

HAYDOCK ENGLISH MARTYRS' EARLY YEARS KEY END/CHECK POINTS & SUMMARY OF KEY LEARNING



	Baseline	Autumn	Spring	Summer
<b>Nursery Checkpoints (3 and 4 years old)</b>	They can follow simple instructions and responds to questions from an adult but does not yet initiate a conversation. Their spoken language is predominately describing objects and events and asking simple questions. They use most plurals correctly but is not yet consistent in tenses. They enjoy listening to short stories and rhymes but is not yet joining in.	They listen well on a 1:1 or in a small group but finds it difficult to attend when they are part of a larger group listening to a whole class story. Can follow simple instructions containing up to 2 key words. They are beginning to respond to simple questions. They are gaining more confidence to join in with a simple conversation with a small group and is showing a growing vocabulary related to subjects he is interested in such as space and dinosaurs.	They enjoy stories and can recite some familiar rhymes by heart. They can answer simple questions about a story and can retell some parts of a familiar story. They can follow instructions that contain 3 key words and some prepositions and understands and uses 'why' and 'how' questions. They are beginning to use talk for a wider range of purposes to explain and describe.	They engage in conversation with both peers and adults and asks questions of others. They use a range of vocabulary in different contexts and uses plurals and tenses correctly. They demonstrate a good understanding of language and can follow a series of instructions. They listen attentively to a story and can talk about the main events. They now use spoken language for a wider range of purposes joining in with simple discussions.
<b>Reception Checkpoints</b>	They engage in conversation with both peers and adults and asks questions of others. They use a range of vocabulary in different contexts and uses plurals and tenses correctly. They demonstrate a good understanding of language and can follow a series of instructions. They listen attentively to a story and can talk about the main events. They contribute sensible comments to discussions and conversation.	They listen carefully at story time and can retain what they have heard and retell key points. They can follow a series of instructions and responds to a range of questions. They are beginning to contribute sensible comments to conversations and stories they have listened to. They are becoming a confident communicator and is starting to use talk for a wider range of purposes. They demonstrate a growing vocabulary when they take on different roles in pretend play	They are developing their concentration and attention and can switch her attention from one task to another. They can follow more complex instructions and has good auditory discrimination and memory. They enjoy being part of conversations and discussions and uses new vocabulary in context. They use talk in many different ways in their imaginative play and to express ideas, and thinking.	<p><b>Listening, Attention and Understanding</b></p> <p>Children 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. Children make comments about what they have heard and ask questions to clarify their understanding. Children hold conversation when engaged in back and forth exchanges with their teachers and peers</p> <p><b>Speaking</b></p> <p>Children participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Children 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 the teacher</p>



	Baseline	Autumn	Spring	Summer
<b>Nursery Checkpoints (3 and 4 years old)</b>	They can match identical sounds with visual prompts but can not yet sequence sounds. They join in with rhythm and rhyme but needs a model. They enjoy stories and can answer simple questions about key events. They can give meaning to the marks they make and mark making consists of lines and shapes.	They enjoy singing and rhyme time and will sometimes join in with his favourite ones. They enjoy looking at a book with an adult and turns the pages in order, talking about what they see. They understand the difference between print and pictures. They enjoy exploring mark making on a large scale outside and will talk about what their pictures mean	They are developing an awareness of rhyme through songs and rhymes and joins in with repetitive phrases. They demonstrate a sense of rhythm and can keep the beat when clapping and marching to rhymes. They engage well at story times and can talk about the stories they have heard. They can recognise their name from a choice of two. They love to draw and can talk in detail about their drawings	They can discriminate between sounds and sequence a short sequence of sounds with a model. They can keep a simple rhythm and match words that rhyme. They engage well with stories and can retell a simple story using the story vocabulary and visual clues. They can say the initial sound of their name and other simple words e.g. mum and dad but can not yet link these to graphemes. They use some recognisable letter shapes when writing their name
<b>Reception Checkpoints</b>	They can discriminate between sounds and sequence a short sequence of sounds with a model. They can keep a simple rhythm and match words that rhyme. They engage well with stories and can retell a simple story using the story vocabulary and visual clues. They can say the initial sound of their name and other simple words e.g. mum and dad but cannot yet link these to graphemes. They use some recognisable letter shapes when writing her name.	They have a love of stories and listens attentively at story time. They are able to talk about the main events in a story and predict what might happen. They will often retell a familiar story through role play using small world apparatus, using appropriate vocabulary from the story. They can identify most initial sounds in words and is beginning to orally segment and blend sounds in words. They write their own name with some letters formed correctly and represents initial sounds correctly with graphemes that they have learnt.	They have a good understanding of story structure and can retell and make up their own simple stories using vocabulary that they have learnt. They can read books with a range of CVC words and simple common words and shows a good understanding of what they have read. They can segment and blend sounds to spell a range of words and when they write letters those with anticlockwise movements are mostly correctly formed.	<p><b>Comprehension</b> Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Children anticipate - where appropriate - key events in stories. Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p><b>Word reading</b> Children say a sound for each letter in the alphabet and at least 10 digraphs. Children read words consistent with their phonic knowledge by sound-blending. Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing</b> Children write recognisable letters, most of which are correctly formed. Children spell words by identifying sounds in them and representing the sounds with a letter or letters. Children write simple phrases and sentences that can be read by others.</p>



#### Nursery- Topic 1

The children start their communication, language and literacy journey through listening to stories, nursery rhymes and poems, paying attention to a specific activity and beginning conversations with adults and peers. They will enjoy activities such as finding their name cards and drawing pictures of themselves.

