

Reception English Overview

Communication and Language

<p>Listening and Attention:</p> <ul style="list-style-type: none"> - Listen to others one to one and in small groups - Listens to stories with increasing attentions and recall - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - Maintains attention, concentrates and sits quietly during appropriate activity <p>ELG:</p> <ul style="list-style-type: none"> - Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. 	<p>Understanding:</p> <ul style="list-style-type: none"> - Understand use of objects - Shows understanding of prepositions such as under, on top, behind - Responds to simple instructions - Beginning to understand how and why questions - Responds to two-part instructions - Understands humour - Able to follow a story without pictures or props - Listens and responds to ideas expressed by other in conversation or discussion <p>ELG:</p> <ul style="list-style-type: none"> - Children follow instructions involving several ideas or actions. They answer how and why questions about their experiences and in response to stories or events. 	<p>Speaking:</p> <ul style="list-style-type: none"> - Beginning to use complex sentences, using and, because - Can retell simple past events in correct order - Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences - Questions why things happen and gives explanations - Uses a range of tenses - Uses intonation, rhythm and phrasing to make the meaning clear to others - Uses vocabulary focused on objects and people that are of particular importance to them - Builds up vocabulary that reflects the breadth of their experience - Uses talk in pretending that objects stand for something else in play - Extends vocabulary, grouping and naming, exploring the meaning and sounds of new words - Uses language to imagine and recreate roles and experiences in play situations - Links statements and sticks to main theme or intention - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events - Introduces a storyline or narrative into their play <p>ELG:</p> <ul style="list-style-type: none"> - Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events
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<h3>Reading – word reading</h3>	<h3>Reading - Comprehension</h3>
<ul style="list-style-type: none"> - Recognises familiar words and signs such as own name and advertising logos - Knows information can be relayed in the form of print - Holds books the correct way up and turns pages - Knows that print carries meaning and in English is read from left to right and top to bottom - Continues a rhyming string - Hears and says the initial sound in words - Knows the sound that each letter represents - Can segment the sounds in simple words and blend them together - Begins to read words and simple sentences - Uses phonic knowledge to decode words and read aloud accurately - Read common irregular words (Red words) 	<ul style="list-style-type: none"> - Listens to and joins in with stories and poems - Joins in with repeated refrains and anticipates key events - Suggests how the story might end - Listens to stories with increasing attention and recall - Describe main story settings, events and characters - Shows interest in illustrations and print in books and print in the environment - Looks at books independently - Handles books carefully - Talk about what they read, demonstrating understanding
<h3>Writing - Transcription</h3>	<h3>Writing - Handwriting</h3>
<ul style="list-style-type: none"> - Sometimes gives meaning to marks as they draw and paint - Ascribes meanings to marks they see in different places - Gives meaning to marks they make as they draw, write and paint 	<ul style="list-style-type: none"> - Draws lines and circles using gross motor movements - Holds pencil between thumb and two fingers, no longer using whole-hand grasp - Holds pencil near point between first two fingers and thumb and uses it with good control

- Begins to break the flow to speech into words
- Hears and says the initial sound in words
- Knows the sounds that each letter makes
- Segment the sounds in simple words and blend them together
- Uses clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Writes own name
- Writes labels and captions
- Attempts to write simple sentences in meaningful contexts

ELG

- Children use their phonic knowledge to write words which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

- Can copy some letters
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

ELG:

- Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing