



## 3 and 4 Years Statements

### Communication and Language

- \* Enjoy listening to longer stories and can remember much of what happens.
- \* Pay attention to more than one thing at a time, which can be difficult.
- \* Use a wider range of vocabulary.
- \* Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- \* Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- \* Sing a large repertoire of songs.
- \* Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- \* Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- \* Develop their pronunciation but may have problems saying:
  - some sounds: r, j, th, ch, and sh
  - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- \* Use longer sentences of four to six words.
- \* Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- \* Start a conversation with an adult or a friend and continue it for many turns.
- \* Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

### Personal, Social and Emotional Development

- \* Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- \* Develop their sense of responsibility and membership of a community.
- \* Become more outgoing with unfamiliar people, in the safe context of their setting.
- \* Show more confidence in new social situations.
- \* Play with one or more other children, extending and elaborating play ideas.
- \* Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- \* Increasingly follow rules, understanding why they are important.
- \* Remember rules without needing an adult to remind them.
- \* Develop appropriate ways of being assertive.
- \* Talk with others to solve conflicts.
- \* Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- \* Understand gradually how others might be feeling.
- \* Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- \* Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- \* Make healthy choices about food, drink, activity and toothbrushing.
- \* **Try new foods.**
- \* **Begin to develop a food vocabulary using taste, smell, texture and feel.**
- \* **Begin to understand they can upset others by being unkind and this is not right.**

### Physical Development

- \* Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- \* Go up steps and stairs, or climb up apparatus, using alternate feet.
- \* Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- \* Use large-muscle movements to wave flags and streamers, paint and make marks.
- \* Start taking part in some group activities which they make up for themselves, or in teams.
- \* Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- \* Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- \* Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- \* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- \* Use one-handed tools and equipment, for example, making snips in paper with scissors.
- \* Use a comfortable grip with good control when holding pens and pencils.
- \* Show a preference for a dominant hand.
- \* Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- \* **Know the difference between running and jogging.**
- \* **Experiment with different ways of travelling.** Take part in team games with simple rules e.g. statues, hoop bounce (pairs and small groups).
- \* **Use safe climbing practices—large wall mounted frame and gymnastic equipment.**
- \* **Stir, spread, knead and shape a range of foods and ingredients.**

### Literacy

- \* Understand the five key concepts about print:
  - print has meaning
  - the names of the different parts of a book
  - print can have different purposes
  - page sequencing
  - we read English text from left to right and from top to bottom
- \* Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother (Using objects, listening to sounds not reading words).
  - **Begin to recognise some individual sounds following RWI phonics scheme.**
- \* Engage in extended conversations about stories, learning new vocabulary.
- \* **Listen to stories being read to them daily.**
- \* **Explore a range of books independently and with friends. (Environment to use core books, non-fiction books and stories linking to current topics and interests.**
- \* Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- \* Write some or all of their name.
- \* **Practise handwriting patterns and shapes.**
- \* **Write some letters accurately.**

## 3 and 4 Years Statements

### Expressive Arts and Design

- \* Take part in simple pretend play, using an object to represent something else even though they are not similar.
- \* Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- \* Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- \* Explore different materials freely, to develop their ideas about how to use them and what to make.
- \* Develop their own ideas and then decide which materials to use to express them.
- \* Join different materials and explore different textures.
- \* **Start to build structures, joining components together.**
- \* **Sculpture - Begin to create with different materials - clay, paint, junk modelling,. Explore manipulating materials to create effects.**
- \* Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- \* Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- \* Use drawing to represent ideas like movement or loud noises.
- \* Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- \* **Artist study -**
- \* Explore colour and colour-mixing.
- \* Listen with increased attention to sounds.
- \* Respond to what they have heard, expressing their thoughts and feelings.
- \* Remember and sing entire songs.
- \* Sing the pitch of a tone sung by another person ('pitch match').
- \* Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- \* Create their own songs or improvise a song around one they know.
- \* **Create vocal noises, copy and then think of their own.**
- \* Play instruments with increasing control to express their feelings and ideas.
- \* **Explore boy procession .**
- \* **Explore using a range of musical instruments.**
- \* **Talk about their creations.**