#### Vocabulary

School, friends, listen, taking turns

#### Nursery- Topic 2

The children continue to enjoy listening to stories, rhymes and poems on a 1-1 or small group basis. Through high quality conversations and interactions, they practise following instructions and responding to simple questions. Through **The Poetry Basket** the children learn and recite the new poem 'Chop Chop'. The children share the **Favourite Five** book 'Funnybones' modelling that print has meaning and reading text from left to right and from top to bottom. To support the children's first steps in phonics they take part in **Singing Phonics** activities through songs, chants and games.

#### Vocabulary

Chop, cut, bottom, top

#### Nursery- Topic 3

The children are immersed in language, stories, songs and poems encouraging them to join in with a simple conversations with a small group and showing a growing vocabulary related to subjects. They will enjoy seasonal stories such as The Nativity story and through **The Poetry Basket** the new poem 'Carrot nose' and the **Favourite Five** story 'Guess How Much I Love You'. The children begin Singing Phonics through songs, chants and games developing the children's early phonics.

#### Vocabulary

Cute, long, suppose, nibble, munch

#### Nursery- Topic 4

The children continue to enjoy stories, rhymes and poems and can recite some familiar rhymes by heart. **The Poetry Basket** poem in this topic is 'Dance' where the children recite and perform actions to the poem. Our **Favourite Five** text is 'The Tiger Who Came to Tea'. The children will enjoy early phonics activities such as counting and clapping syllables in words.

#### Vocabulary

Foot, jiggle, wriggle,

#### Nursery- Topic 5

Through the **Favourite Five** story 'We're Going on a Bear Hunt' the children will continue to practise following instructions that contain 3 key words and understand prepositions. The children can answer simple questions and retell some of the story. The children understand and use questions such as 'why' and 'how'. **The Poetry Basket** poem this topic is 'Mrs Bluebird'. The children continue early phonics activities such as alliteration recognising words that start with the same sounds.

#### Vocabulary

Bluebird, hive, hole

#### Nursery- Topic 6

Linked to the growth topic the children sing Spring/ growth songs developing their awareness of rhythm and rhyme. The children will begin to spot and suggest rhyming words. They enjoy the **Favourite Five** story of 'Jasper's Beanstalk' and the poem 'Hungry Birdies'. The children begin to use talk for a wider range of purposes to explain and describe.

#### Vocabulary

Inside, beak, wide, spread, far away.

#### Nursery- Topic 7

The children start their last term of Nursery continuing to develop their literacy skills. The children learn new sounds and review previous sounds and words through structured **Read Write Inc** sessions. They continue engaging in exciting story-telling and poetry sessions through their **Favourite Five** text 'Peace at Last' and **Poetry Basket** poem 'Breezy weather'. The children will listen attentively to a story and talk about the main events.

#### Vocabulary

Breezy, huddle,

#### Nursery- Topic 8

The children continue finding and writing their names recording them with some recognisable shape letters. To support the children keeping a rhythm and continue a rhyme they will recite and complete actions to the poem 'Thunderstorms'. The **Favourite Five** text this topic is 'The Little Red Hen'.

#### Vocabulary

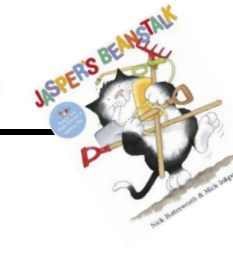
Feelings, agree, disagree, different, thunder, bang, boom, zoom, clump, rustle, swish.

#### Nursery- Topic 9

Linked to transition to Reception the children share the story 'The Very Hungry Caterpillar'. They will engage in conversations with both peers and adults and ask questions of each other. The children will continue with **Read Write Inc** sessions developing the children's recognition of sounds and handwriting rhymes to support this. The **Poetry Basket** poem in this topic is 'Under a stone' to support the children using their spoken language for a wider range of purposes joining in with simple discussions.

#### Vocabulary

Earth, firm, wiggly, wriggly, sounds, Fred talk,



### Reception- Topic 1

During this topic we will be listening to and engaging with a range of stories that allow them to express their thoughts and opinions about themselves. Providing opportunities for children to re-tell or re-enact relevant stories independently and with adult support— through the use of books, actions, puppets and our small world area. The home corner will allow children to role play and develop their language and communication through the interaction they have with their peers. Children will be encouraged to use their voices to also take on the roles of different characters in stories or use their imagination to create new characters. Lots of opportunities for questioning such as -What has happened? Why are they there? What is going to happen next? Encourage children to create own stories.

