



Curriculum

Our vision and values

Our children are at the heart of everything we do and together we can make a difference.

We strive to deliver the best early years education and support to children and their families. Our core aim is to develop and prepare our children, some of whom have additional barriers to learning, by equipping them and their families with the skills, knowledge and attitude to succeed in their next steps, be confident in themselves and hold high aspirations for their futures. We believe all children should have access to high quality, personalised learning and support, not matter what their ability or need.

Our golden values

| Be Ready | Be Kind | Be Safe |
|---|---|--|
| <ul style="list-style-type: none">• Meeting all needs• Confident and independent• Seeks to learn• Perseveres• Takes pride | <ul style="list-style-type: none">• Welcoming diversity• Building relationships• Sense of self• Sense of belonging | <ul style="list-style-type: none">• Feeling valued• Feeling empowered• Feeling safe and secure• Positive relationships• Taking risks |

Intent – We aim to provide meaningful first-hand experiences that encourage the children to develop their characteristics of effective learning; supporting the children to be resilient, active learners who make connections and solve problems. We want our children to be confident and lead their own learning. Our curriculum is child centred and follows the interests of our children. We focus on the whole child and our curriculum covers all areas of learning, with a sharp focus on the prime areas. Communication and language is a golden thread that underpins everything we do. We aim to use every opportunity to develop children's vocabulary. We aim to build on children's previous experiences, either from here at Bushy Leaze, or from home, building positive relationships with parents and carers. We want the children to be prepared for their move to school.

Implementation – Our curriculum follows the early years foundation stage framework. We know that children learn best by playing and exploring, being active and thinking critically and creatively. Our children have the opportunity to free flow between the indoor and outdoor environments and can make their own decisions about where they learn best. We plan for and provide an enabling environment that effectively supports child initiated learning across all areas. Our skilled practitioners support and scaffold using high quality interactions, in the moment observation, assessment and planning and episodes of sustained shared thinking. Through our knowledge of each child and formative assessment, we plan exciting and engaging experiences that will move the children's learning forward. Evidence of children's learning is collected and shared with parents using Tapestry. This means that parents can engage with children regularly about their learning and can contribute. For children with SEND, we use precise assessment to focus on what a child can do and what the barriers of learning are. We use Cherry Garden on Tapestry to plot the small steps of progress each child makes.

Impact – Our children are well-rounded, happy and confident when they leave Bushy Leaze. They make good progress from their starting points, particularly in the prime areas of learning. We measure progress and children's learning across the year through our formative assessments, which are primarily based on practitioner's knowledge of the children. These are summarised termly and next steps are identified and used to inform planning and any interventions.

Golden threads running through all our curriculum

At Bushy Leaze we believe in doing something more and different for those children who need this. The following are the golden threads that run through our curriculum:

- We understand that the ability to **communicate** is central to success in life as well as education. Many children who come to Bushy Leaze need extra support with communication and language; as such, we ensure communication and language skills and development underpin all other areas of learning.
- We understand that children's **personal social and emotion skills** are the building blocks of success in life. We have adopted a whole school attachment and trauma awareness approach, which is woven through our curriculum to proactively support our children's mental health, development and wellbeing.

Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and plan activities and support. We use ongoing, formative assessment – observation, assessment and planning – to shape the teaching and learning experiences we provide. Our assessments cover all aspects of a child's development and their learning characteristics. In order to build a fuller picture of the child, we work in partnership with parents and ask them to contribute to the assessment process.

Each child's learning journey is recorded through photographs, anecdotal observations and where relevant IEPs and supported programmes. These are recorded on an online learning journal - Tapestry. Parents are invited to add their own observations and comments.

Half termly pupil progress reviews and termly discussions with Senior Leadership Team, form a clear picture of a child's developing abilities and shows their progress and identifies any areas for development.

On Entry to Nursery

We use an 'All About Me' booklet as part of our home visit, to find out information from parents to help staff settle the children and to contribute to a baseline of the child's abilities on entry to nursery.

Progress Check at Aged Two

When a child is aged between two and three, we review their progress and provide parents with a short written summary of their development in the prime areas of learning. We identify their child's strengths and individual needs, highlighting areas in which the child is progressing well and areas when some additional support might be needed.

We encourage parents to share information from the progress check with other professionals, including their health visitor. Where possible, we work in partnership with health visitors, as part of the Healthy Child Programme.

Transition to School




The key person writes a report, detailing the child's achievements and next steps, which is shared with parents. We discuss each child with their receiving school and a copy of their transition profile is sent to support this discussion.

The Characteristics of Effective Learning

The Characteristics of Effective Learning are part of the Early Years Foundation Stage curriculum. At Bushy Leaze, we believe they are fundamental to every child to develop into a lifelong learner. Research has shown that it is these skills that make a difference to children's long-term outcomes and to their ability to become happy, resourceful and resilient adults. The Characteristics focus on **how** children learn rather than **what** they learn. This distinction is important as it highlights the **process of learning** for young children.

- Playing and exploring
- Active learning
- Creating and thinking critically

We have created three '**learning heroes**' that are linked to our golden values, to help develop the skills we feel are most important to our children at Bushy Leaze.

| Be Ready | Be Safe | Be Kind |
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| Lenny Lion | Pip Penguin | Casper Cat |
| <ul style="list-style-type: none">• I can plan and think ahead• I can keep on trying and persevere• I can solve problems• I seek out challenges and am resilient | <ul style="list-style-type: none">• I can plan and make predictions• I can test things out and evaluate• I can make independent choices• I can safely explore the world | <ul style="list-style-type: none">• I can work with my friends• I realise my actions have an affect• I can take responsibility• I can try something new |

Emotional Development – The Colour Monsters

Teaching children to name and recognise their feelings is an important element of the Early Years Foundation Stage. At Bushy Leaze, we strongly believe giving children the skills to name, recognise, talk about, and use strategies to managing their feeling is vital. Children who are aware of and manage their feelings are more likely to develop into happy, healthy and resilient adults. We use 'The Colour Monster' by Anna Llenas to help with this.



