<br><br>Gruffalo/Gruffalo's child<br><br>World Atlas (Non-Fiction)<br><br>We're Going on a Bear Hunt | There is no Dragon in this story<br><br>Zog<br><br>My Very First Castles Book (Non-Fiction)<br><br>Jack and the Beanstalk<br><br><u><b>Books linked to celebrations</b></u><br>The Easter Story | Mad about Minibeasts (Poetry)<br><br>The Very Hungry Caterpillar<br><br>The Tiny Seed<br><br>The enormous turnip<br><br>Non-Fiction minibeast books | Martha Maps it Out<br><br>Whatever Next<br><br>The dinosaur that pooped a planet<br><br>Worrysaurus |

## Reception – Literacy/Communication and Language

| Writing                          |                                                                                                                                                                   |                                                                                                                                                                            |                                                                                                                                                  |                                                                                                                                           |                                                                                                                                                      |                                                                                                                                                             |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | Autumn 1                                                                                                                                                          | Autumn 2                                                                                                                                                                   | Spring 1                                                                                                                                         | Spring 2                                                                                                                                  | Summer 1                                                                                                                                             | Summer 2                                                                                                                                                    |
| <b>Spellings/Sentences</b>       | <ul style="list-style-type: none"> <li>To hear and write my own name.</li> <li>To hear and write initial sounds.</li> <li>To give meaning to my marks.</li> </ul> | <ul style="list-style-type: none"> <li>To segment a word orally.</li> <li>To write a CVC word with some adult support.</li> <li>To correctly write my own name.</li> </ul> | <ul style="list-style-type: none"> <li>To write CVC words independently.</li> <li>To write a caption with support (More than 1 word).</li> </ul> | <ul style="list-style-type: none"> <li>To begin orally rehearsing sentences.</li> <li>To write a simple sentence with support.</li> </ul> | <ul style="list-style-type: none"> <li>To orally rehearse my sentence.</li> <li>To write a simple sentence and check what I have written.</li> </ul> | <ul style="list-style-type: none"> <li>To orally rehearse my sentence.</li> <li>To write a simple phrase or sentence that can be read by others.</li> </ul> |
| <b>Punctuation</b>               | To know that print carries meaning and in English, is read from left to right and top to bottom.                                                                  |                                                                                                                                                                            | To recognise and use finger spaces.                                                                                                              | To begin to know that a full stop goes at the end of a sentence.                                                                          | To begin to know that a capital letter goes at the beginning of a sentence.                                                                          | To begin to use some full stops and capital letters.                                                                                                        |
| <b>Handwriting (Gross Motor)</b> | To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.                                                      |                                                                                                                                                                            |                                                                                                                                                  |                                                                                                                                           |                                                                                                                                                      |                                                                                                                                                             |
| <b>Handwriting (Fine Motor)</b>  | <p>To use a dominant hand.</p> <p>To make marks and shapes using simple equipment.</p>                                                                            | <p>To understand that phonemes link to graphemes.</p> <p>To write taught letters using the correct letter formation.</p>                                                   | <p>To write taught letters using the correct letter formation.</p> <p>To add more detail to shapes and objects, showing</p>                      | To write letters using the correct letter formation and control the size of the letters formed.                                           | To form letters using the correct letter formation and control the size of the letter considering                                                    | <p>To write recognisable letters, most of which are correctly formed.</p> <p>To show accuracy and care when drawing.</p>                                    |

## Reception – Literacy/Communication and Language

|                         |                                                                            |  |                                |                                                                                         |                                                                                                 |  |
|-------------------------|----------------------------------------------------------------------------|--|--------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--|
|                         | To begin to write letters.                                                 |  | increasing control over tools. | To show increased control over tools showing more complex shapes, objects, and writing. | where they sit on a given line.<br><br>To begin to form some capital letters where appropriate. |  |
| <b>Pencil Grip</b>      | To use a tripod grip with good control.                                    |  |                                |                                                                                         |                                                                                                 |  |
| <b>Writing outcomes</b> | Variety of contexts within provision, carpet sessions and adult-led tasks. |  |                                |                                                                                         |                                                                                                 |  |