### Mathematics

- \* Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- \* Recite numbers past 5.
- \* Say one number for each item in order: 1,2,3,4,5.
- \* Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- \* Show 'finger numbers' up to 5.
- \* Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- \* Experiment with their own symbols and marks as well as numerals.
- \* Solve real world mathematical problems with numbers up to 5.
- \* Compare quantities using language: 'more than', 'fewer than'.
- \* Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- \* Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- \* Describe a familiar route.
- \* Discuss routes and locations, using words like 'in front of' and 'behind'. **(Link to map work)**
- \* Make comparisons between objects relating to size, length, weight and capacity.
- \* Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- \* Combine shapes to make new ones – an arch, a bigger triangle, etc.
- \* Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- \* Extend and create ABAB patterns – stick, leaf, stick, leaf.
- \* Notice and correct an error in a repeating pattern.
- \* Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- \* **Measure and weigh food items, non-statutory measures e.g. spoons, cups.**
- \* **Compare and order numbers to 5.**
- \* **Use practical equipment and one to one correspondence to add and subtract within 3.**
- \* **Solve real life problems linked to nursery curriculum.**

### Understanding the World

- \* Use all their senses in hands-on exploration of natural materials.
- \* Explore collections of materials with similar and/or different properties.
- \* Talk about what they see, using a wide vocabulary.
- \* Begin to make sense of their own life-story and family's history.
- \* **Look at photos from their past e.g. when they were born/babies.**
- \* **During key person group begin to talk about what they have been doing in the past e.g. at the weekend, last night etc. And future plans e.g. what is going to do at the weekend, the night, on their birthday etc.**
- \* Show interest in different occupations.
- \* **Explore different celebrations around the world - Chinese new year, Diwali, Halloween, Bon fire night etc.**
- \* Explore how things work. **How do toys move e.g. wheels.**
- \* Plant seeds and care for growing plants.
- \* Understand the key features of the life cycle of a plant and an animal.
- \* Begin to understand the need to respect and care for the natural environment and all living things.
- \* Explore and talk about different forces they can feel.
- \* **Explore different toys with moving parts and hoe they work/move - forces, pushing and pulling. Name toys with wheels.**
- \* Talk about the differences between materials and changes they notice.
- \* Continue developing positive attitudes about the differences between people.
- \* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. **(Link to map work - blue is water, ocean, green is land) Explore the world map/ globe.**
- \* **Begin to explore and understand seasons, the weather changing in seasons and seasonal changes.**
- \* **Bake a range of sweet and savoury dishes.**
- \* **Begin to work safely and hygienically.**
- \* **Explore electrical toys e.g. remote control cars, torches, metal detectors etc.**
- \* **Explore drawing on prowise board - changing colour, shapes etc.**
- \* **Begin to access purple mash activities.**
- \* **Play interactive games e.g. phonics play/purple mash which are already open.**
- \* **Say what has happened to objects, living things and events.**
- \* **During investigations talk to an adult about what has been found.**

# Reception Statements

## Communication and Language

- \* Understand how to listen carefully and why listening is important, to adults and children.
- \* Learn new vocabulary.
- \* Use new vocabulary through the day.
- \* Ask questions to find out more and to check they understand what has been said to them.
- \* Articulate their ideas and thoughts in well-formed sentences. Repeat sentences accurately.
- \* Connect one idea or action to another using a range of connectives. E.g. and, because, first, then, next, after that.
- \* Describe events in some detail. Use simple adjectives and verbs. Correct order of events.
- \* Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- \* Develop social phrases. Know the difference between simple formal and informal phrases e.g. how to speak to adults e.g. yes not yeh/no not nor etc.
- \* Engage in story times. Talk about and name year group author. Know the term author and illustrator.
- \* Listen to and talk about stories to build familiarity and understanding.
- \* Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use correct order of events and simple connectives e.g. and, because, first, then, next, after that.
- \* Use new vocabulary in different contexts.
- \* Listen carefully to rhymes and songs, paying attention to how they sound.
- \* Learn rhymes, poems and songs.
- \* Engage in non-fiction books. Introduce terms fictions and non-fiction. Know some simple features of non-fiction books e.g. they have photos, contain facts.
- \* Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- \* Use and understand common plurals correctly in speech.

