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| Reading - Comprehension  | Caterpillars C:\Users\teacher\AppData\Local\Microsoft\Windows\INetCache\IE\NZQHEH3N\TJ-Openclipart-86-circles-caterpillar-legless-7-11-16-final[1].png | Adult input and strategies  | Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “Demonstrate understanding of what has been read by retelling stories using own words and new vocabulary” | Listen when adults share a book or sing a rhyme  | 1:1 conversations using verve principles Small group or individual stories  | Tune into spoken language (EAL consideration) How to give attention when someone speaks or reads How to sustain listening during group times - appropriate levels of body stillness and looking at person who is reading within age expectations Build vocabulary and try out new words once context is modelled Confidence to voice own opinions and ideas How to structure simple sentences Knowledge that print carries meaning  | Sustain listening with attention and be able to discuss what has been read  |
| Recall vocabulary for everyday objects and items  | Adults model vocabulary of everyday objects and resources - games such as whats in the bag getting increasing more complex Adults introduce new vocab through stories and objects and model it  | Retain and apply wider range of vocabulary  |
| Take part in 1:1 and small group times when turntaking in talking is expected - begin to link 2 or 3 wordsRepeat modelled phrases | Adults expect /encourage engagement in focussed times Praise for pupils engagement at group time, story time etc  | Be able to express views about stories or characters or ask questions related to the story  |
| Notice print on signs/logos etc  | Point out print in environment or books - show left to right direction for print in English / top to bottom Phase 1 phonics activities  | Understand meaning of print and how books work eg left to right and turning pages etc  |
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|  | Caterpillars  | Adult input and strategies  |  Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “anticipate key events in stories”  | Anticipate events as they happen eg 1,2,3 tower falls down ! | Adults give opportunities and clear model of language which child can repeat and extend Ready steady go games  | How to give attention when involved in an event /experience Close observation of actions /eventsConfidence to speak out – using adult modelled phrases or their own Children to learn to anticipate ending or join in with refrain  | Comment on events/characters using sentences or phrases  |
| Build bank of vocabulary to apply when making comments or asking questions  | 1:1 story sessionsSmall group story sessions Nursery rhyme singing Vocabulary building teaching eg what’s in the bag type games  | Use stories as a means of discussion “what could happen next?” etc as means of prediction  |
| Enjoy stories which have a predictable pattern or repeating refrain  | Story / rhyme spine as basis for planning - repeating / similar style book to consolidate learning  |
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| Working towards  | Caterpillars  | Adult input and strategies - How are we supporting progress ?  |  Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “use and understand recently introduced vocabulary in discussions about stories, non fiction, rhymes, poems and during role play” | Take part in 1:1 and small group times when turntaking in talking is expected - begin to link 2 or 3 wordsRepeat modelled phrases  | Adults expect /encourage engagement in focussed times daily timetable Praise for pupils engagement at group time, story time etc Build up language - adult model language Phase 1 phonics games and activities Song /rhyme times in daily timetable Story times as part of timetable  | Ability to recall and apply vocabulary Confidence to speak to others Understanding of turntaking in conversation - listening and speaking How books work and that print has meaning Remember songs and rhymes –lyrics and tune  | Comment on events/characters using sentences or phrases including new vocabulary in context  |
| Develop shared attention with an adult looking at a story/book together and talking about the illustrations / characters  | Understand that print has meaning and can be used for range of purposes Begin to develop own stories using small world / role play  |
| Join in with well known songs and rhymes using actions | Sing a range of songs and rhymesJoin in with simple poems  |