Colour: Pink

Feeling: Love

Other vocabulary: Loving, happy, warm, friendly

This can look like: smiles, content, playing alongside/with others, cuddly, seeking experiences with others, more willing to make eye contact

What might help: Calm music, secure attachments to others, being with people, cuddles

Colour: Yellow

Feeling: Happy

Other vocabulary: Excited, cheerful, smiley

This can look like: Smiling, laughing, excited, clapping, heightened emotions – squeezing, biting, hitting, kissing, could become over stimulated

What might help: Talk about the emotion, share emotion, explain to peers

Colour: All Colours

Feeling: Mixed-up

Other vocabulary: Cross, fed up, frustrated, fuming, angry, annoyed

This can look like: Crying, sad face, withdrawn, angry, not wanting to separate from carer, not wanting to join in, asking for comfort but rejecting it, self-harm, needing physical contact

What might help: Space, calm, sensory room or toy, dark den, snug, conversation, finding solution, reassurance, cuddle, labelling and listening, distraction, time, waiting, cuddles

| | |
|--|---|
| <p>Colour: Blue</p> <p>Feeling: Sad</p> <p>Other vocabulary: Upset, sadness, unhappy, feeling blue, miserable, down, tearful, grief</p> <p>This can look like: Crying, sad face, tantrum, self-harm, more cuddly/clingy, reluctance to play, withdrawn, quiet, negative behaviour, reluctance to leave carer</p> <p>What might help: Conversation, adult labelling, cuddles, distraction, offering solutions, singing, music, favourite toy, comforter</p> | <p>Colour: Green</p> <p>Feeling: Calm</p> <p>Other vocabulary: Relaxed, chilled, peaceful, quiet, thoughtful, thankful, content</p> <p>This can look like: Relaxed, content, engaged, playing happily, participating in learning, managing social situations</p> <p>What might help: Calming music, cosy, quiet areas, having discussions, secure attachments, seeing friends, storytelling, role modelling, providing a stimulating activity</p> |
| <p>Colour: Grey</p> <p>Feeling: Scared</p> <p>Other vocabulary: Fear, afraid, lonely, worried, unsure, anxious, sad</p> <p>This can look like: Crying, clingy, hiding, trembling, freezing, screaming, quiet, avoidance, toilet accidents, repeating conversations, no eye contact, retreating, chewing clothes/body parts</p> <p>What might help: Calm, reassurance from adult, fidget toy, distraction, time alone, explanation, visuals, observation, modelling</p> | <p>Colour: Red</p> <p>Feeling: Angry</p> <p>Other Vocabulary: Cross, fed up, frustrated, fuming, angry, annoyed</p> <p>This can look like: Crying, clingy, shouting, acting out, negative behaviour, aggression, screaming, walking away</p> <p>What might help: Space, calm, sensory room or toy, dark den, snug, conversation, finding solution, reassurance, cuddle, labelling and listening, distraction, time, waiting, cuddles</p> |

Core Books and Rich Experiences

This list of core books and rhymes, and rich experiences are based on our knowledge of the context of Bushy Leaze and also following consultation with parents/carers. We regularly review them to ensure that we maintain a broad and relevant curriculum for our children. We aim to share all core books, rhymes and experiences with our children during the time they are at Bushy Leaze. Some may be shared on more than one occasion, in different contexts, and appropriate to the age and development of the children.

| Rich Experiences |
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| Pet an animal |
| Hatch an egg |
| Bake |
| Grow a plant |
| Woodwork |
| Have a picnic |
| Experience a live performance |
| Have a trip outside of the setting |
| Experience a visit from someone who helps us in the local community |

| Two Year Olds | | Three and Four Year Olds | |
|----------------------------|---------------------------------------|-----------------------------|--|
| Core Book | Core Rhyme | Core Book | Core Rhyme |
| Dear Zoo | Old McDougal had a zoo | *Owl Babies | Two little dickie birds |
| That's not my... | A hedgehog in very prickly | *We're going on a bear Hunt | Teddy Bear Teddy Bear turn around |
| Handa's Surprise | One little girl went walking one day | *Whatever next | Zoom zoom zoom |
| Shark in the park | 1, 2, 3, 4, 5, once I caught.. | Foggy Forest | Twinkle, Twinkle foggy day... |
| Just like Jasper | 5 current buns | The Gruffalo | The Gruffalo song |
| Hungry Caterpillar | There is a tiny caterpillar on a leaf | Where's my teddy | Teddy Bears Picnic |
| Walking Through the jungle | Elephants have wrinkles | Peace at Last | One little elephant |
| Brown Bear | If your clothes have any red | Goldilocks | When goldilocks went to the house of the bears |
| Where's Spot? | 5 little monkeys | The runaway chapatti | 10 fat sausages |
| The colour monster | If you're happy and you know it... | Lima's red hot chillies | 5 red hot chillies rhyme |

EYFS Educational Programmes

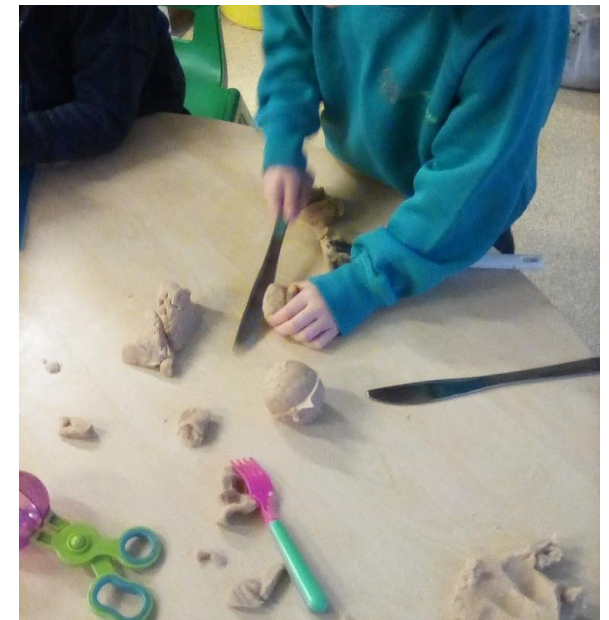
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| <p>Communication and Language</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> | <p>Personal, Social and Emotional Development</p> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> | <p>Physical Development</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> | |
| <p>Literacy</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> | <p>Mathematics</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> | <p>Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> | <p>Expressive Arts and Design</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> |

