

Overview of objectives: Writing – EYFS

Give meaning to the marks they draw, write and paint
Begin to break the flow of speech into words
Continue a rhyming string
Hear and say the initial sounds in words
Segment the sounds in simple words and blend them together
Link sounds to letters, naming and sounding the letters of the alphabet
Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
Write own name and other things such as labels, captions
Attempt to write short sentences in meaningful contexts
Use phonic knowledge to write words in way which match their spoken sounds
Spell some common irregular words
Write simple sentences which can be read by themselves and others
Write phonetically plausible words

Overview of objectives: Phonics development – EYFS

Write CVC words
Apply taught digraphs into writing
Apply taught trigraphs into writing
Write words with adjacent consonants
Use key features of narrative in own writing (EXC)
Have an awareness of a capital letter and full stop when writing a simple sentence

Overview of objectives: Reading – EYFS

Continue a rhyming string
Hear and say the initial sounds in words
Segment the sounds in simple words and blend them together and knows which letters represent some of them
Link sounds to letters, naming and sounding the letters of the alphabet
Begin to read words and simple sentences
Use vocabulary and forms speech that are increasingly influenced by their experiences of books
Enjoy reading an increasing range of books
Know that information can be retrieved from books and computers
Read and understand simple sentences
Use phonic knowledge to decode regular words and read them aloud accurately
Read some common irregular words
Demonstrate understanding when talking with others about what they have read

Overview of objectives: Communication and Language – EYFS

Maintain attention, concentrates and sits quietly during appropriate activity (L&A)
Two-channelled attention – can listen and do for short span (L&A)
Respond to instructions involving a two-part sequence (U)
Understand humour, e.g. nonsense rhymes, jokes (U)
Able to follow a story without pictures or props (U)
Listen and respond to ideas expressed by others in conversation or discussion (U)
Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words (S)
Use language to imagine and recreate roles and experiences in play situations (S)
Link statements and sticks to a main theme or intention (S)
Use talk to organise, sequence and clarify thinking, ideas, feelings and events (S)
Introduce a storyline or narrative into their play (S)
Listen attentively in a range of situations (L&A)
Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (L&A)
Give attention to what others say and respond appropriately, while engaged in another activity (L&A)
Follow instructions involving several ideas or actions (U)
Answer 'how' and 'why' questions about their experiences and in response to stories or events (U)
Express self effectively, showing awareness of listeners' needs (S)
Use past, present and future forms accurately when talking about events that have happened or are to happen in the future (S)
Develop narratives and explanations by connecting ideas or events (S)