



Communication, Language and Literacy: Autumn Term 1 2018

It's All About Me! : To follow the children's interests and needs as appropriate within flexible delivery.

Characteristics of Effective Learning	Development matters	Spontaneous Learning Opportunities and ongoing	Planned Activities	Resources, events, outings and visitors.
<p>Playing & Exploring Engagement</p> <ul style="list-style-type: none"> Shows curiosity Explores Uses senses Engages, focuses Shows particular interests Takes Risks Tries new things Has self-belief Uses imagination Works in a team <p>Active Learning Motivation</p> <ul style="list-style-type: none"> Motivated Enthusiastic Making Choices Persevering Attentive Confident Shows pride Energetic Achieving 	<p><u>Listening and attention: is able to 30-50m</u> - Listen to others one to one and in small groups when the conversation interests them. -Listen to a variety of stories with increasing attention and recall. -Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p><u>40-60m</u> -Maintain attention and concentration, sitting quietly during an appropriate activity</p> <p><u>ELG</u> -listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what he/she hears with relevant comments, questions or actions. Give attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding: is able to 30-50m</u> -Respond to simple instructions. -Begin to understand why and how questions.</p> <p><u>40-60m</u> -Respond to instructions involving a two-part sequence. -Follow a simple story without props</p>	<ul style="list-style-type: none"> ◆ Talk about personal experiences in class and group circle times, review times, class discussions ◆ Model being a good listener by listening carefully to children and taking account of what they say. ◆ Talk to children about what they have been doing, encouraging them to reflect upon and explain events. ◆ Support children to expand on what they say, introducing and reinforcing the use of more complex sentences and a range of tenses. ◆ Show children how to use language for negotiating May I, would it be alright if, I think that, will you... ◆ Explain why it is important to pay attention when others are speaking ◆ Share rhymes, books and 	<ul style="list-style-type: none"> ◆ Model appropriate use of language, good manners, speaking politely in an appropriate tone. Discuss our indoor and outdoor speaking voice! ◆ Encourage the children to address other adults and children by their name. Play lots of name games and SEAL welcome activities to build confidence. ◆ Encourage the children to share their holiday experiences one to one and in small groups (holiday books) ◆ Model good listening techniques; discuss the need to take turns when speaking in a large/ small group. ◆ Demonstrate good sitting and listening in action using visual prompts. Practise on a regular basis. LSAs to use visual prompt cards on the carpet. ◆ Teach children RWI signals: 	<ul style="list-style-type: none"> ◆ Establish positive relationships with parents and carers via parent/ teacher interviews to ensure a smooth transition between home and school. ◆ Take the children on a tour of the school to meet the staff and children. ◆ Send first reading books and RWI handwriting phrases home ◆ RWI Phonics workshop ◆ Send home maths challenges/chatter bags. ◆ Establish Y6 buddy system. ◆ Choose a name for our class teddy bears and develop a diary to complete when the children take the bears home for the weekend. ◆ Invite new mum and

<p>Creating & Thinking Critically Exploring</p> <ul style="list-style-type: none"> • Thinks of new ideas • Solves problems • Adapts • Predicts • Orders • Describes • Plans • Evaluates • Collaborates 	<p>or pictures. -Listen and respond to the ideas of others in conversation or discussion. <u>ELG</u> -Follow instructions involving several ideas or actions. Answer how and why questions about their experiences and in response to stories or events. <u>Speaking : is able to 30-50m</u> -Begin to use more complex sentences to link thoughts. - Retell a simple past event in the correct order. -Use talk to connect ideas, explain what is happening and anticipate what might happen next. -Question why things happen and give simple explanation. -Use a range of tenses. -Use intonation, rhythm and phrasing to make the meaning clear to others. -Use vocabulary focused on objects and people that are of importance to them. -Build up vocabulary that reflects the breadth of their experiences. <u>40-60m</u> -Extend vocabulary exploring the meaning and sounds of new words. -Use language to imagine and recreate roles and experiences in play situations. -Link statements and stick to a main theme or intention. -Use talk to organise sequence and clarify thinking, ideas, feelings and events. -introduce a storyline or narrative into their play. <u>ELG</u></p>	<p>stories from different cultures</p> <ul style="list-style-type: none"> ◆ Continue rhyme