Our Curriculum Goals

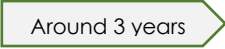
We have thought carefully about the knowledge and skills we would like all of our children to achieve during their time at Bushy Leaze. We want to make sure that they are confident, capable learners who are ready to move onto school. We have identified nine ambitious curriculum goals that we want every child at Bushy Leaze to access and make progress towards:

- I can play with other children
- I can independently plan my learning
- I can communicate with others
- I can manage my self-care
- I can use single handed tools independently
- I can retell a known story
- I can understand and use numbers to 5 in different ways
- I can show curiosity, ask questions and wonder out loud
- I can use my imagination to create

We know that not every child is going to make the same progress towards these goals, but our milestones identify the smaller steps that our children need to take to work towards these.



| Curriculum Goal: I can play with other children | |
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| Milestone | Adults and Environment |
| I can make lots of movements and am learning how my body moves | <p>Attend a home visit to learn 'all about' the child and their family</p> <p>Get down to the child's level and use their name</p> <p>Respond sensitively and quickly to children, make good eye contact</p> <p>Play interactive games, sing familiar songs – mirror the child's movements and sounds and follow their lead</p> <p>Tune into the meaning of the child's communication and notice when they no longer want to play or engage</p> <p>Allow the child to stay close to a familiar adult when they are feeling insecure or anxious</p> <p>Provide a daily routine that is predictable so that it provides security, but flexible enough to respond to the needs and interests of individual children</p> <p>Have a cosy, quiet, calm space and monitor sensory processing needs of children, are they becoming over or under stimulated? Use the area plan book to adapt the environment to meet the needs of the children.</p> <p>Carefully observe children to learn about their interests. Use this to plan in the moment, what are they enjoying? What can you do next?</p> <p>Record this on the 'Sparks' board and implement as soon as possible to capture the teachable moments</p> |
| I like to play alone | <p>Draw the child's attention to interesting things and support them as they explore the learning environment</p> <p>Use a 'serve and return' play commentary paying close attention to both verbal and non-verbal cues</p> <p>Plan opportunities for the child to develop a close relationship with their key person</p> <p>Use the daily routine visuals to begin to transition to new activities and social events such as snack time and singing</p> <p>Carefully observe children to learn about their interests and record these on the 'Sparks' board to plan in the moment</p> <p>Carefully monitor the environment and how children interact in the different spaces. Use the area plan book to decide if areas need to be adapted to meet the needs of the children</p> <p>Ensure there are calmer spaces where children can begin play alongside others without becoming over stimulated.</p> |
| I like to watch other children play and to play alongside others | <p>Model kindness and positive interactions with children.</p> <p>Model useful phrases and comment on what other's thoughts and needs might be.</p> <p>Use the daily routine to encourage children to interact and care for each other.</p> <p>Display photographs of the children around the environment so that that can see themselves with their friends</p> <p>Have several of popular items to reduce competition and conflict</p> <p>Introduce first golden rules 'We are kind' 'We share and take turns' alongside visual aids</p> <p>Have resources that promote cooperative play</p> <p>Use the outdoor area where children can play together in a large space</p> <p>Support children with their emotions when they encounter social conflict</p> <p>Introduce basic emotions 'happy' 'sad' by labelling these in the moment and by using 'The Colour Monster visuals</p> <p>Carefully observe children to learn about their interests and to plan in the moment</p> <p>Carefully monitor the environment to observe how areas are being used. Refer to the area plan book to decide whether an area needs to be adapted to meet the needs of the children.</p> |
| I am starting to interact with others when I | <p>Support social interactions between children and model empathy, talking about others' feelings and labelling them in the moment</p> <p>Introduce the colour monster story in a simple way (read to suit the children's understanding or showing visuals alongside a corresponding facial emotion)</p> <p>Take a small number of children to a quieter space where they can begin to interact or play together</p> <p>Introduce learning hero soft toys alongside key words</p> |

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| <p>am playing alongside them</p> <p> Around 3 years</p> | <p>Use soft toy learning heroes to celebrate a 'learning hero star' by sending the toy home for a special sleep over</p> <p>Celebrate as a group 'wow' moment where children have been able to share, play together or have been kind</p> <p>Emphasise our golden values 'Be safe' 'Be ready' 'Be kind'</p> <p>Provide activities in a group so that children can build confidence playing together and learning each other's names.</p> <p>Introduce 'Mini-Me's' in the environment</p> <p>Go on an outing to the woods at Anstey School to build a sense of belonging together</p> <p>Create cosy spaces where children can sit and chat</p> <p>Carefully observe children to learn about their interests and record these on the 'Sparks' board to plan in the moment.</p> |
| <p>I can play together with others, joining in the same activity and interacting with them</p> | <p>Model sharing and strategies that can be used to negotiate such as writing their names on a whiteboard to indicate they are waiting</p> <p>Use conflict resolution strategies when conflict arises. Give children time to 'work it out' Support them to come up with their own solutions</p> <p>Read 'The Colour Monster' and begin to think about other feelings people have such as 'confused' 'hungry' 'excited'</p> <p>Use the Learning Hero toys in the moment when the children are being a hero</p> <p>Name and talk about feelings and make it clear that all feelings are understandable and acceptable</p> <p>Help children to recognise when their actions hurt others and help them to solve problems</p> <p>Use social stories to target any particular behaviours within the group</p> <p>Make sure the routine provides time for children to collaborate (play to learn)</p> <p>Make sure the environment has space and open-end materials to encourage collaborative play</p> <p>Go on outings in the local area (Waitrose, Library) to build a sense of belonging together</p> <p>Use photographs and videos to celebrate and share collaborative play experiences</p> <p>Carefully observe children to learn about their interests and use these to plan in the moment</p> <p>Carefully monitor the environment and record what is happening in the learning spaces</p> |

