

TEACHING AND LEARNING PLANNER  
 READING- COMPREHENSION

END POINT	Success Criteria	Progression of skills/knowledge	RESOURCES/CONTEXTS
<p>N1            Enjoys listening to some simple stories and rhymes .            Can join in with a familiar story or rhyme.            N2            To know and enjoy a range of stories.</p> <p>STICKABILITY:            Children can use props/puppets to sing rhymes or re-tell familiar stories independently</p> <p>Children can repeat refrains from traditional stories by ‘reading’ the book(s) independently</p> <p>Children can hold the books correctly</p> <p>Children know the familiar books in detail, knowing what happens, who the characters are and where the story took place whilst looking at the book or sharing it with their peer(s)</p> <p>Children know the correct sequence of a story, using words such as beginning, middle, end with their peer(s) or independently</p> <p>Children act out the story through gestures and/or actions by looking at the illustrations</p> <p><b>LINKS TO FUTURE LEARNING - BY THE END OF RECEPTION</b>            Begin to read words and simple sentences            Enjoy a range of books independently            Understand when talking with others what they have read</p>	<p>Can children listen to stories on a one to one basis or in a small group.            Can the children repeat simple words /phrases from stories.            Can children fill in missing words/phrases in a familiar story or rhyme</p> <p>Can children talk about the books they read demonstrating understanding.</p>	<p>Show an interest in play with sounds, songs and rhymes.</p> <p>Listen to simple nursery/number rhymes</p> <p>Use props to encourage participation            Have a bank of familiar rhymes</p> <p>Select a favourite rhyme or story</p> <p>Listen attentively to a story at the appropriate interest level.</p> <p>Join in with repeated refrains.</p> <p>Makes simple comments about events</p> <p>Talk about events, settings and characters</p> <p>Retell narratives in the correct sequence, drawing on the language patterns of stories.</p> <p>Respond to questions about who, what , where, when , linked to text and illustrations.</p> <p>Sequence a simple story or event.</p> <p>Use gestures and actions to act out a story, event or rhyme from text or illustrations.</p>	<p>Story sacks            Number frogs, ducks, leaves etc            Story with props, puppets            Flapbooks            Fiction and Non-Fiction books            Comics/Magazines            Rhyming books            Nursery rhyme for the half-term            Posters on books/nursery rhymes            Key Texts</p> <p>CONTEXTS FOR 3-4 NEEDED</p> <p>LINKS TO OTHER AREAS OF LEARNING:            Communication &amp; Language            Mathematics</p> <p>KEY VOCAB:            Story, book, front cover, title, pages, picture, once upon a time, happily ever after, suddenly, the end, middle, beginning, end</p>

## PHONICS

END POINT	SUCCESS CRITERIA	FLOW	RESOURCES/CONTEXT
<p>N2 To continue a rhyming string.</p> <p>To orally blend sounds to make simple words.</p> <p>STICKABILITY: Children can talk about what they can hear with peer(s) or adults during play</p> <p>Children know they can make sounds using instruments and/or their body and use it in play</p> <p>Children can independently hear rhymes when books, songs or rhyming books are being read/sang to them</p> <p>Children can repeat simple alliterative phrases</p> <p>LINKS TO FUTURE LEARNING - BY THE END OF RECEPTION: Decode, or sound out, words to help with reading Link sounds to letters, naming and sounding the letters in the alphabet</p>	<p>Can the children hear and repeat simple rhymes and alliterative phrases</p> <p>Can children join in with simple sound blending games. Eg "Put you hands on your h-ea-d. " Can you find the c-a-t.</p>	<p>Show an awareness of different sounds eg environment, body, instrumental.</p> <p>To experience rhythm and rhyme through books, songs, percussion instruments and games</p> <p>Listen to and join in with songs and rhymes.</p> <p>Complete rhyming pair</p> <p>Finish the rhyme activities.</p> <p>Talk about words that rhyme</p> <p>Develop awareness of alliterative rhymes and phrases.</p> <p>Orally blend sounds in words.</p>	<p>Letters and Sounds document - Phase 1 Phonics Play website Rhyming Bags Sound Bags</p> <p>LINKS TO OTHER AREAS OF LEARNING: Communication &amp; Language Literacy</p> <p>KEY VOCAB: Listen, hear, sounds, voice, copy, actions, rhyme (sound the same), fast, slow, loud, quiet, letter sounds, blend</p>