To begin the children's literacy, journey this term, they will start by drawing a self-portrait. To support this activity the children will share the text '**This is Me**' discussing how we are all different but special. They will then transition onto some of our **Favourite Five** texts called the '**Owl Babies**' and '**Guess How Much I Love You**' with a focus of families and learning new key vocabulary. The children discuss and draw people that are special to them.

#### Vocabulary

**Trunk, branch, swoop, family members,**

### Reception- Topic 2

The children continue their love of reading through the Favourite Five texts '**Goldilocks and the Three Bears**'. Through these texts the children learn new key vocabulary. The children are introduced to **Drawing Club** encouraging them to use their imagination when mark making exploring their ideas and creativity whilst sprinkling the children with new vocabulary. The children are introduced to **Helicopter Stories** where a stage is set and the children act out short simple stories. Linked to Understanding of the World the children are introduced to **The Poetry Basket** where they learn and recite poems. In this topic the children learn the '**Leaves Are Falling**' poem. To promote reading for pleasure at home and school the children will enjoy activities such as '**Breakfast with Books**' inviting parents to share our love for reading.

#### Vocabulary

**Demolished, guzzle, slumber, piping hot, frosty, perfect, cramped, stage**

### Reception- Topic 3

Our **Favourite Five** text '**Room on the Broom**' allows the children to explore mark making and their imagination through **Drawing Club**. The children will answer questions and mark make such as 'The witch needs a new broom what would it look like?'. Other **Favourite Five** texts include '**Dear Zoo**' and '**The Snail and the Whale**' to explore and journey the world around us. The children learn about aspects of a book such as author, blurb and beginning, middle and end of stories.

#### Vocabulary

**Swoop, fiery, whoosh, horrible, scaly**

### Reception- Topic 4

During this unit the children will explore a number of different books to base their learning on. We continue to develop the children's love of reading and promote reading for pleasure both at school and at home. Our **Favourite Five** texts include '**There was an old lady who swallowed a fly**' and '**There's a monster in your book**'. During these the children will be encouraged to join in with the repeated refrains and explore the story language used in the stories and poems. The Poetry Basket poem that the children will learn in this topic is '**Let's Put on our Mittens**' aiding the discussion of seasonal changes and dressing for the weather. The children will be given the opportunity to write in a more structured formal way with adults to support their writing skills. This will include modelling by the adults. They will also have access to less structured activities where they can consolidate their skills.

#### Vocabulary

**Mittens, snugly, throat, tightly, woollen, feathery,**

### Reception- Topic 5

During this topic the children will enjoy the **Favourite Five** stories '**Farmer Duck**', '**The Gruffalo**' and '**We're Going on a Bear Hunt**'. Through **Drawing Club** the children will be provided with writing opportunities linked to these stories. The children will continue with **Helicopter Stories** acting out and also creating their own stories where staff write them down for them to later act out.

#### Vocabulary

**Stroll, underground house, tusks, claws, knobbly, poisonous, logpile house, prickles, scrambled, slid, hoot, wavy, oozy, swirling, whirling, gloomy**

### Reception- Topic 6

During this topic the children are immersed in language linked to growth. They will access different types of genre including non-fiction and fiction. They will then look at the book '**The Very Hungry Caterpillar**' with writing opportunities linked to this. Through our Spring songs the children will recite and write instructions to plant seeds. The children will learn and recite the poem '**A Little Seed**' from **The Poetry Basket**.

#### Vocabulary

**Pickle, salami, Swiss cheese, cocoon, nibbled.**

### Reception- Topic 7

Linked to seasonal changes the children will learn and recite the poem '**Pitter Patter**' through **The Poetry Basket**. Our **Favourite Five** text includes '**Peace at Last**'. Our reading area will have a rich variety of books to act as a stimulus to promote a love of reading and creating their own stories. Our environment will give children the opportunities to engage in back and forth conversations with peers and adults to embed their learning.

#### Vocabulary

**Pitter patter, window pane, softly, stream, peace.**

### Reception- Topic 8

During this topic the children will explore the **Favourite Five** texts '**The Tiger Who Came to Tea**' and '**The Rainbow Fish**'. The children will enjoy mark making through **Drawing Club** and writing simple sentences to describe the tiger.

#### Vocabulary

**Deep, ordinary, scales, shade, sparkling, shimmer, glide, proud, dazzling.**

### Reception- Topic 9

In this final topic the children will enjoy the **Favourite Five** story '**Superworm**'. The children will continue to consolidate their writing through writing simple sentences.

#### Vocabulary

**Zooming, super human, courageous, heroic, wriggling, indestructible, transform.**



Alongside all of the above the children will complete daily Read Write inc sessions.