| Curriculum Goal: I can independently plan my learning | |
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| Milestone | Adults and Environment |
| I can experiment and explore using my senses | <p>Attend home visits to find out children's likes and dislikes</p> <p>Provide engaging activities to begin to build children's confidence in the environment</p> <p>Make sure the environment has space for children to move and explore</p> <p>Provide continuous provision areas where children can always find sensory based activities</p> <p>Provide open-ended resources and play experiences that match the children's interests</p> <p>Start with less resources so that children are not overwhelmed by provision</p> <p>Adults model how happy and excited you are to play with activities</p> <p>Narrate what the child is doing and what is happening around them using serve and return</p> <p>Use visuals along with words to label each part of the daily routine</p> <p>Carefully monitor the environment and record what is happening in the learning spaces</p> |
| I can find ways of managing transitions e.g. from parent to key person | <p>Find children's own different ways to manage their feelings e.g. offering a favourite toy or activity at the door, transitional object</p> <p>Some children might need to snuggle with a key person in a cosy space such as the book corner</p> <p>Use daily routine special jobs to settle the child. Adult to support the child (hand over hand) tagging their names on the arrival board.</p> <p>Use a 'settling activity' while the children are waiting for their friends to arrive and for family/bucket time to start</p> <p>Use music visual cues/schedules to indicate a transition time and support the child to move towards the activity</p> <p>Record happy times on Tapestry to share with parents and carers</p> |
| I can try new things and may show a preference | <p>Identify a child's preferred schema and think about how these might be encouraged by recording on the 'Sparks boards' and reflecting as a team</p> <p>Narrate independently chosen activities and celebrate their effort and achievements</p> <p>Use visuals and simple choosing boards</p> <p>Adults will help children make choices from a limited range of options e.g. choosing a song to sing, choosing milk or water at snack</p> <p>Provide new experiences or enhancements for the children to try, with adult support</p> <p>Carefully monitor children and the environment recording what you notice in the learning spaces</p> |
| I can select and use activities and resources, with help when needed | <p>Provide a continuous provision, so that children can find what they need and materials are easily accessible</p> <p>Teach the children how to use the continuous provision one step at a time adding more resources when the children are ready.</p> <p>Model having ideas and choosing what to do</p> <p>Introduce basic learning hero visuals alongside key words and phrases (Casper cat – lets investigate)</p> <p>Model asking questions and wondering out loud</p> <p>Provide the children with choices through the daily routine and encourage them to make choices in their play</p> <p>Adults can model new activities that encourage children to come over and join in</p> |
| <div> <div></div> <div>Around 3 years</div> </div> I like to play with other children and I can build on ideas in our play | <p>Involve the children in making decisions about the environment and resources. Introduce a 'We would like to' area on the planning wall so that children can plan their own learning</p> <p>Introduce Learning Hero stories and label when the children are acting like a hero</p> <p>Offer different ways of choosing what the children will do such as voting as a group</p> <p>Plan in time every day for reflection. Children will take time to think about their own day and the experiences they have had.</p> <p>Celebrate and display children's work, model or play in the classroom and take time to chat about it as a group. Allow the children time to plan what they might like to do next/tomorrow</p> |

| Curriculum Goal: I can communicate with others | |
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| Milestone | Adults and Environment |
| I listen and respond by smiling, looking, moving, babbling when I am spoken to | <p>Attend home visit to find out how the child is communicating at home</p> <p>Children will have key listening times in the routine during the day. Family/bucket time and songs and rhymes. At these times children will be encouraged to listen and engage</p> <p>Get physically close and use eye contact and touch to create a shared moment of interaction</p> <p>Say the child's name so that they tune into the interaction</p> <p>Use facial expressions and a lively voice and imitate the child's responses</p> <p>Use intense interactions mirroring the child's actions</p> |
| I can make requests and am starting to listen to familiar sounds or words. I am beginning to show understanding when using contextual clues, real items, signs and visuals. | <p>Pay close attention to children's communications including facial expressions, verbal sounds and gestures. Respond promptly so that children feel heard. Recognise whether a child tunes in to single words (analytic processing) or if they hear the melody of language (Gestalt language processing). Repeat children's words, sounds and scripts to show listening. Use song and intonation.</p> <p>Use real items or visuals together with spoken words when teaching a child to follow routines and to make transitions. Build vocabulary by offering a simple choice between two real items, clearly label each item "apple banana". Notice a child's attempts to make requests either by pointing, looking, moving their body, smiling or vocalising. Follow the child's lead and recognise when a child wants to communicate or if a child needs time to think. Narrate play that is exciting and interesting to the child modelling new language at key moments. Photograph key objects and have them available for the child to use to make a request. Model this request back to the child with words "I want a drink"</p> |
| I can respond to simple directions like, "come here", and repeat/understand one or two words, but these might not be clear | <p>Use and repeat single words while you share attention with the child, so they can start to link the word to its meaning</p> <p>Use Makaton to communicate with all children</p> <p>Use visuals/schedules alongside single words linked to the daily routine</p> <p>Tune into the different messages the child is attempting to share and respond</p> <p>Use gestures and facial expressions to show your meaning</p> <p>Value the child's attempts at words e.g. picking up a doll when they say baba</p> <p>Repeat back words they say so they can hear them clearly</p> <p>Support children who are frustrated because they can't make themselves understood</p> <p>Give children time to process (ten seconds) then repeat using strategies that suit individual child (Makaton, visuals)</p> <p>Sing consistent daily songs such as 'hello song' and 'roly poly' at the beginning and end of the session.</p> |
| I can respond to a simple question and use single words or gestures | <p>Build vocabulary by offering choices e.g. apple or banana? And modelling the response "I want banana"</p> <p>Model building sentences by modelling back what the child says and adding another word e.g. car – blue car</p> <p>Label actions, objects and feelings when interacting with the children</p> <p>Don't ask too many questions – four comments to every question and time to process (ten seconds)</p> <p>Share simple interactive books such as 'That's not my...'</p> <p>Provide daily songs and rhymes repeating favourites again and again</p> |
| I can follow two step instructions and use two-word phrases | <p>Support the children to switch their attention and listen by giving them a clear prompt e.g. say the child's name</p> <p>Be clear when giving instructions e.g. wash your hands and then sit at the table</p> <p>Use Makaton for key words such as "wash hands" and "sit" to give visual support</p> <p>Use visuals from daily routine</p> <p>Practise following instructions during every day routine such as finding your name, getting your snack.</p> <p>Provide core experiences such as baking a cake</p> |