## WRITING

PD+

END POINT	SUCCESS CRITERIA	FLOW	RESOURCES/CONTEXTS
<p>N1 To show control in holding and using jugs to pour ,hammers, books and mark making tools N2 To use mark making equipment with control , using a tripod grip</p> <p>STICKABILITY: Children use one-handed tools purposefully</p> <p>Children use a pincer grip whilst exploring with objects or varying size in their play</p> <p>Children can build towers using building blocks and other resources independently</p> <p>Children can thread, use tweezer in a controlled pincer grip</p> <p>Children can make lines and circles independently</p> <p>Children can copy patterns independently using a pincer grip</p> <p>Children can write some recognisable letters</p> <p><b>LINKS TO FUTURE LEARNING - END OF RECEPTION:</b> Can produce circles and up and down lines in their mark-making in the shapes they produce and letters they attempt to write Form recognisable letters Use a tripod grip with confidence</p>	<p>Can children use a range of one handed tools purposefully. Rollers, paint brushes, different sized mark making equipment Spoons, sticks etc</p> <p>Can children hold a pencil between thumb and two fingers.</p> <p>Can children use mark making equipment to draw patterns and shapes.</p>	<p>Use hand and arm muscles to make big movements</p> <p>Grasp and use objects of varying sizes and develop an effective pincer grip</p> <p>Isolate and press firmly with my right and left index fingers</p> <p>To build accurate and stable towers.</p> <p>Use of small one handed tools and equipment- eg punches , small pouring resources(eg spoons, funnels etc )</p> <p>To use a pincer grip with control(threading, tweezers etc)</p> <p>To use muscles in my hand to make small, more controlled movements.</p> <p>Make marks on paper, vertical, horizontal lines and circles</p> <p>Follow simple patterns using a range of mark-making equipment</p> <p>Copy some letters eg letters from their name</p>	<p>Funky Fingers Tweezers/threading Chalks (large) Chubby crayons Wallpaper Ribbons Physical activities Parachute Gluing and tools/hole punchers Large brushes, mops etc Large fine rollers, brushes Sensory play Different size bricks/blocks</p> <p>Use of FF tray</p> <p>LINKS TO OTHER AREAS OF LEARNING: Literacy Communication &amp; Language</p> <p>KEY VOCAB: Big movements, press, build, thumb, two fingers, hold, lines, circles, pencil, felt-tip, paintbrush, jugs, chalk</p>



## WRITING

END POINT	SUCCESS CRITERIA	FLOW	RESOURCES/CONTEXTS
<p>N1 To use a range of mark making tools and begin to understand that these marks have meaning.</p> <p>N2 To make marks using in a variety of contexts/tools and talk about them.</p> <p>STICKABILITY: Writing is a form of communication</p> <p>Writing represents the spoken word through marks or letters</p> <p><b>FUTURE LEARNING - BY THE END OF RECEPTION</b> Children will learn the letter sounds and how to encode these to write words and then sentences. By providing a range of experiences , mark making tools, talk and the modelling of writing , we are giving the skills needed to write with confidence by the end of the EYFS</p>		<p>Engage in a range of sensory experiences including different textures</p> <p>Listen to and repeat sounds</p> <p>Use a range of mark making tools using gross motor skills paint brushes, rollers, sponges</p> <p>To talk and listen to others</p> <p>Show an awareness that writing communicates meaning</p> <p>Give meaning the marks they make and see in different places</p> <p>Copies adult writing behaviour</p> <p>Begin to use mark making as a means of communication</p> <p>To understand that thoughts and stories can be written down</p>	<p>Mark-Making wall Chunky crayons Range of mark-making equipment Talking with the children about the marks they have made Mirrors Sensory play Writing opportunities for different contexts, eg recipes, shopping lists, letter to Santa Writing left to right</p> <p>LINKS TO OTHER AREAS OF LEARNING: Expressive Arts &amp; Design Communication &amp; Language Physical Development</p> <p>KEY VOCAB: Listen, hear, talk, tell me about your drawing/marks, show me, copy, it says...</p>