

ROBERT MELLORS PRIMARY ACADEMY



SEQUENCE OF LEARNING

Nursery: 2 Year Olds					
Spoken Language					
EYFS Development Matters: Listening and Understanding			EYFS Development Matters: Speaking		
End Autumn term	End Spring term	End Summer term	End Autumn term	End Spring term	End Summer term
To begin to show interest in rhymes and songs. To begin to join in a group for singing – up to 5 mins. To understand single words in context	To show developing interest in rhymes and songs. To begin to sit in a group for singing – up to 5 mins. To be able to listen to a short story 1:1/small group with an adult. To understand simple sentences.	To show preference for rhymes and songs. To sit in a group for singing – up to 7 mins (with action/movement). To be able to listen to a short story in a group. To understand ‘what’ in reference to picture books.	To use increasing vocabulary of single words. To begin to put 2 words together.	To be able to put 2 words together.	To use 3-word phrases.
Reading					
End Autumn term		End Spring term		End Summer term	
I can join in with some parts of songs and rhymes. Enjoys sharing books with an adult.		I can join in with repeated refrains in songs and rhymes. I can select a favourite book, to look at with an adult or alone.		I know several key rhymes and can recall from memory. I can listen to a short familiar story in a group and join in with repeated refrains Key Vocabulary: book, page, picture, words, song	
Writing: early mark making					
See Physical Development Early mark making opportunities are developed through the continuous provision and across different areas of learning.					
Key vocabulary: hold, draw, pen, crayon, paintbrush, paint, write, picture					
Nursery F1: 3-4 year olds					
Spoken Language					

EYFS Development Matters: Listening and Understanding			EYFS Development Matters: Speaking		
End Autumn term	End Spring term	End Summer term	End Autumn term	End Spring term	End Summer term
<p>I can pay attention to one thing at a time</p> <p>I can concentrate for 3 minutes</p> <p>I can join in with rhymes by singing and moving (see rhyme progression)</p> <p>I can match objects to names</p> <p>I can respond to simple requests when shown first</p> <p>I can understand simple instructions “where is your”</p> <p>I can identify my friends</p> <p>I can listen to stories and can remember much of what happened with the help of the picture.</p> <p>I am starting to show some awareness of learning behaviours e.g.. sitting on the carpet, looking at someone who is talking.</p>	<p>I can concentrate for up to 6 minutes</p> <p>I can identify characters and actions in books</p> <p>I can respond to two requests</p> <p>I can remember key aspects of stories and know more rhymes (see rhyme progression)</p> <p>I can identify objects according to properties</p> <p>I understand why questions and between 200-500 words</p> <p>I can remember what happens in stories and explain what might happen</p> <p>I understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”</p> <p>I can understand ‘who’ in a sentence</p>	<p>I can listen attentively and respond to what is heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>I can make comments about what they have heard and ask questions to clarify their understanding;</p> <p>I can hold conversation when engaged in back-and-forth exchanges with adults and peers</p> <p>I know many rhymes (see rhyme progression)</p> <p>I can concentrate for up to 15 minutes, and understand the relevant learning behaviours for ‘good listening’</p> <p>I understand ‘why’ questions.</p>	<p>I can speak in 3-4 word sentences.</p> <p>I can use language in pretend play and express imaginary events in play (move from spring)</p>	<p>I can use new words</p> <p>I can hold a conversation and link sentences</p> <p>I can express feelings</p> <p>I can ask and respond to questions</p> <p>I can use 4 word sentences and use because, and, or to link</p>	<p>I can explain what might happen</p> <p>I can use tense, intonation and rhythm</p> <p>I can use vocabulary to express imaginative events in play.</p> <p>I can build stories around toys and objects</p> <p>I can use because, or, and</p> <p>I can use past and future tenses</p> <p>I can answer why questions</p> <p>I can use 5 -6 word sentences</p>
Reading					
End Autumn term		End Spring term		End Summer term	
<p>I can repeat songs rhymes and stories</p> <p>I can fill in missing words from well known rhymes.</p> <p>Early Phonics:</p> <p>I can listen attentively</p>		<p>I can identify myself in a story, enjoy stories about familiar people</p> <p>Understand print carries meaning, has different purpose, we read from left to right and page sequencing</p>		<p>I can join in with rhymes and stories</p> <p>I can recognise my own name</p> <p>I can tell a story to a friend</p> <p>I can talk about events and characters in books</p>	

