

Earlier Foundation Stage

Focus	Sounds and handwriting	Stepping Stones	Possible resources/activities	Possible links with other areas of learning
Storytelling [reading and talk] e.g. Tell me a story	Sounds Stepping Stones Linking sounds and letters (yellow, blue, green) p.60-61 <i>Progression in phonics</i> Step 1 General sound discrimination Speech sound discrimination Rhythm and rhyme Alliteration Step 2 Rhyming string Hear and say initial phonemes Handwriting Stepping Stones (yellow, blue, green) p.66-67 <i>Developing early writing</i> p.156-164	Language for communication p.50-53 (yellow, blue, green) Language for thinking p.58-59 (blue, green) Reading p.62-63 (yellow, blue)	Retell and create using: <ul style="list-style-type: none"> ▪ story boxes ▪ props and puppets ▪ sequencing cards and pictures ▪ role-play/home corner (dressing-up) ▪ circle stories, storyteller's chair ▪ masks and story maps 	Creative development, e.g. <i>use their imagination in role play and stories, empathising with characters</i>
Book: narrative [reading, responding and awareness of print] e.g. Reading together		Language for communication p.50-53 (yellow, blue, green) Language for thinking p.58-59 (green) Reading p.62-63 (yellow, blue, green)	<ul style="list-style-type: none"> ▪ Big books and multiple copies ▪ Taped stories ▪ Hot seating and freeze framing ▪ Key questions related to text ▪ Pointy sticks 	Personal, social and emotional development – according to content of story
Rhyme [reading, talking and joining in] e.g. Rhyme time		Language for communication p.50-51 (yellow) Language for communication p.52-53 (blue, green) Reading p.62-63 (yellow, blue, green)	<ul style="list-style-type: none"> ▪ Poetry posters and rhyme cards ▪ Musical instruments/voice ▪ Movement sequences/drama ▪ Text marking ▪ Matching words of interest 	Creative development, e.g. <i>make simple musical instruments and use to accompany rhymes</i>
Print culture [reading and writing] e.g. Words, words, words, Words around us		Language for communication p.52-53 (yellow, blue, green) Reading p.62-63 (yellow, blue, green) Writing p.64-65 (yellow, blue, green)	<ul style="list-style-type: none"> ▪ Environmental print (labels and signs) ▪ Familiar print (lunchboxes, birthday badges, logos, greeting cards) ▪ Comics 	Knowledge and understanding of the world, e.g. <i>when taken on a print safari they are observant about their environment, they talk about what they see</i>
Objects and materials to stimulate interest [talk] e.g. Look what I've got!		Language for communication p.48-49, p.52-53, p.53-54, p.54-55 (yellow, blue, green)	<ul style="list-style-type: none"> ▪ Topic related artefacts and objects, e.g. toy collections, photos, interest table ▪ Show and tell ▪ Activities and games to extend vocabulary ('Guess my object') ▪ Barrier games ▪ Describing, explaining, questioning and problem-solving 	Knowledge and understanding of the world, e.g. <i>use their senses to explore and investigate objects – begin to recognise/talk about similarities and differences</i>

Focus	Sounds and handwriting	Stepping Stones	Possible resources/activities	Possible links with other areas of learning
'All about me' [writing]	Sounds Stepping Stones Linking sounds and letters (yellow, blue, green) p.60-61 <i>Progression in phonics</i>	Language for communication p.52-53, p54-55 (yellow, blue, green) Reading p.62-63 (yellow, blue, green) Writing p.64-65 (yellow, blue, green)	<ul style="list-style-type: none"> Photographs/portraits (to label) Zigzag books 'Passports' Personal timelines 	Personal, social and emotional development, e.g. <i>they talk about the people and pets in their home, draw pictures; talk about their baby/toddler photographs</i>
Outdoor space [handwriting] e.g. Inside/Outside	Step 1 General sound discrimination Speech sound discrimination Rhythm and rhyme Alliteration Step 2	Language for communication p.52-53 (yellow, blue, green) Handwriting p.66-67 (yellow, blue, green)	<ul style="list-style-type: none"> Mark making on the ground/walls (water, mud, chalks) finger painting Salt, sand, foam and grain trays Bead threading, construction Stick twirling and ball games (see <i>Developing early writing</i>) 	Physical development, e.g. <i>have opportunities to develop gross and fine motor control</i>