## Personal, Social and Emotional Development

- \* See themselves as a valuable individual.
- \* Build constructive and respectful relationships.
- \* Express their feelings and consider the feelings of others.
- \* Show resilience and perseverance in the face of challenge.
- \* Identify and moderate their own feelings socially and emotionally.
- \* Think about the perspectives of others.
- \* Manage their own needs.
  - personal hygiene, take off/put on own jumpers, cardigans, coats etc. Fasten coats/cardigans. Begin to try and fasten shoelaces. Change shoes/wellies independently. Put on hats, gloves and scarves.
- \* Know and talk about the different factors that support their overall health and wellbeing:
  - regular physical activity, healthy eating, (try new foods, discuss/sort healthy and unhealthy foods), toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
- \* Identify changes to body when moving—feel heart beating/getting faster.
- \* Begin to understand what bullying is.

## Literacy

- \* Read individual letters by saying the sounds for them. Following RWI phonics scheme.
- \* Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- \* Read some letter groups that each represent one sound and say sounds for them.
- \* Read a few common exception words matched to the school's phonic programme.
- \* Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- \* Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- \* Form lower-case and capital letters correctly.
- \* Form digit 0-9.
- \* Begin to write letters on lines, know which letters drop below the line (descenders) follow RWI.
- \* Spell words by identifying the sounds and then writing the sound with letter/s. Pinch sounds to support spelling.
- \* Record writing in a book.
- \* Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- \* Re-read what they have written to check that it makes sense.
- \* Read sentences out loud to others.

## Physical Development

- \* Revise and refine the fundamental movement skills they have already acquired:
  - rolling, crawling, walking, jumping (height and distance), running, hopping, skipping, climbing
- \* Progress towards a more fluent style of moving, with developing control and grace. Run with some control to markers. Experiment with different ways of travelling.
- \* Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- \* Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- \* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- \* Combine different movements with ease and fluency.
- \* Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- \* Develop overall body-strength, balance, co-ordination and agility.
- \* Further develop and refine a range of ball skills including: rolling, bouncing, throwing, catching, kicking, passing, batting, and aiming.
- \* Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Using a range of large and small balls. Kick a ball to a target. Hit a ball with equipment.
- \* Develop the foundations of a handwriting style which is fast, accurate and efficient. Practice writing letters on lined paper.
- \* Further develop the skills they need to manage the school day successfully:
  - lining up and queuing
  - mealtimes
- \* Take part in games with simple rules e.g. statues, hoop bounce (paired and in groups).
- \* Play simple games involved in running into spaces.