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| | <p>Introduce golden rules 'We listen' 'We stop and think'</p> <p>Sing songs with actions to copy (Tommy thumb, Head shoulders knees and toes)</p> |
| <p>I can hold a conversation, but might jump from topic to topic and might get distracted</p> <p>Around 3 years</p> | <p>Follow the child's lead and talk about what they are interested in. Give children thinking time</p> <p>Model new vocabulary through play and activities. Model and encourage children to listen to their friends and take turns</p> <p>Plan parts of the routine where children can chat such as reflection time or snack time</p> <p>Use photographs of the children to prompt the child to remember what they were doing</p> <p>Provide a rich language environment by sharing books and activities. Introduce story sacks and props for children to become story tellers</p> <p>Provide core experiences such as going on an outing and planning this with the children</p> <p>Have an interesting environment for children to explore and encourage them to ask questions</p> |
| <p>I can listen to others in a conversation when it is interesting and use longer sentences that link together my ideas</p> | <p>Model open ended questions and encourage longer responses</p> <p>Expand their phrases and add language to extend the conversation</p> <p>Model active listening skills when having a conversation with a child</p> <p>Invite visitors in to chat to or share stories with the children. Encourage the children to listen to new people and support them to ask simple questions</p> <p>Provide opportunities for children to find out more about a topic such as using the internet or by visiting Alton Library</p> |

| Curriculum Goal: I can manage my self-care independently | |
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| Milestone | Adult and Environment |
| I can make my needs known through crying and movements | Attend home visit to find out how the child communicates and manages self-care routines Be alert and responsive Use care routines as an opportunity for quality interactions Carefully monitor children and notice likes and dislikes. Record on the 'Sparks boards' |
| I will cooperate when I am having my nappy changed or am being dressed / undressed | Use visuals and Makaton to support the child to transition to the changing area Narrate what is happening as part of the care routine Comfort the child during the process using singing or a calm and soothing voice Use hand over hand to complete hand washing labelling each action or singing through the process |
| <p>I can let you know when I have a wet or soiled nappy</p> <p>I like to have a go at washing my hands and getting dressed, but still need adult help</p> | <p>Make self-care part of the daily routine consistently washing hands before snack and after messy play activity</p> <p>Respond to and encourage the children's increasing desire to be independent offering support with verbal prompts and hand over hand help</p> <p>Help children to select clothing for outside and make sure there is lots of time for them to change – it's part of the experience</p> <p>Label clearly what you notice 'I think you are wet' 'It is very cold'</p> <p>Praise efforts to help e.g. offering arms to put on their coat</p> <p>Introduce learning hero visuals with key words and phrases 'Lenny – proud' Pablo – Try again'</p> <p>Encourage children to 'have a go' at part of the process such as taking off a shoe and praise them</p> <p>Encourage the children to wash their hands and make sure they have time and equipment to do this with adult support</p> <p>Provide activities that support fine motor development and opportunities to practice using tools</p> <p>Provide milk and water in jugs at the snack bar for children to choose and pour hand over hand or independently</p> <p>Practice pouring. Emptying and filling</p> <p>Work together with parents to discuss strategies for toilet training</p> |
| <p>I can let you know when I need the toilet and use it with help.</p> <p>I am growing in independence with dressing and washing my hands.</p> | <p>Encourage the children to access their own snack at the snack bar, sit alongside them to offer support with opening packets</p> <p>Encourage the children to pour their own drinks during snack and make sure they can independently get a drink when they want one</p> <p>Encourage children to be independent e.g. pulling up their pants after toileting, washing their hands, putting on their coat</p> <p>Makes sure there is time and flexibility in the routine for children to practise their self-care skills</p> <p>Help child with dressing but leave the last small step for child to complete e.g. pulling up trousers</p> <p>Introduce Learning hero stories and label in the moment when children are being a hero</p> <p>Carefully observe and monitor children and the environment to ensure there are open ended opportunities for independence</p> <p>Share celebrations with parents so that children can continue to be independent at home.</p> |


Around 3 years

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| <p>I can use the toilet and wash my hands independently, most of the time</p> <p>I can use my fine motor skills to do up buttons and zips</p> | <p>Encourage children to make their own decisions about what they need to wear taking time to think about the weather or activity</p> <p>Make sure there is enough time for children to complete self- care routines independently</p> <p>Provide core experiences such as gardening, cooking, egg hatching to think about hygiene and keeping ourselves safe</p> <p>Provide regular reminders about thorough handwashing and toileting</p> <p>Have opportunities to practise buttons, zips etc. in the continuous provision. Extend this to include jars, bottle tops buckles</p> <p>Praise their efforts and record the process. Reflect with the child remembering when they used to find something tricky that they can now do well.</p> <p>Share photographs on Tapestry to celebrate success with parents and carers</p> |
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| Curriculum Goal: I can use single handed tools independently | |
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| Milestone | Adult and Environment |
| I can reach out for different objects and pass things from one hand to another. | Provide simple cause and effect resources to explore – lifting flaps, pushing buttons and posting Provide lots of opportunities for children to be outside and make big movements Lots of materials to encourage large motor movements e.g. sprinkling, throwing, spreading paint, gluing Help children to be aware of their bodies through touch and movement Support the children with managing risk when exploring how they use their body Sit face to face with the child, model playing with toys and passing them back and forth |
| I can use my hands singly and together to manipulate objects | Provide lots of opportunities for children to be outside and make big movements Lots of materials to encourage large motor movements e.g. sprinkling, throwing, spreading paint, gluing Provide lots of things to grasp, hold, squeeze and explore Provide a consistent area for malleable materials (dough, gloop, foam) Provide a continuous provision of simple tools to push, print and stamp Encourage children to practise squeezing or pumping out their own paint |
| I can start making connections between my movements and what happens e.g. mark making, snipping | Play active games that involve big movement – e.g. wheeled toys, climbing frames, digging Find and create opportunities for children to make things happen through their own actions e.g. mark making, filling and emptying Provide objects for children to manipulate – e.g. Duplo, loose parts, natural objects, playdough Provide a creative area with opportunities to paint and draw extending to using brushes, rollers and stamps Introduce new parts to the continuous provision at family time and model how to use them Go on an outing to the woods to collect natural mark making tools such as sticks and pine cones Model making marks in mud and sand outside Introduce basic spring scissors and resources to snip (dough, card strips, straws) Record and monitor what is happening in the learning spaces and make enhancements when the children are ready Use family time to enjoy make making to music (write dance) and dough gym |
| I am getting better at using different tools e.g. shaking a tambourine, pouring from a jug I might be showing a preference for a preferred hand <div> Around 3 years </div> | Provide a safe space where children can explore using their bodies to climb, balance, stretch, twist and turn Make sure there is a range of tools, loose parts and construction equipment to encourage manipulative skills Children are guided and supported to use tools independently and are offered a range for different abilities such as scissors and larger mark making tools. Introduce learning hero's and labelling when children are being a hero (Risky Rupee – Try something new, Mavis monkey – Problem to solve) Allow children to access the snack bar independently alongside an adult and allow time for children to think about what they need. Provide milk and water in jugs for children to pour into open cups to drink Provide lots of opportunities in the water mud and sand areas to experiment with pouring into different size containers Model writing and drawing and needing to do so throughout the day Provide fun mark making activities such as 'Write dance' where children can move to music as they make marks Record and monitor what is happening in the learning spaces enhancing them when the children are ready Invite a musical performance for the children to enjoy such as 'Earthsong' to inspire the children to make music and try new instruments |