Visit/Visitors [reading and writing] e.g. Shop safari, Let's go to the library	Rhyming string Hear and say initial phonemes Handwriting Stepping Stones (yellow, blue, green) p.66-67	Language for communication p.52-55 (yellow, blue, green) Language for thinking p.56-59 (yellow, blue, green) Reading p.62-63 (yellow, blue, green) Writing p.64-65 (yellow, blue, green)	<ul style="list-style-type: none"> Posters, invitations, letters to parents/carers Photographs to talk about, sequence and write captions Maps, postcards, books 	Knowledge and understanding of the world, e.g. <i>talk readily about features in their immediate locality</i>
Seasonal/cultural interest [reading: non-fiction] e.g. Here and now	<i>Developing early writing</i> p.156-164	Language for communication p.48-49, p.50-51, p.52-53, p.54-55 (yellow, blue, green) Language for thinking p.56-59 (yellow, blue, green) Reading p.62-63 (yellow, blue, green)	<ul style="list-style-type: none"> 3D collections/tables of interest/displays with accompanying information books, labels, questions, cards, packets, adverts Writing cards, making labels Big information books/sets Instructions and captions CDROMs Web sites 	Mathematical development Knowledge and understanding of the world Creative development
Talk for thinking e.g. Doing and making		Language for communication p.52-55 (yellow, blue, green) Language for thinking p.56-59 (yellow, blue, green)	<ul style="list-style-type: none"> Malleable play (dough, clay, etc.) Sand and water trays Design and make (construction kits, toys, junk modelling) Cooking Colour mixing Describing, explaining, questioning and problem-solving 	Physical development, e.g. <i>handle tools, objects, construction and malleable materials safely and with increasing control</i> Knowledge and understanding of the world, e.g. <i>build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary</i>

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<p>Sounds and handwriting</p>		<p>Language for communication, thinking and reading</p>
<p>Sounds Stepping Stones Linking sounds and letters p.60-61 Yellow:</p> <ul style="list-style-type: none"> ▪ Enjoy rhyming and rhythmic activities ▪ Distinguish one sound from another <p>Blue:</p> <ul style="list-style-type: none"> ▪ Show awareness of rhyme and alliteration ▪ Recognise rhyme in spoken words <p>Green:</p> <ul style="list-style-type: none"> ▪ Continue a rhyming string ▪ Hear and say the initial sound in words and know which letters represent some of the sounds <p>Handwriting Stepping Stones p. 66-67 Yellow:</p> <ul style="list-style-type: none"> ▪ Engage in activities requiring hand-eye coordination ▪ Use one-handed tools and equipment <p>Blue:</p> <ul style="list-style-type: none"> ▪ Draw lines and circles using gross motor movement ▪ Manipulate objects with increasing control <p>Green:</p> <ul style="list-style-type: none"> ▪ Begin to use anticlockwise movement and retrace vertical lines ▪ Begin to form recognisable letters <p><i>Progression in phonics</i> Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration Step 2 Learning objectives Rhyming string, Hear and say initial phonemes</p> <p><i>Developing early writing p.156-164</i></p>		<p>Stepping Stones Language for communication p.50-51 Yellow:</p> <ul style="list-style-type: none"> ▪ Listen to favourite nursery rhymes, stories and songs. Join in with repeated refrains, anticipating key events and important phrases ▪ Respond to simple instructions ▪ Listen to others in one-to-one/small groups when conversation interests them <p>Blue:</p> <ul style="list-style-type: none"> ▪ Listen to stories with increasing attention and recall ▪ Describe main story settings, events and principal characters ▪ Question why things happen, and give explanations <p>Green:</p> <ul style="list-style-type: none"> ▪ Initiate a conversation, negotiate positions, pay attention to and take account of others' views <p>Language for communication p.52-53 Yellow:</p> <ul style="list-style-type: none"> ▪ Use familiar words, often in isolation, to identify what they do and do not want ▪ Use vocabulary focused on objects and people who are of particular importance to them <p>Blue:</p> <ul style="list-style-type: none"> ▪ Build up vocabulary that reflects the breadth of their experiences ▪ Begin to experiment with language describing possession <p>Green:</p> <ul style="list-style-type: none"> ▪ Extend vocabulary, especially by grouping and naming ▪ Use vocabulary and forms of speech that are increasingly influenced by experience of books <p>Language for thinking p.56-59 Blue:</p> <ul style="list-style-type: none"> ▪ Use talk, actions and objects to recall and relive past experiences <p>Green:</p> <ul style="list-style-type: none"> ▪ Begin to use talk to pretend imaginary situations <p>Reading p.62-63 Yellow:</p> <ul style="list-style-type: none"> ▪ Listen to and join in with stories and poems, one-to-one and also in small groups ▪ Begin to be aware of the way stories are structured <p>Blue:</p> <ul style="list-style-type: none"> ▪ Suggest how the story might end