# Reception Statements

## Understanding the World

- \* Talk about members of their immediate family and community.
- \* Name and describe people who are familiar to them.
- \* Comment on images of familiar situations in the past. [Link to Hylton Castle, how it has changed over time.](#)
- \* [Visit Beamish to support understanding differenced to life in the past as today.](#)
- \* [During key person group begin to talk about what they have been doing in the past e.g. at the weekend, last night etc. And future plans e.g. what is going to do at the weekend, the night, on their birthday etc.](#)
- \* [Talk about/recall events in the correct order.](#)
- \* Compare and contrast characters from stories, including figures from the past. [Use simple adjectives to add description.](#) Be able to identify types of characters e.g. unkind, evil, friendly. Extend vocabulary beyond happy and sad.
- \* [Draw information from a simple map.](#)
- \* [Locate our country on the world map.](#)
- \* [Know which is land/sea/oceans on the world map. Linking to frozen world topic - locate cold areas on world map. Linking to fish/pirates/under the sea - locate/name some seas/oceans.](#)
- \* Recognise some similarities and differences between life in this country and life in other countries.
- \* Recognise some environments that are different from the one in which they live.
- \* Understand that some places are special to members of their community.
- \* Recognise that people have different beliefs and celebrate special times in different ways.
- \* [Explore different celebrations around the world - Chinese New Year, Diwali, Halloween, Bon fire night etc.](#)
- \* [Become familiar with the nativity story - perform their own play.](#)
- \* [Explore the natural world around them.](#)
- \* [Use simple equipment e.g. binoculars and magnifying glasses.](#)
- \* [Describe what they see, hear and feel whilst outside. Use of dimple adjectives to add description.](#)
- \* [Care for and look after plants - what do they need to grow?](#)
- \* [Vocabulary linking to the parts of the plant \(recap lifecycles\). Begin to show some understanding.](#)
- \* [Understand the effect of changing seasons on the natural world around them.](#)
- \* [Materials - investigate waterproof materials. Predict what might happen, test materials.](#)
- \* [Forces - how to move car/boat - push, pull, blow.](#)
- \* [Explore using bee bots.](#)
- \* [Explore unplugged algorithms - penguin pebbles and monster making \(barefoot commuting\).](#)
- \* [Be able to use age appropriate apps/games e.g. purple mash, number blocks.](#)
- \* [Create pictures on prowise boards, paint ap.,](#)
- \* [Open/close programmes e.g. purple mash, phonics play.](#)
- \* [With an adult explore using the internet to find things out \(keeping safe\).](#)
- \* [Talk to an adult to explain what they have observed/found out, explain why some things occur.](#)
- \* [During investigations make predictions and talk about what they have found out, what might change?](#)
- \* [Cook a range of different sweet and savoury foods - using tools to cut, mix, whisk etc.](#)
- \* [Begin to state if foods come from plants or animals.](#)
- \* [Name and taste common fruits and vegetables.](#)

## Mathematics

- \* [Count objects, actions and sounds.](#)
- \* [Subitise.](#)
- \* Link the number symbol (numeral) with its cardinal number value.
- \* Count beyond ten.
- \* Compare numbers. [Order numbers to 10.](#)
- \* Understand the 'one more than/one less than' relationship between consecutive numbers.
- \* [Explore the composition of numbers to 10. Identify and represent numbers to 10 in different ways.](#)
- \* Automatically recall number bonds for numbers 0-5 and some to 10. [Add and subtract within 5.](#)
- \* [Select, rotate and manipulate shapes to develop spatial reasoning skills.](#)
- \* Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.
- \* Continue, copy and create repeating patterns.
- \* Compare length, weight and capacity.
- \* [Measure and weigh food items, non-statutory measures e.g. spoons, cups.](#)
- \* [Solve real life/world problem to 10 linked to reception curriculum.](#)
- \* [Use language add, together, takeaway, fewer/less.](#)
- \* [Recognise a clock, the parts of a clock and what it is used for.](#)
- \* [Become familiar with and order the days of the week and months of the year. Knowing the difference between weekdays and weekends.](#)