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| <p>I can use different tools and equipment in one hand e.g. brushes, scissors, pens</p> <p>I am beginning to use a pen or a pencil to write with a purpose</p> <p>I can form some recognisable shapes and letters</p> | <p>Provide activities that practise manipulative skills e.g. cooking, clay, instruments</p> <p>Encourage the children to select and use tools independently and safely</p> <p>Visit Anstey School playground taking play equipment such as hoops, balls and bean bags</p> <p>Encourage children to move with control e.g. beanbags, balls, cones, hoops</p> <p>Introduce a topic based on the children's interests and provide opportunities to make models in the junk modelling using a wide range of resources.</p> <p>Provide a block wood work sessions so that children can make a model using real tools</p> <p>Provide gardening opportunities using different tools</p> <p>Take part in a musical performance playing instruments or learning a dance routine</p> <p>Use dance movement so practice moving arms up, down and crossing over</p> <p>Provide exciting activities which motivate children to have a go at forming simple shapes such as circles and lines</p> <p>Demonstrate the importance of children writing their name and labelling their work</p> <p>Model needing to write and using pens and pencils effectively</p> |
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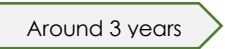
| Curriculum Goal: I can retell a known story | |
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| Milestone | Adult and Environment |
| I love listening to songs and rhymes and sharing books with an adult | <p>Attend home visit to find out the child's favourite songs and rhymes at home</p> <p>Daily routine will include songs and rhymes and stories. Children will be encouraged to come together with adults and listen and join in.</p> <p>Use the same song everyday as part of the routine 'Hello song' 'Goodbye song' 'Roly Poly'</p> <p>Share songs the children are singing and stories the children are enjoying on the Wonder Wall weekly</p> <p>Record a video of an adult singing favourite songs along with actions or Makaton signs to share on Tapestry with the parents</p> |
| I am starting to join in with actions and sounds in familiar songs and stories | <p>Support and respond to gestures and movements as children learn to anticipate and join in with rhymes</p> <p>Leave pauses after words in stories to encourage children to begin to repeat them</p> <p>Provide puppets and props for the children to hold and share when singing with an adult</p> <p>Repeat favourite rhymes again and again being guided by the child</p> <p>Provide a limited choice of singing spoons or visuals so that children can begin to request a favourite rhyme</p> <p>Provide a cosy area for singing and story snuggling with blankets and cushions</p> <p>Provide interactive books with flaps to lift and touch and feel experiences and model enjoyment and excitement when reading</p> |
| <p>I have some favourite stories and songs and I can repeat and use actions, words and phrases from them</p> <p>Around 3 years</p> | <p>Favourite books will always be available for children to enjoy. These will also be shared with parents on the wonder wall and on Tapestry.</p> <p>Puppets, story sacks and props will be available.</p> <p>An increased range of wooden spoons and props available to support children to select their favourite rhyme</p> <p>Local visits will be used to enhance the experiences of engaging with stories such as a visit to the woods at Anstey School to link in with Goldilocks, three pigs, Gruffalo.</p> <p>Use stories that provide easy opportunities for the children to join in such as 'There's a shark in the Park'</p> <p>Use different voices to tell stories and encourage children to join in</p> <p>Introduce simple story sacks or story boxes</p> |
| I can join in with repeated phrases, and anticipate what might happen next in a story | <p>Encourage children to use and extend the stories they hear in the play, using props and dressing up clothes</p> <p>When reading a familiar story, pause and encourage the children to say the next word or phrase</p> <p>Link everyday experiences to familiar stories such as finding a worm in the garden and wondering if it is Superworm</p> <p>Provide different ways for the children to begin to choose a story for the class to share such as voting</p> <p>Have a 'We would like to sing/read...' area for the children to be part of class planning</p> <p>Find alternative versions of favourite stories</p> |
| I can use what I know about stories to retell familiar stories and make up my own | <p>Talk about the characters and events in the story</p> <p>Draw a story map</p> <p>Provide sequence cards of familiar stories</p> <p>Enhance role-play areas to include opportunities to act out a favourite story or dance along to a favourite musical performance</p> <p>Encourage the children to come up with alternative endings</p> <p>Talk about how the characters and compare with their own experiences</p> <p>Explore an author of a favourite book and visit the library to find another of their books to share</p> <p>Provide story stones to begin to make up new stories</p> <p>Invite in a visitor to read a story to the children</p> <p>Take part in a simple play making props and thinking about costumes</p> |