<p>Book: narrative [reading, responding and awareness of print] e.g. Reading together</p>	<p>Possible resources/activities</p> <ul style="list-style-type: none"> ▪ Big book and multiple copies ▪ Taped stories ▪ Hot seating and freeze framing 	<p>Possible links with other areas of learning Personal, social and emotional development - according to content of story</p>
<p>Sounds and handwriting</p>		<p>Language for communication, thinking and reading</p>
<p>Sounds Stepping Stones Linking sounds and letters p.60-61 Yellow:</p> <ul style="list-style-type: none"> ▪ Enjoy rhyming and rhythmic activities ▪ Distinguish one sound from another <p>Blue:</p> <ul style="list-style-type: none"> ▪ Show awareness of rhyme and alliteration ▪ Recognise rhyme in spoken words <p>Green:</p> <ul style="list-style-type: none"> ▪ Continue a rhyming string ▪ Hear and say the initial sound in words and know which letters represent some of the sounds <p>Handwriting Stepping Stones p. 66-67 Yellow:</p> <ul style="list-style-type: none"> ▪ Engage in activities requiring hand-eye coordination ▪ Use one-handed tools and equipment <p>Blue:</p> <ul style="list-style-type: none"> ▪ Draw lines and circles using gross motor movement ▪ Manipulate objects with increasing control <p>Green:</p> <ul style="list-style-type: none"> ▪ Begin to use anticlockwise movement and retrace vertical lines ▪ Begin to form recognisable letters 	<p>Progression in phonics Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration Step 2 Learning objectives Rhyming string, Hear and say initial phonemes</p> <p>Developing early writing p.156-164</p>	<p>Stepping Stones Language for communication p.50-51 Yellow:</p> <ul style="list-style-type: none"> ▪ Listen to favourite nursery rhymes, stories and songs. Join in with repeated refrains, anticipating key events and important phrases ▪ Respond to simple instructions ▪ Listen to others in one-to-one/small groups when conversation interests them <p>Blue:</p> <ul style="list-style-type: none"> ▪ Listen to stories with increasing attention and recall ▪ Describe main story settings, events and principal characters ▪ Question why things happen, and give explanations <p>Green:</p> <ul style="list-style-type: none"> ▪ Initiate a conversation, negotiate positions, pay attention to and take account of others' views ▪ Use familiar words, often in isolation, to identify what they do and do not want ▪ Use vocabulary focused on objects and people who are of particular importance to them <p>Language for communication p.52-53 Blue:</p> <ul style="list-style-type: none"> ▪ Build up vocabulary that reflects the breadth of their experiences ▪ Begin to experiment with language describing possession ▪ Extend vocabulary, especially by grouping and naming <p>Green:</p> <ul style="list-style-type: none"> ▪ Use vocabulary and forms of speech that are increasingly influenced by experience of books ▪ Extend their vocabulary, exploring the meanings and sounds of new words <p>Language for thinking p.58-59 Green:</p> <ul style="list-style-type: none"> ▪ Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another <p>Reading p.62-63 Yellow:</p> <ul style="list-style-type: none"> ▪ Listen to and join in with stories and poems, one-to-one and also in small groups ▪ Show interest in illustrations and print in books and print in the environment ▪ Begin to be aware of the way stories are structured <p>Blue:</p> <ul style="list-style-type: none"> ▪ Have favourite books ▪ Handle books carefully ▪ Suggest how the story might end ▪ Know information can be relayed in the form of print ▪ Hold books the correct way up and turn pages ▪ Understand the concept of a word <p>Green:</p> <ul style="list-style-type: none"> ▪ Enjoy an increasing range of books or ▪ Begin to recognise some familiar words

<p>Rhyme [reading, talking and joining in] e.g. Rhyme time</p>	<p>Possible resources/activities</p> <ul style="list-style-type: none"> Poetry posters and rhyme cards Musical instruments/voice Movement sequences/drama 	<p>Possible links with other areas of learning</p> <p>Creative development</p> <ul style="list-style-type: none"> e.g. <i>make simple musical instruments and use to accompany rhymes</i>
