

	Nursery	Reception	ELG	Key vocab	Learning outcomes
Comprehension	- To enjoy looking at books and sharing. - To begin to show care when reading books. - To begin to recognise that we read L to R. - To begin to understand there are different types of print such as menus or labels.9**	- To identify the front and back cover of a book and use them to predict what the story might be about. - To listen to stories and answer questions about them. - To anticipate key events by making predictions about what will happen in the story. - To become familiar with and join in with repeated refrains in stories. - Retell stories in their own words. - To identify characters in stories. - To identify where the story is set and begin to compare different settings. - To use action to embed meaning of new words.	- 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. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	- Books - Poems - Fiction - Non fiction - Story - Characters - Setting - Events - Beginning - Middle - End - Lifelong love of reading - Language comprehension - Composition - Vocabulary - Retell	- To show enjoyment in reading books for pleasure. - To listen and become familiar with stories and demonstrate this by joining in with parts of the story. - To retell stories through drama, role play, small world, songs, drawing and writing. - To make and use props in the retelling of stories. - To tell their own stories. - To learn the meaning of new vocabulary and use new words in play. - To listen carefully to stories read to them and show understanding by answering questions. - To describe different characters and settings. - To begin to identify the beginning middle and end of the story through sequencing activities.
Word Reading	To be aware of print in the environment.	- To begin to recognise many graphemes and some digraphs and the corresponding phoneme. - To begin to blend to read. - To begin to use a number of strategies to read simple sentences.	- 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.	- Reading/writing/decoding/recognition/composition/transcription/spelling - Characters/setting/events/beginning/middle/end2 - Lifelong love of reading - Language comprehension - Skilled word reading – decoding & speedy recognition - Transcription – spelling & handwriting - Composition – articulating ideas - Characters	- To recognise the letters of the alphabet and know GPC and some digraphs. - To demonstrating blending the sounds to read words. - To demonstrate reading captions, and sentences. - To demonstrate reading some CEW.

Writing	• To draw and make marks freely. • To sometimes ascribe meanings to marks. • To begin to develop the foundations for writing through mark making in sensory play.	• To make marks and ascribe meaning to them. • To write letter shapes and ascribe meaning to them. • To use some letter knowledge in early writing such making a shopping list. • To begin to write letters. • To write their name, mostly correctly. • To write the initial sounds in words. • To spell simple words. • To write simple phrases and sentences.	• Write recognisable letters, most of which are correctly formed. • 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.	• Reading/writing/decoding/recognition/composition/transcription/spelling • Characters/setting/events/beginning/middle/end2 • Lifelong love of reading • Language comprehension • Skilled word reading – decoding & speedy recognition • Transcription – spelling & handwriting • Composition – articulating ideas • Characters	• To write recognisable letters, forming most of them correctly • To hear the sounds and segment the sounds to write words • To demonstrate writing captions and sentences. •
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