| Curriculum Goal: I can understand and use numbers to 5 in different ways | |
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| Milestone | Adult and Environment |
| <p>I can notice changes to amounts in a group e.g. if you build a tower of 3 and take one away</p> <p>I like to take part in finger rhymes with numbers</p> | <p>Provide a number line in the environment with visuals representing each numeral to count</p> <p>Play peek-a-boo hiding games with toys and people</p> <p>Use key words with Makaton such as 'more' for a child to request more (food/resource)</p> <p>Add objects and draw attention to the change in amount – modelling more</p> <p>Provide small groups of the same objects in the environment</p> <p>Provide finger puppets to use with counting rhymes</p> <p>Start simple such as repeating the song 'One little finger' before moving on to 'Two little fingers'</p> |
| <p>I can say some counting words and pretend to count.</p> <p>I can sometimes give you one or two objects when asked.</p> | <p>Sing lots of number rhymes and provide finger/hand puppets, props and books</p> <p>Use number words and counting as part of the daily routine such as counting the children in the class</p> <p>Model counting and the need to do throughout the day (counting cups at snack bar)</p> <p>Provide opportunities for children to help with jobs "Could you find two spoons please"</p> <p>Provide prompt visuals around the environment displaying different characteristics such as size, shape, amount, numeral, colour</p> <p>Have a number of resources in the environment to count back at tidy time</p> |
| <p>I am beginning to say number words in order and can take or give two or three objects from a group</p> <p>I am beginning to count on my fingers</p> <div>  </div> | <p>Talk about lots, more and not many and not enough through play</p> <p>Add more bricks to a tower, eating things up in snack and talk about the amounts</p> <p>Provide photograph prompts of models to build showing how many blocks you need</p> <p>Count and say number words in order as part of the daily routine – children on the carpet, cups for snack</p> <p>Record number in different ways such as using a tally or representing an amount by building a tower</p> <p>Sing number rhymes 'Ten in a bed' and 'Ten fat sausages' using fingers to count down from ten to none</p> <p>Model golden rule 'stop and think' before completing a task</p> |
| <p>I can point and touch each item saying 1,2,3,4,5 and know that the last number I reach tells me how many there are</p> <p>I can subitise up to 3 objects.</p> | <p>Encourage the children to make collections</p> <p>Visit the woods with a clear purpose such as finding ten sticks</p> <p>Represent quantity in many different ways for example using multi-link, Numicon, blocks and marks</p> <p>Use opportunities to count on fingers</p> <p>Point out the number of things e.g. 4 chairs, rather than chairs</p> <p>Follow a simple instruction card to make a model finding everything you will need</p> <p>Play playground games such as hopscotch and skittles</p> <p>Provide role-play opportunities where children can act out real life counting experiences such as shopping</p> |

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| <p>I am beginning to understand that numbers are made up of smaller numbers and can solve practical problems e.g. laying the table to 4 people</p> | <p>Encourage children to share objects with a friend or fruits at snack Uses the daily routine to support children's developing sense of number e.g. tidy up time Model and encourage counting and representing number within role play Encourage children to use their fingers to show an amount Use rhymes and stories to look at numbers e.g. 1 more or 1 less Encourage children to count out a number of things from a larger group e.g. 4 bricks for the tower Play games that are for an amount of people (four players) Model different ways to wait for a turn such as writing your name on a list Go on an outing to the local shop (Waitrose) to buy an amount of items Cook something such as pizza and cut out the right amount of slices Share in detail more complex stories that consider size and quantity such as 'A Squash and a squeeze' and 'The enormous turnip'</p> |
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Curriculum Goal: I can show curiosity, ask questions and wonder out loud

| Milestone | Adult and Environment |
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| I am interested in exploring my immediate environment and like to repeat actions that have an effect | Attend home visit to find out children likes and dislikes when playing inside and outside. Provide a basic but exciting continuous provision based on the children's interests. Provide resources that have a cause-and-effect element such as buttons, flaps, shakers and sensory play. Closely observe children as they interact with the environment making simple comments and copying their actions. Add an element of anticipation by adding a "ready steady go" before repeating an action. |
| I am interested in exploring new and familiar experiences and finding out using different ways e.g. looking, feeling, tasting, shaking | Closely monitor learning spaces and record what you notice the children doing. Record children's interests and schemas on the wonder Wall and make enhancements to continuous provision to reflect what has been seen. Demonstrate exploring new sensory activities during family/bucket time. Model different tools before adding them to continuous provision. Use dry and wet foods to explore taste and smell both during play to learn and at snack time. Use play commentary alongside Makaton for key words. Play closely alongside the children coming down to their level and praise them for having a go or giving something a try. Visit the ball pool and the sensory room to spend time in different environments. Repeat favourite experiences again and adding one new element each time. |
| I can talk about what I explore and investigate. (this may be non-verbal) <div> <div></div> <div>Around 3 years</div> </div> | Model and encourage language for thinking by using phrases like "I wonder, what if, I have an idea" Introduce new key words related to a particular schema or interest and focus all staff on using these. Examples could be "push pull" or "Empty full" Record these wonder words on the Wonder Wall to share with the parents and carers. Use Makaton alongside key words. Display photographs of children playing and place them alongside linking continuous provision. Provide resources in an investigation area that have a theme such as 'spiky and smooth" and model investigation using descriptive language. Visit the woods at Anstey School and collect items to bring back and explore. Organise collection boxes for the children to use with their parents when walking to school. |
| I like to explore how things work and ask appropriate questions | Provide a range of resources for construction that use different ways to fit together. This could be Lego, Magnets, Velcro, hole-punches and threading or large building blocks. Provide resources that link to using technology such as cameras, mobile phones, shopping tills and keyboards. Use wind-up toys, pull back cars and devices to record voices. Demonstrate their use and show excitement in playing with them. Organise an outing to the local shop or to Alton Library where children can experience using a library card to borrow a book or put items through a till. |
| I can make connections with things I know or something I have seen before | Make enhancements to the role play area to reflect real life experiences such as a shop, a school, a library, a home setting, a restaurant or a cinema. Model acting out these experiences with the children using available props and costumes. Organise cooking activities where children follow a recipe and use a timer to bake in the oven. Draw a map to a destination and then go on a walk. Notice different things in the environment such as road signs and traffic lights and discuss what they are used for. Invite in a guest speaker such as a policeman to teach the children about their role and the tools that they use. Provide opportunities at the end of the session for reflection time where children can share their thinking, discuss their learning and plan new experiences Model using 'and' and 'because' to explain thinking. Model making connections e.g. something we may have read in a story and vocabulary |