<p>Sounds and handwriting</p>		<p>Language for communication, thinking and reading</p>
<p>Sounds</p> <p>Stepping Stones Linking sounds and letters p.60-61</p> <p>Yellow:</p> <ul style="list-style-type: none"> Enjoy rhyming and rhythmic activities Distinguish one sound from another <p>Blue:</p> <ul style="list-style-type: none"> Show awareness of rhyme and alliteration Recognise rhyme in spoken words <p>Green:</p> <ul style="list-style-type: none"> Continue a rhyming string Hear and say the initial sound in words and know which letters represent some of the sounds <p>Handwriting</p> <p>Stepping Stones p. 66-67</p> <p>Yellow:</p> <ul style="list-style-type: none"> Engage in activities requiring hand-eye coordination Use one-handed tools and equipment <p>Blue:</p> <ul style="list-style-type: none"> Draw lines and circles using gross motor movement Manipulate objects with increasing control <p>Green:</p> <ul style="list-style-type: none"> Begin to use anticlockwise movement and retrace vertical lines Begin to form recognisable letters 	<p>Progression in phonics</p> <p>Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration</p> <p>Step 2 Learning objectives</p> <p>Rhyming string, Hear and say initial phonemes</p> <p>Developing early writing p.156-164</p>	<p>Stepping Stones Language for communication p.50-51</p> <p>Yellow:</p> <ul style="list-style-type: none"> Listen to favourite nursery rhymes, stories and songs. Join in with repeated refrains, anticipating key events and important phrases <p>Language for communication p.52-53</p> <p>Yellow:</p> <ul style="list-style-type: none"> Use familiar words, often in isolation, to identify what they do and do not want Use vocabulary focused on objects and people who are of particular importance to them <p>Blue:</p> <ul style="list-style-type: none"> Build up vocabulary that reflects the breadth of their experiences Begin to experiment with language describing possession <p>Green:</p> <ul style="list-style-type: none"> Extend their vocabulary, especially by grouping and naming Use vocabulary and forms of speech that are increasingly influenced by experience of books <p>Reading p.62-63</p> <p>Yellow:</p> <ul style="list-style-type: none"> Listen to and join in with stories and poems, one-to-one and also in small groups Show interest in illustrations and print in books and print in the environment Begin to be aware of the way stories are structured <p>Blue:</p> <ul style="list-style-type: none"> Have favourite books Handle books carefully Hold books the correct way up and turn pages Understand the concept of a word <p>Green:</p> <ul style="list-style-type: none"> Begin to recognise some familiar words

<p>Print culture [reading and writing] e.g. Words, words, words, Words all around us</p>	<p>Possible resources/activities</p> <ul style="list-style-type: none"> ▪ Environmental print (labels and signs) ▪ Familiar print (lunchboxes, birthday badges, logos, greeting cards) ▪ Comics 	<p>Possible links with other areas of learning Knowledge and understanding of the world</p> <ul style="list-style-type: none"> ▪ e.g. <i>when taken on a print safari, they are observant about their environment, they talk about what they see</i>
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<p>Objects and materials to stimulate interest [talk] e.g. Look what I've got!</p>	<p>Possible resources/activities</p> <ul style="list-style-type: none"> ▪ Topic related artefacts and objects, e.g. toy collections, photos, interest table ▪ Show and tell ▪ Activities to develop vocabulary ('Guess my object') ▪ Barrier games ▪ Describing, explaining, questioning, and problem-solving ▪ Practitioner demonstrating writing, and scribing for the children 	<p>Possible links with other areas of learning Knowledge and understanding of the world</p> <ul style="list-style-type: none"> ▪ e.g. <i>use their senses to explore and investigate objects – begin to recognise/talk about similarities and differences</i>
<p>Sounds and handwriting</p>		<p>Language for communication, thinking and reading</p>
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<p>'All about me' [writing]</p>	<p>Possible resources/activities</p> <ul style="list-style-type: none"> Photographs/portraits (to label) Zig zag books 'Passports' Personal timelines 	<p>Possible links with other areas of learning</p> <p>Personal, social and emotional development</p> <ul style="list-style-type: none"> e.g. <i>they talk about the people and pets in their home, draw pictures, talk about their baby/toddler photographs</i>