## Expressive Arts and Design

- \* [Explore, use and refine a variety of artistic effects to express their ideas and feelings.](#)
- \* Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- \* Create collaboratively, sharing ideas, resources and skills.
- \* [Listen attentively, move to and talk about music, expressing their feelings and responses.](#)
- \* Watch and talk about dance and performance art, expressing their feelings and responses.
- \* Sing in a group or on their own, increasingly matching the pitch and following the melody.
- \* [Develop storylines in their pretend play.](#)
- \* Explore and engage in music making and dance, performing solo or in groups.
- \* [Copy a short sequence of actions. Perform actions at different speeds and levels.](#)
- \* [Explore using a range of musical instruments.](#)
- \* Begin to understand rhythm (long and short notes) and pulse (heartbeat of music).
- \* Use body precession and explore other noises e.g. clicking fingers.
- \* Create with a range of materials - clay, glue, junk modelling, split pins etc. Use tools to manipulate materials.
- \* [Sculpture - Create with clay - Shape, mould. Junk modelling.](#)
- \* Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- \* Skills needed to draw - understand the concept of drawing. Using different mediums—pencils, chalk, oil, pastels, paint.
- \* Look at simple hinges, wheels.
- \* Represent their own ideas, thoughts and feelings through design technology.
- \* Say what they like and do not like about items they have made and attempt to say why.

# Early Learning Goals

## Communication and Language

### Listening, Attention and Understanding

- \* Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- \* Make comments about what they have heard and ask questions to clarify their understanding.
- \* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Use of correct tenses when speaking e.g. I saw not I seen.**

### Speaking

- \* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- \* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- \* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. **Use correct past tense for irregular verbs in oral sentences e.g. ran, catch, write.**

## Understanding the World

### Past and Present

- \* Talk about the lives of the people around them and their roles in society.
- \* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- \* Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- \* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- \* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- \* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- \* Explore the natural world around them, making observations and drawing pictures of animals and plants.
- \* **Demonstrate curiosity by asking questions about the world around them.**
- \* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- \* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- \* **With support or prompting, talk about what they think might happen based on their experiences.**

## Personal, Social and Emotional Development

### Self-Regulation

- \* Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- \* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- \* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Managing Self

- \* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- \* Explain the reasons for rules, know right from wrong and try to behave accordingly. **Play games with simple rules (pairs and small groups).**
- \* Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- \* Work and play cooperatively and take turns with others.
- \* Form positive attachments to adults and friendships with peers.
- \* Show sensitivity to their own and to others' needs.

## Expressive Arts and Design

### Creating with Materials

- \* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- \* Share their creations, explaining the process they have used. **Use correct tenses when speaking e.g. I drew not I drawn.**
- \* **Explore art: Monet, Mondrian (rectangles), Kandinsky (circles), Pollock.**
- \* Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- \* Invent, adapt and recount narratives and stories with peers and their teacher.
- \* Sing a range of well-known nursery rhymes and songs.
- \* Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. **Begin to use expressive voices.**

## Mathematics

### Number

- \* Have a deep understanding of number to 10, including the composition of each number.
- \* Subitise (recognise quantities without counting) up to 5.
- \* Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **(up to double 5)**

### Numerical Patterns

- \* Verbally count beyond 20, recognising the pattern of the counting system.
- \* Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- \* Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Physical Development

### Gross Motor Skills

- \* Negotiate space and obstacles safely, with consideration for themselves and others.
- \* Demonstrate strength, balance and coordination when playing. **Balancing on different body parts.**
- \* **Use safe climbing practises—large wall mounted frame and gymnastics equipment.**
- \* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills

- \* Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- \* Use a range of small tools, including scissors, paintbrushes and cutlery.
- \* Begin to show accuracy and care when drawing.

## Literacy

### Comprehension

- \* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- \* Anticipate (where appropriate) key events in stories. **Be able to give simple explanations for character's actions or behaviour e.g. he was sad because he was alone.**

- \* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Guess the meaning of unknown words from story context.**

### Word Reading

- \* Say a sound for each letter in the alphabet and at least 10 digraphs.
- \* Read words consistent with their phonic knowledge by sound-blending.
- \* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Begin to use simple expression e.g. raise voice if capital letters or !**

### Writing

- \* Write recognisable letters, most of which are correctly formed. **Know RWI letter rhymes when forming letters.**
- \* Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- \* Write simple phrases and sentences that can be read by others.