| Curriculum Goal: I can use my imagination to create | |
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| Milestone | Adult and Environment |
| I will respond to the world around me e.g. sounds, movements, people, emotions | Attend a home visit to start a relationship with the child and their family. Display photographs of staff and children in the class base on a family wall, pegs and names. Greet children warmly coming down to their level and be responsive to their reactions. Use a range of facial expressions and label different emotions in the moment. Use emotion visuals displayed around the room and on staff lanyards. Closely observe children noticing their likes and dislikes and recording them on the Sparks board. Provide a simple but exciting continuous provision that reflects the children's interests and schemas. |
| I am starting to pretend e.g. pretending to lie down and sleep, pretending to sip from a cup | Provide a role play/home corner area with a few simple resources to begin to pretend and model this with the children. Use similar experiences in the mud and sand areas to offer a slightly different experience. Share simple stories read in a way that is suitable to the children and begin to use voices for different characters. Sing a variety of songs with actions such as 'Sleeping bunnies' and 'Walking through the jungle'. Model making different sounds such as animal and vehicle sounds during play. Provide exciting bucket time activities such as cake splat and raining on me. Provide a simple creative area with one resource to explore at a time such as 'paint' |
| I pretend that one object represents another. I can express myself through actions and sounds | Notice what the children are doing in the area and record on the area sheets. Enhance areas when the children are ready such as adding rollers to the paint or a telephone to the home corner Have lots of flexible and open-ended resources for children's imaginative play e.g. loose parts Model describing and comparing such as during a flour shake, commenting "It is like snow...Its snowing" Be expressive when pretending and model being slightly silly and fun. Use different malleable resources to pretend to cook and show enthusiasm and excitement. Sing interactive songs such as 'Five currant buns' where the children can act as the buns. Provide a simple range of musical instruments and demonstrate using them to sing and dance to music. Make lots of expressive sounds during play changing voices to match the activity. |
| I am starting to use my imagination when thinking about what I can do with different materials  | Introduce new resources and tools during family/bucket time and model having an idea or something you really want to do. Demonstrate trying different methods and show something working or not working. Wonder out loud a new way to complete the task. Introduce learning hero visuals and basic words and phrases. Notice when the children are being a learning hero and celebrate this. Place prompts and idea cards in the creative and construction areas to give children a first step towards having an idea of their own. Praise and value children's ideas by acting on them including them in the planning 'We would like to make...' |
| I can use my imagination based on my own ideas and experiences, through role play, art, dance and music to express my ideas and feeling | Closely observe children noticing what they are enjoying in the learning areas. Allow children to record their ideas on the planning wall 'We would like to...' Ensure the children have all the resources they need in the continuous provision to be able to complete an idea or act out an experience. Provide plenty's of opportunities for children to explore stories using props, and using different media in the creative areas. Provide a range of musical instruments and opportunities to dance and sing. Plan a small performance where children practice acting or dancing together. Provide a range of sensory activities to explore taste, touch and smell linked to a theme. Organise clay modelling and wood work sessions for the children to make something practical or creative. Model drawing out a plan of what you are going to make and then thinking about what you are going to need before you start. Invite a guest performance in to perform for the children such as a puppet show or Earthsong music. |





Progression in phonics / early reading / vocabulary skills

| Auditory discrimination and memory The sounds that we hear The sounds that we say | Visual discrimination and memory The shapes that we see | Key reading behaviours | Vocabulary |
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| Listening and attention Familiar sounds Musical sounds | Matching familiar shape/ object copying and matching noises and sounds | Handles books with care, engage in storytelling/ music making activities | Using up to 10 single words but many not be clear Naming objects |
| Phonological awareness Rhythm, beat and movement | Copying, matching and sequencing patterns of actions and sounds matched to visual images | Join in with stories, songs and rhymes and can turn pages from front to back | Using around 50 words Putting two words together Using nouns, verbs, adjectives |
| Rhyme | | | Learns new words rapidly Using up to 200 words in simple sentences |
| Phonemic awareness Alliteration | Reading and recognising letters in own name and in other situations. Creating own patterns and symbols matched to words and actions | Find beginning and end in a book, and talk about known stories | Using more complex sentences and linking thoughts and ideas |
| Oral blending Oral segmenting | | | Using a wide range of vocabulary linked to things that are important to them |

Early Reading (Year R)

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| Blending Segmenting | Recognising letter-sound correspondences Recognising some common exception words | Pointing to words with 1:1 correspondence | Participate in conversations, offering ideas Using recently introduce vocabulary from stories, non-fiction, rhymes and poems |
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Progression in mark making / writing

| Handwriting | Pencil grip | Spelling | Writing content |
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| Start making connections between movements and what happens (mark making) |  Palm | | |
| Scribbling / drawing |  Digital pronate | | Distinguishes between different marks they make |
| Mock handwriting – e.g. wavy lines |  Static tripod | | Gives meaning to their marks |
| Circles, lines, letter like forms |  Dynamic tripod | orally segmenting | Gives meaning to their marks, some letter like forms to communicate meaning |

Writing (Year R)

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| Letter shapes | | Uses some initial sounds | Recognisable letters to communicate meaning |
| Recognisable letters | | Uses dominant sounds | Labels and captions |
| | | Phonetically plausible spelling (phase 2 some phase 3) | Simple sentences |
| Recognisable letters, most of which are correctly formed | | Phonetically plausible spelling (phase 2 & phase 3) | Simple sentences that can sometimes be read by others |
| | | Common words spelt correctly | Simple sentences that can be read by others |

Medium Term Planning Ideas –

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| <u>Environment Enhancements:</u> | <u>Role of the Adult :</u> | <u>Family Time:</u> |
| <u>Health, Wellbeing & Relationships</u> | <u>Songs and Rhymes:</u> | <u>Story Time:</u> |
| <u>Local or National Events:</u> | <u>Out of Nursery Experiences and Visitors:</u> | <u>Parent Engagement:</u> |