

# ROBERT MELLORS PRIMARY ACADEMY



## SEQUENCE OF LEARNING

### **0-3 year old provision**

#### **Communication and Language**

##### **Listening, Attention and Understanding**

Can listen with interest to the noises adults make when they read stories.

Can shift to a different task if attention is fully obtained

Can listen to rhymes and familiar stories.

**Around 18 months**, can listen and respond to a simple instruction like: “Adam, put on your shoes”

**By around 3 years old**, can shift from one task to another

Can identify action words by pointing to the right picture (e.g. ‘Who’s jumping?’).

Can understand more complex sentences (e.g. ‘Put your toys away and then we’ll read a book.’).

Can understand ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is...?).

Can start to understand simple concepts (e.g. big/little).

**Around 18 months**, can understand lots of different single words and some two-word phrases, such as “give me” or “shoes on”?

**Around the age of 3**, can show an understanding of action words by pointing to the right picture in a book. For example: “Who’s jumping?”

##### **Speaking**

Can use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

Can hold a conversation, jumping from topic to topic.

Can learn new words very rapidly and am able to use them in communicating.

Can use gestures, sometimes with limited talk (e.g. reaches toward toy, saying ‘I have it’).

Can use a variety of questions (e.g. what, where, who).

Can use simple sentences (e.g. ‘Mummy go work.’).

Can begin to use word endings (e.g. going, cats).

##### **Reading**

Can show an interest in books and rhymes and may have favourites

##### **Writing**

Can distinguish between the different marks made by the child

## Foundation 1 Provision

### Comprehension

- Hold a book, turn the pages and indicate an understanding of pictures and print.
- Tell a story to friends.
- Talk about events and characters in books.
- Make suggestions about what might happen next in a story

### Word Reading

- Join in with rhymes and stories.
- Identify rhymes.
- Join in with the rhythm of well known rhymes and songs.
- Recognise my own name

### Writing

- Tell an adult what I have drawn or painted.
- Recognise a capital letter at the start of my name.
- Identify sounds from my own name in other words.
- Ascribe meaning to other marks, like on signage.
- Start to write identifiable shapes and letters.
- Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.
- Use tools for mark making with control.
- Grip using five fingers or preferably two fingers and thumb for control.
- Use pincers, tweezers and threading equipment with increasing control and confidence.
- Copy shapes, letter and pictures.

## Foundation 2 Provision

### Communication and Language

#### ELG: 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;

#### ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

- 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.

- 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.

## **Literacy**

### **ELG: 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; -
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **ELG: 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.

### **ELG: Writing**

- 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.