<p>Sounds and handwriting</p>		<p>Language for communication, thinking and reading</p>
<p>Sounds</p> <p>Stepping Stones Linking sounds and letters p.60-61</p> <p>Yellow:</p> <ul style="list-style-type: none"> Enjoy rhyming and rhythmic activities Distinguish one sound from another <p>Blue:</p> <ul style="list-style-type: none"> Show awareness of rhyme and alliteration Recognise rhyme in spoken words <p>Green:</p> <ul style="list-style-type: none"> Continue a rhyming string Hear and say the initial sound in words and know which letters represent some of the sounds <p>Handwriting</p> <p>Stepping Stones p. 66-67</p> <p>Yellow:</p> <ul style="list-style-type: none"> Engage in activities requiring hand-eye coordination Use one-handed tools and equipment <p>Blue:</p> <ul style="list-style-type: none"> Draw lines and circles using gross motor movement Manipulate objects with increasing control <p>Green:</p> <ul style="list-style-type: none"> Begin to use anticlockwise movement and retrace vertical lines Begin to form recognisable letters 	<p>Progression in phonics</p> <p>Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration</p> <p>Step 2 Learning objectives</p> <p>Rhyming string, Hear and say initial phonemes</p> <p>Developing early writing p.156-164</p> <p>Stepping Stones Language for communication p.52-53</p> <p>Yellow:</p> <ul style="list-style-type: none"> Use familiar words, often in isolation, to identify what they do and do not want Use vocabulary focused on objects and people who are of particular importance to them <p>Blue:</p> <ul style="list-style-type: none"> Build up vocabulary that reflects the breadth of their experiences Begin to experiment with language describing possession <p>Green:</p> <ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming Use vocabulary and forms of speech that are increasingly influenced by experience of books <p>Language for communication p.54-55</p> <p>Yellow:</p> <ul style="list-style-type: none"> Use isolated words and phrases and/or gestures to communicate with those well known to them <p>Blue:</p> <ul style="list-style-type: none"> Begin to use more complex sentences Use a widening range of words to express or elaborate ideas <p>Green:</p> <ul style="list-style-type: none"> Link statements and stick to a main theme or intention Consistently develop a simple story, explanation or line of questioning Use language for an increasing range of purposes Confidently talk to people other than those who are well known to them <p>Reading p.62-63</p> <p>Yellow:</p> <ul style="list-style-type: none"> Show interest in illustrations and print in books and print in the environment <p>Blue:</p> <ul style="list-style-type: none"> Handle books carefully Know information can be relayed in the form of print Understand the concept of a word <p>Green:</p> <ul style="list-style-type: none"> Know that information can be retrieved from books and computers <p>Writing p.64-65</p> <p>Yellow:</p> <ul style="list-style-type: none"> Draw and paint, sometimes giving meanings to marks <p>Blue:</p> <ul style="list-style-type: none"> Ascribe meanings to marks <p>Green:</p> <ul style="list-style-type: none"> Begin to break the flow of speech into words Use writing as a means of recording and communicating 	

Outdoor space [handwriting] e.g. Inside/Outside	Possible resources/activities <ul style="list-style-type: none"> ▪ Mark making on the ground/walls (water, mud, chalks) finger painting ▪ Salt, sand, foam and grain trays ▪ Bead threading, construction ▪ Stick twirling and ball games (see <i>Developing early writing</i>) 	Possible links with other areas of learning Physical development <ul style="list-style-type: none"> ▪ e.g. <i>have opportunities to develop gross and fine motor control</i>
Sounds and handwriting		Language for communication, thinking and reading
<p>Sounds</p> <p>Stepping Stones Linking sounds and letters p.60-61</p> <p>Yellow:</p> <ul style="list-style-type: none"> ▪ Enjoy rhyming and rhythmic activities ▪ Distinguish one sound from another <p>Blue:</p> <ul style="list-style-type: none"> ▪ Show awareness of rhyme and alliteration ▪ Recognise rhyme in spoken words <p>Green:</p> <ul style="list-style-type: none"> ▪ Continue a rhyming string ▪ Hear and say the initial sound in words and know which letters represent some of the sounds <p>Handwriting</p> <p>Stepping Stones p. 66-67</p> <p>Yellow:</p> <ul style="list-style-type: none"> ▪ Engage in activities requiring hand-eye coordination ▪ Use one-handed tools and equipment <p>Blue:</p> <ul style="list-style-type: none"> ▪ Draw lines and circles using gross motor movement ▪ Manipulate objects with increasing control <p>Green:</p> <ul style="list-style-type: none"> ▪ Begin to use anticlockwise movement and retrace vertical lines ▪ Begin to form recognisable letters 	<p>Progression in phonics</p> <p>Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration</p> <p>Step 2 Learning objectives</p> <p>Rhyming string, Hear and say initial phonemes</p> <p>Developing early writing p.156-164</p>	<p>Stepping Stones Language for communication p.52-53</p> <p>Yellow:</p> <ul style="list-style-type: none"> ▪ Use familiar words, often in isolation, to identify what they do and do not want ▪ Use vocabulary focused on objects and people who are of particular importance to them <p>Blue:</p> <ul style="list-style-type: none"> ▪ Build up vocabulary that reflects the breadth of their experiences ▪ Begin to experiment with language describing possession <p>Green:</p> <ul style="list-style-type: none"> ▪ Extend vocabulary, especially by grouping and naming ▪ Use vocabulary and forms of speech that are increasingly influenced by experience of books <p>Handwriting p.66-67</p> <p>Yellow:</p> <ul style="list-style-type: none"> ▪ Engage in activities requiring hand-eye coordination ▪ Use one-handed tools and equipment <p>Blue:</p> <ul style="list-style-type: none"> ▪ Draw lines on circles using gross motor movement ▪ Manipulate objects with increasing control <p>Green:</p> <ul style="list-style-type: none"> ▪ Begin to use anticlockwise movement and retrace vertical lines ▪ Begin to form recognisable letters

Visit/Visitors [reading and writing] e.g. Shop safari, Let's go to the library	Possible resources/activities <ul style="list-style-type: none"> Posters, invitations, letters to parents/carers Photographs to talk about, sequence and write captions Maps, postcards, books 	Possible links with other areas of learning Knowledge and understanding of the world <ul style="list-style-type: none"> e.g. <i>talk readily about features in their immediate locality</i>
Sounds and handwriting		Language for communication, thinking and reading
<p>Sounds</p> <p>Stepping Stones Linking sounds and letters p.60-61</p> <p>Yellow:</p> <ul style="list-style-type: none"> Enjoy rhyming and rhythmic activities Distinguish one sound from another <p>Blue:</p> <ul style="list-style-type: none"> Show awareness of rhyme and alliteration Recognise rhyme in spoken words <p>Green:</p> <ul style="list-style-type: none"> Continue a rhyming string Hear and say the initial sound in words and know which letters represent some of the sounds <p>Handwriting</p> <p>Stepping Stones p. 66-67</p> <p>Yellow:</p> <ul style="list-style-type: none"> Engage in activities requiring hand-eye coordination Use one-handed tools and equipment <p>Blue:</p> <ul style="list-style-type: none"> Draw lines and circles using gross motor movement Manipulate objects with increasing control <p>Green:</p> <ul style="list-style-type: none"> Begin to use anticlockwise movement and retrace vertical lines Begin to form recognisable letters 	<p>Progression in phonics</p> <p>Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration</p> <p>Step 2 Learning objectives Rhyming string, Hear and say initial phonemes</p> <p>Developing early writing p.156-164</p>	<p>Stepping Stones Language for communication p.52-53</p> <p>Yellow:</p> <ul style="list-style-type: none"> Use familiar words, often in isolation, to identify what they do and do not want Use vocabulary focused on objects and people who are of particular importance to them <p>Blue:</p> <ul style="list-style-type: none"> Build up vocabulary that reflects the breadth of their experiences Begin to experiment with language describing possession <p>Green:</p> <ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming Use vocabulary and forms of speech that are increasingly influenced by experience of books <p>Language for thinking p.56-59</p> <p>Yellow:</p> <ul style="list-style-type: none"> Use action, sometimes with limited talk, that is largely concerned with the here and now <p>Blue:</p> <ul style="list-style-type: none"> Use talk to comment on ideas, explain what is happening and anticipate what might happen next Use talk, actions and objects to recall and relive past experiences <p>Green:</p> <ul style="list-style-type: none"> Begin to use talk instead of action to rehearse, re-order, reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another <p>Reading p.62-63</p> <p>Yellow:</p> <ul style="list-style-type: