

Development Matters -Reception		Look, Listen and Note			
<p>-Understand how to listen carefully and why listening is important (CLL) -Learn new vocabulary (CLL) -Use new vocabulary through the day (CLL) -Ask questions to find out more and to check they understand what has been said to them (CLL) -Articulate their ideas and thoughts in well-formed sentences (CLL) -Connect one idea or action to another using a range of connectives (CLL) -Describe events in some detail (CLL) -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (CLL) -Develop social phrases (CLL) -Engage in storytimes (CLL)</p> <p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; -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. -Read individual letters by saying the sounds for them (L) -Blend sounds into words, so that they can read short words made up of known letter– sound correspondences (L) -Read some letter groups that each represent one sound and say sounds for them (L) -Read a few common exception words matched to the school’s phonic programme (L) -Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words (L) -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment (L) <p>Literacy ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: Word Reading 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>Book Area</p> <p>Adults support and challenge children’s learning and thinking through observation, participation, hand over hand help and role modelling</p> 		<p>Can they hold a book correctly – right way up and round? Do they take care of the books and resources? Do they turn the pages? How do they respond to sensory aspects of stories and rhymes? Do they respond to puppets? Can they make a choice between two books? Can they look at/point to named pictures of familiar objects/people? Which books do they respond best to? Can they turn the pages? Can they describe what they like? Can they re-tell a familiar tale in their own words?</p>	
		Effective Practice		Resources	
		<p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Book, page comic, picture, puppet, rhyme, Story, information, autor, title, blurb, Character names in stories Settings e.g. castle, farm, park, school. Word, sentence, sound. Model reading and share books with children Adults to ask simple questions to extend learning e.g- Do you like this book? Which is your favourite story? Can you find.....? Can you turn the page? Which story puppet do you like best? Can you find the word that rhymes with...? What do you think will happen next? How do you know....? Can you describe the characters/setting?</p>		<p>Open shelves and storage boxes, bean bags and large cushions, soft toys and puppets. Wide range of books - picture, fiction and rhyme, sound books, lift the flap books, non fiction, multicultural/different needs, sensory, comics and catalogues, big books, home made/photo books, books linked to themes or topics of interest, dual language books, instruction leaflets, recipe cards/books, Atlas, road/street maps. Display relating to current interests/themes, children’s favourites books. Posters, pictures and postcards, story or rhyme sacks or boxes. Objects and games to support phonological awareness.</p>	

Intended Experiences		Characteristics of Effective Learning		
<p>Discover how to handle books carefully. Hold books the correct way up and turn pages one at a time. Enjoy looking at pictures</p>	<p>Unique Child <u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> ● Pretending objects are things from their experience 	<p>Positive Relationships <u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> ● Play with children. Encourage them to explore, and show your own interest in discovering new things. ● Join in play sensitively, fitting in with children’s ideas. 	<p>Enabling Environments <u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> ● Make sure resources are relevant to children’s interests 	

Provision Area Overview

The Grange Primary School

<p>Opportunities to use different voices to tell stories Talk about, how characters from stories feel. Have some favourite stories, rhymes and poems. Developing listening skills. To use stories they hear in their play. Begin to be aware of the way stories are structured. Suggest how the story might begin/end. Show interest in illustrations and print in books and their environment. Understand that print carries meaning and is a means of communication. Enjoy an increasing range of books. Understand that information can be retrieved from books.</p>	<ul style="list-style-type: none"> ● Representing their experiences in play ● Taking a role in their play ● Acting out experiences with other people ● Initiating activities <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> ● Maintaining focus on their activity for a period of time ● Showing high levels of energy, fascination ● Not easily distracted ● Paying attention to details <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> ● Thinking of ideas ● Making links and noticing patterns in their experience 	<ul style="list-style-type: none"> ● Model pretending an object is something else and help develop roles and stories. Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> ● Stimulate children's interest through shared attention, and calm over-stimulated children. ● Encourage children to learn together and from each other. <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> ● Value questions, talk, and many possible responses, without rushing toward answers too quickly <p>Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</p>	<ul style="list-style-type: none"> ● Help children concentrate by limiting noise, and making spaces visually calm and orderly. ● Ensure children have uninterrupted time to play and explore <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> ● Ensure children have time and freedom to become deeply involved in activities ● Keep significant activities out instead of routinely tidying them away <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> ● Plan linked experiences that follow the ideas children are really thinking about
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