time songs and use props bags/ puppets ◆ Use imaginative talk in role play, small world play, puppet play ◆ Listen attentively in group times, play and to audio tapes ◆ Converse with others in all classroom areas, use ICT to develop speaking and listening skills. ◆ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc. ◆ Choose to look at books alone and with others ◆ Bring books and take books home ◆ Read class labels, names, signs ◆ Talk about pictures in books ◆ Talk to the class about adventures of our class bears ◆ Retell familiar stories in role-play and small world etc. ◆ Join in stories, rhymes and songs ◆ Talk about own experiences related to 	<p>Stop signal, magnet eyes, TTYP, MTYT, 1,2,3 and silent handwriting signal</p> <ul style="list-style-type: none"> ◆ Show the children how to access the areas which promote good listening. Show them how to operate the mobile phones, talking telephones, binoculars... ◆ Encourage the children to listen attentively and join in with their favourite songs, rhymes and stories on the IWB ◆ Perform favourite action songs and rhymes on stage. ◆ Listen to the story of Peace at Last by Jill Murphy. Discuss and explore the different everyday sounds in the story. How can we recreate them? ◆ Explore the sound potential of the instruments in the indoor/ outdoor music area, name and explore the instruments and use words to describe the sounds they make. Make own simple instruments. ◆ Introduce children to other Jill Murphy stories and to the children in the Large family. Discuss and enjoy reading and sharing stories for pleasure. ◆ Visit Rainhill library for rhyme and book time 	<p>baby into school.</p> <ul style="list-style-type: none"> ◆ Begin to participate in whole school and celebration assemblies. ◆ Reception welcome assembly / certificates. ◆ Macmillan coffee afternoon ◆ National poetry day ◆ Visit to Rainhill library
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	<p>-Express him/herself effectively, showing awareness of listeners needs. Use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. Develop own narratives and explanations by connecting ideas or events.</p> <p><u>Reading: is able to 30-50m</u></p> <p>-Listen to and join in with stories on a one to one and small group basis. -Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. -Begin to be aware of the way in which stories are structured. -Suggest how a story might end. -Listen to stories with increasing attention and recall. -Describe main story settings, characters and events. -Show an interest in illustrations and print in books and the environment. -Recognise familiar words and signs such as own name and advertising logos. -Look at books independently. -Handle a book carefully. -Hold a book the correct way up and turn pages. -Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><u>40-60m</u></p> <p>-Hear and say initial and final sounds in words, and short vowel sounds within words. -Begin to read words and simple sentences. -Segment the sounds in simple words and blend them together.</p>	<p>content of book</p> <ul style="list-style-type: none"> ◆ Make up own stories inspired by books, poems, pictures, music etc ◆ Make marks to signify writing ◆ Write cards, invitations, lists, books, labels, signs, messages, instructions, letters, guessing cards, zig-zag books, flap books ◆ Write name at every opportunity – sign up for dinner, computer, bikes, as label for models, on any work on paper ◆ Practice forming letters and patterns using pens, pencils, crayons, chalks, paints, sand, dough ◆ Support and scaffold individual children’s writing as opportunities arise. ◆ Resource role areas with a variety of writing materials and purposes for writing. ◆ Provide word banks/word mats for both indoor and outdoor play. 	<p>session</p> <ul style="list-style-type: none"> ◆ Listen to everyday environmental sounds. Go on a listening walk around school wearing our listening ears! ◆ Develop communication and appropriate use of language through role play activities in the home corner, teddy hospital, baby changing station, enchanted house, stage area, develop use of mobile phones, talking telephones in both the indoor/ outdoor area ◆ Set up role play area in the outdoor area based upon the children’s current interests’ i.e. large construction site, petrol station, garage... ◆ Encourage the children to talk what they have done during activities and the activities they like/ dislike. ◆ Introduce the children to the OXRT characters using the big flop over book, Oxford Owl stories on the IWB. ◆ Develop Investigation area with FANTASTICS lenses. Encourage the children to talk about and record what they can see/ hear/ touch/ smell and taste. Display what the children say 	