none"> Listen to and join in with stories and poems, one-to-one and also in small groups Show interest in illustrations and print in books and print in the environment Begin to be aware of the way stories are structured <p>Blue:</p> <ul style="list-style-type: none"> Have favourite books Handle books carefully Suggest how the story might end Know information can be relayed in the form of print Hold books the correct way up and turn pages Understand the concept of a word <p>Green:</p> <ul style="list-style-type: none"> Enjoy an increasing range of books Begin to recognise some familiar words Know that information can be retrieved from books and computers <p>Writing p.64-65</p> <p>Yellow:</p> <ul style="list-style-type: none"> Draw and paint, sometimes giving meanings to marks <p>Blue:</p> <ul style="list-style-type: none"> Ascribe meanings to marks <p>Green:</p> <ul style="list-style-type: none"> Begin to break the flow of speech into words Use writing as a means of recording and communicating

<p>Seasonal/cultural interest [reading: non-fiction] e.g. Here and now</p>	<p>Possible resources/activities</p> <ul style="list-style-type: none"> 3D collections/tables of interest/ displays with accompanying information books, labels, questions, cards, packets, adverts Writing cards, making labels Big information books/sets Instructions and captions CDROMs/web sites 	<p>Possible links with other areas of learning</p> <p>Mathematical development Knowledge and understanding of the world Creative development</p>
<p>Sounds and handwriting</p>		<p>Language for communication, thinking and reading</p>
<p>Sounds</p> <p>Stepping Stones Linking sounds and letters p.60-61</p> <p>Yellow:</p> <ul style="list-style-type: none"> Enjoy rhyming and rhythmic activities Distinguish one sound from another <p>Blue:</p> <ul style="list-style-type: none"> Show awareness of rhyme and alliteration Recognise rhyme in spoken words <p>Green:</p> <ul style="list-style-type: none"> Continue a rhyming string Hear and say the initial sound in words and know which letters represent some of the sounds <p>Handwriting</p> <p>Stepping Stones p. 66-67</p> <p>Yellow:</p> <ul style="list-style-type: none"> Engage in activities requiring hand-eye coordination Use one-handed tools and equipment <p>Blue:</p> <ul style="list-style-type: none"> Draw lines and circles using gross motor movement Manipulate objects with increasing control <p>Green:</p> <ul style="list-style-type: none"> Begin to use anticlockwise movement and retrace vertical lines Begin to form recognisable letters 	<p>Progression in phonics</p> <p>Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration</p> <p>Step 2 Learning objectives Rhyming string, Hear and say initial phonemes</p> <p>Developing early writing p.156-164</p>	<p>Stepping Stones Language for communication p.48-49</p> <p>Green:</p> <ul style="list-style-type: none"> Ask simple questions, often in the form of 'what' or 'where' <p>Language for communication p.50-51</p> <p>Blue:</p> <ul style="list-style-type: none"> Question why things happen, and give explanations <p>Language for communication p.52-53</p> <p>Yellow:</p> <ul style="list-style-type: none"> Use familiar words, often in isolation, to identify what they do and do not want Use vocabulary focused on objects and people who are of particular importance to them <p>Blue:</p> <ul style="list-style-type: none"> Build up vocabulary that reflects the breadth of their experiences Begin to experiment with language describing possession <p>Green:</p> <ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming Use vocabulary and forms of speech that are increasingly influenced by experience of books <p>Language for communication p.54-55</p> <p>Blue:</p> <ul style="list-style-type: none"> Use a widening range of words to express or elaborate ideas <p>Language for thinking p.52-53</p> <p>Yellow:</p> <ul style="list-style-type: none"> Use action, sometimes with limited talk, that is largely concerned with the here and now <p>Blue:</p> <ul style="list-style-type: none"> Begin to make patterns in their experience through linking cause and effect sequencing, ordering and grouping <p>Green:</p> <ul style="list-style-type: none"> Use talk to connect ideas, explain what is happening and anticipate what might happen next Use talk actions and objects to recall and relive past experiences <p>Reading p.62-63</p> <p>Yellow:</p> <ul style="list-style-type: none"> Listen to and join in with stories and poems, one-to-one and also in small groups Show interest in illustrations and print in books and print in the environment Begin to be aware of the way stories are structured <p>Blue:</p> <ul style="list-style-type: none"> Have favourite books Handle books carefully Suggest how the story might end Know information can be relayed in the form of print Hold books the correct way up and turn pages Understand the concept of a word <p>Green:</p> <ul style="list-style-type: none"> Enjoy an increasing range of books Begin to recognise some familiar words Know that information can be retrieved from books and computers