I can begin to discriminate phonemes I can begin to blend CVC words orally	Name parts of a book and turn pages Spot and suggest rhymes Spot initial sounds and clap syllabus Early Phonics: I can listen attentively I can securely discriminate phonemes I can blend CVC words orally I can reproduce audibly the phonemes they hear, in order, all through the word I can match two rhyming words I can match two words with same initial sound	I can suggest what might happen next in a story I can tell and adult what I have drawn or painted Early Phonics: I can begin to discriminate phonemes I can securely blend CVC words orally I can reproduce audibly the phonemes they hear, in order, all through the word I can orally segment a CVC word I can identify words that start with the same sound I can match two rhyming words I can hear initial sound
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Writing

End Autumn term	End Spring term	End Summer term
I can begin to make lines and circles using a 5 or 4 finger grasp. I can use large pegs to make dens with fabric. I can use dough to make shapes, pinching and pulling, squashing and squeezing. I can use one handed tools such as paintbrushes, glue spreaders and some playdough tools Name Writing: Make circles and lines on paper. Make some letter like shapes.	I can use a pincer grasp (adapted) I can make connections between marks I make. I can make simple construction models – by joining materials (adapted) I can begin to use scissors (adapted) Name Writing: Begin to write the initial letter of my name and some others – forming long ladder letters from top to bottom	I can use one handle tools such as scissors. I can do more fine detail movements such as zip up a coat. Make models out of dough to represent what I intend including sphere shapes. Name Writing: I can write my name underneath a model

Reception F2

Spoken Language

EYFS Development Matters: Listening and Understanding			EYFS Development Matters: Speaking		
End Autumn term	End Spring term	End Summer term	End Autumn term	End Spring term	End Summer term
I can turn to listen to my friends or my teacher. I can listen to and then follow an instruction. I can remember and join in with rhymes and stories I	I can listen to a whole story and comment on what is happening. I can ask questions about my favourite books.	I can listen attentively and respond to what is heard with relevant questions, comments and actions when being read to and during whole class	I can explain in simple sentences, including ordering, stating what happened and what might happen.	I can explore new vocabulary, sounds and intonation. I can play alongside other children engaged in the	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

<p>like. (see rhyme progression)</p> <p>I can follow instructions using prepositions.</p> <p>I can respond to a string of requests one after another (not quickly)</p> <p>I can follow a story with props and pictures.</p> <p>I can show interest in the lives of other people or events.</p> <p>I can understand how to listen carefully and why listening is important (following good listening rules).</p>	<p>I can choose a book or game that might be different from my friends and tell you why.</p> <p>I can play and listen to my friends at the same time.</p> <p>I can respond quickly to a series of instructions..</p> <p>I can remember key points from a story told without props or pictures.</p> <p>Engage in non-fiction books</p>	<p>discussions and small group interactions;</p> <p>I can make comments about what is heard and ask questions to clarify understanding;</p> <p>I can hold conversation when engaged in back-and-forth exchanges with teachers and peers.</p> <p>Year 1 Readiness</p> <p>I can listen in a whole class group and pay attention for up to 10 mins, before completing an adult directed task</p>	<p>I can use tense, intonation and rhythm to enhance meaning.</p> <p>I can use vocabulary to express imaginary events in play. I can engage in imaginary role play sometimes building stories around toys and objects.</p> <p>I can connect one idea or action to another using a range of connectives.</p> <p>I can use new vocabulary in real life contexts.</p>	<p>same type of imaginary play.</p> <p>I can use sentences that are well formed.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>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.</p> <p>Year 1 Ready:</p> <p>To be able to apply new vocabulary across a range of learning contexts correctly.</p>
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Reading

End Autumn term	End Spring term	End Summer term
<p>Read all phase 2 tricky words: a,is,l,go,to,no,into,as, the has,his,of,going</p> <p>To recognise and blend in words the phase 2 sounds</p>	<p>To read all the phase 3 tricky words: her, was, you , my, he ,we she, be , they are all,</p> <p>To read the phase 4 tricky words; like little, ask, ago , soon, come, here, there, house, so, so , when, have ,what ,want , out, once, your become, one our, said school, love</p> <p>To recognise and blend the phase 3 and 4 sounds</p> <p>To read simple sentences</p> <p>To read cvcc and ccvc words</p>	<p>ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories;

		<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>To be able to securely recall all Phase 2,3,4 tricky words. To read simple sentences and more complex sentences (phase 4).</p> <p>Year 1 Ready: I can work in whole class group with apparatus, showing awareness of the safety rules and instructions from the teacher.</p>
Writing		
End Autumn term	End Spring term	End Summer term
Form letters correctly.	Form letters correctly.	<p>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, paint brushes and cutlery. Begin to show accuracy and care when drawing . Writes recognisable letters, most of which are correctly formed.</p> <p>ELG: Write recognisable letters, most of which are correctly formed:</p> <ul style="list-style-type: none"> • 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.