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	<p>-Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>-Enjoy and increasing range of books.</p> <p>-Know that information can be retrieved from books and the computer.</p> <p><u>ELG</u></p> <p>-Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.</p> <p><u>Writing: is able to</u></p> <p><u>30-50m</u></p> <p>-Ascribe meaning to marks in drawing and painting.</p> <p>-Ascribe meaning to the marks they see in different places.</p> <p><u>40-60m</u></p> <p>-Use clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence.</p> <p>-Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</p> <p>-Explore and experiment with sounds, words and texts.</p> <p>-Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.</p> <p>-Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.</p> <p>-Use a pencil and hold it effectively to form recognisable letters, most of</p>		<p>around the area on post it notes.</p> <ul style="list-style-type: none"> ◆ Link investigative area to one of the 5 senses each week. ◆ Invite new mum and baby into school. Ask questions and listen to answers. <p><u>Reading</u></p> <ul style="list-style-type: none"> ◆ Develop a magical, mysterious reading area in class in order to encourage reading for pleasure. Add drapes, cushions, lighting, story props, puppets, fiction, non-fiction, poetry books. Encourage careful handling of books, turning pages correctly and maintaining the area ◆ Encourage the children to find and read their name on their arrival stone, coat peg, tray, book bag and on familiar objects labelled around the classroom i.e. door, chair, window, crayons... ◆ Read a wide variety of stories which link with learning experiences in the classroom and also follow the children's current interests. ◆ Introduce appropriate book terminology: author, illustrator, title, front, back 	
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	<p>which are correctly formed. -Attempts to write short sentences in meaningful contexts. <u>ELG</u> Use phonic knowledge to write words in ways which match their spoken sounds. Write some common irregular words and simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		<p>cover.</p> <ul style="list-style-type: none"> ◆ Encourage the children to express their likes and dislikes in simple terms. Which part did they like best and why? Share favourite stories with an adult/ friend during book browsing sessions. ◆ Read and display stories which highlight key words that we are learning- OXRT Large flop over book, first words and tricky words I, go, to, the, no, into. ◆ Teach Set 1 RWI Speed Sound sessions, assisted and independent blending technique. ◆ Place RWI Set 1 sounds in areas of provision. ◆ Develop RWI working wall, display sound frieze, simple sound chart, plastic wallet for assisted blending technique ◆ Display ORT picture books and big books in the reading area ◆ Display meaningful print in indoor and outdoor environment, investigation station, roleplay area, baby changing station. Labels, list, key words. ◆ Develop home corner into a literate environment with real life examples: 	
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			<p>newspaper, catalogue, telephone directory, shopping list, take away menus, doctors/dentist appointment cards.</p> <ul style="list-style-type: none">◆ Complete word, letter hunts, sensory play in indoor and outdoor environment linked to RWI phonic programme.◆ Send home reading books, key words and guidance for reading at home. <p><u>Writing</u></p> <ul style="list-style-type: none">◆ Writing table available continually, replenish on a regular basis to reflect current interests.◆ Name cards to use for name writing as appropriate, introduce RWI handwriting phrases.◆ Encourage message writing, e.g. shopping lists, post it notes, letters, invitations, birthday cards, postcards, labels...◆ Resource home corner and baby area with real opportunities for writing, shopping, lists, cards, letters, notes, appointment times...◆ Develop writing through structured and child initiated activities in the indoor and outdoor environment.	
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			<ul style="list-style-type: none">◆ Resource all areas of provision with clipboards and a wide variety of mark making/ collage materials.◆ Develop outdoor messy mark making area, sprinkles, shaving foam and powder paint, cellulose, cornflour, insta snow, mud kitchen,◆ Resource large outdoor mark making area with a variety of resources and activities, marker pens, number tiles, chalks and board rubbers.◆ Allow children to write on and under tables to promote interest and enthusiasm! <p><u>Handwriting</u></p> <ul style="list-style-type: none">◆ Writing with chunky chalks outdoors, water and paint brushes, rollers◆ Provide a variety of mark making resources in outdoor mark making caddy.◆ Pattern painting/drawing to explore direction.◆ Provide a variety of messy mark making materials to encourage early writing (see Getting them ready to Write by Alistair Bryce Clegg).	
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