<p>Talk for thinking e.g. Doing and making</p>	<p>Possible resources/activities</p> <ul style="list-style-type: none"> ▪ Malleable play (dough, clay, etc.) ▪ Sand and water trays ▪ Design and make (construction kits, toys, junk modelling) ▪ Cooking <ul style="list-style-type: none"> ▪ Colour mixing ▪ Describing, explaining, questioning, and problem-solving ▪ Practitioner demonstrating writing, and scribing for the children 	<p>Possible links with other areas of learning</p> <p>Physical development</p> <ul style="list-style-type: none"> ▪ e.g. <i>handle tools, objects, construction and malleable materials safely and with increasing control</i> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none"> ▪ e.g. <i>build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary</i>
<p>Sounds and handwriting</p>		<p>Language for communication, thinking and reading</p>
<p>Sounds</p> <p>Stepping Stones Linking sounds and letters p.60-61</p> <p>Yellow:</p> <ul style="list-style-type: none"> ▪ Enjoy rhyming and rhythmic activities ▪ Distinguish one sound from another <p>Blue:</p> <ul style="list-style-type: none"> ▪ Show awareness of rhyme and alliteration ▪ Recognise rhyme in spoken words <p>Green:</p> <ul style="list-style-type: none"> ▪ Continue a rhyming string ▪ Hear and say the initial sound in words and know which letters represent some of the sounds <p>Handwriting</p> <p>Stepping Stones p. 66-67</p> <p>Yellow:</p> <ul style="list-style-type: none"> ▪ Engage in activities requiring hand-eye coordination ▪ Use one-handed tools and equipment <p>Blue:</p> <ul style="list-style-type: none"> ▪ Draw lines and circles using gross motor movement ▪ Manipulate objects with increasing control <p>Green:</p> <ul style="list-style-type: none"> ▪ Begin to use anticlockwise movement and retrace vertical lines ▪ Begin to form recognisable letters 	<p>Progression in phonics</p> <p>Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration</p> <p>Step 2 Learning objectives</p> <p>Rhyming string, Hear and say initial phonemes</p> <p>Developing early writing p.156-164</p> <p>Stepping Stones Language for communication p.52-53</p> <p>Yellow:</p> <ul style="list-style-type: none"> ▪ Use familiar words, often in isolation, to identify what they do and do not want ▪ Use vocabulary focused on objects and people who are of particular importance to them <p>Blue:</p> <ul style="list-style-type: none"> ▪ Build up vocabulary that reflects the breadth of their experiences ▪ Begin to experiment with language describing possession <p>Green:</p> <ul style="list-style-type: none"> ▪ Extend vocabulary, especially by grouping and naming ▪ Use vocabulary and forms of speech that are increasingly influenced by experience of books <p>Language for communication p.54-55</p> <p>Yellow:</p> <ul style="list-style-type: none"> ▪ Use isolated words and phrases and/or gestures to communicate with those well known to them <p>Blue:</p> <ul style="list-style-type: none"> ▪ Begin to use more complex sentences ▪ Use a widening range of words to express or elaborate ideas <p>Green:</p> <ul style="list-style-type: none"> ▪ Link statements and stick to a main theme or intention ▪ Consistently develop a simple story, explanation or line of questioning ▪ Use language for an increasing range of purposes ▪ Confidently talk to people other than those who are well known to them <p>Language for thinking p.56-59</p> <p>Yellow:</p> <ul style="list-style-type: none"> ▪ Use action, sometimes with limited talk, that is largely concerned with the 'here and now' <p>Blue:</p> <ul style="list-style-type: none"> ▪ Talk activities through, reflecting on and modifying what they are doing ▪ Use talk, actions and objects to recall and relive past experiences <p>Green:</p> <ul style="list-style-type: none"> ▪ Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another ▪ Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping ▪ (Begin to use talk to pretend imaginary situations) 	