

Reception Overview	Narrative	Non-chronological reports	Persuasion texts	Instructional/procedural texts	Non-fiction - Recounts	Discussion Texts	Non-fiction - Explanatory texts
	<p>Turn stories into plays using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play.</p> <p>Attempt own writing for various purposes, using features of different forms, including stories. Attempt to write own texts that show understanding of features typically found in books read e.g. The wicked witch is very bad. Retell aspects of well-known stories e.g. <i>Once upon a</i></p>	<p>Describe something / someone. Develop the description in response to prompts or questions</p> <p>Link statements orally and stick to a main theme or intention</p> <p>In a shared reading context, read information books and look at / re-read the books independently</p> <p>Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.</p> <p>Grammar Focus : Break the flow of speech into words Write simple</p>	<p>Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things)</p> <p>Watch and listen when one person is trying to persuade another to do something or go somewhere.</p> <p>Recognising what is happening.</p> <p>Give oral explanations (e.g.) their or another's motives; why and how they can persuade or be persuaded.</p> <p>Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy</p> <p>Use simple imperative verbs to</p>	<p>Listen to and follow single instructions, and then a series of two and three instructions</p> <p>Give oral instructions when playing.</p> <p>Read and follow simple classroom instructions on labels with additional pictures or symbols.</p> <p>Attempt to write instructions on labels, for instance in role play area</p> <p>Grammar Focus : Write simple sentences which can be read by themselves and others following a practical activity e.g. <i>How to get ready for Red Nose Day or How to look after a mini beast.</i> Use imperative verbs in both talk and writing e.g. <i>put, get</i></p>	<p>Informally recount incidents in own life to other children or adults and listen to others doing the same.</p> <p>Experiment with writing in a variety of play, exploratory and role-play situations.</p> <p>Write sentences to match pictures or sequences of pictures illustrating an event.</p> <p>Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip.</p>	<p>Experience and recognise that others sometimes think, feel and react differently from themselves.</p> <p>Talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn't)</p> <p>Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.</p> <p>Listen and respond to ideas expressed by others in discussion</p>	<p>Talk about why things happen and how things work; ask questions and speculate</p> <p>Listen to someone explain a process and ask questions</p> <p>Give oral explanations e.g. their own or another's motives; why and how they made a construction</p> <p>Explain own knowledge and understanding, and asks appropriate questions of others</p> <p>They develop their own explanations by connecting ideas and events</p> <p>Use labels and captions on simple diagrams e.g. parts of the body</p>

	<p><i>time... I'll huff and puff ...</i></p> <p>Grammar focus Begin to break the flow of speech into words Write simple sentences that can be read by themselves and others. Attempts to write short sentences in meaningful contexts. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	<p>sentences in meaningful contexts that can be read by themselves and others</p>	<p>persuade e.g. <i>creating written rules or labels, for example, please don't touch, please don't break my model, keep away</i></p> <p>Grammar Focus : Know that a sentences tell a whole idea and makes sense Awareness of listener Communicate ideas through simple written sentences e.g. <i>Please don't break my model (label in the construction) Please can I have a (letter to Santa)</i></p>		<p>Grammar focus Break the flow of speech into words Write simple sentences that can be read by themselves and others Attempt to write short sentences in meaningful contexts e.g. I saw ... / I went </p>	<p>Initiate conversations, attend to and take account of what others say.</p>	
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