

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Communication and Language</b></p> <p><b>F1 objectives Development Matters</b></p>	<p>Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words. Use a wider range of vocabulary.</p>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Sing a large repertoire of songs.  May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>
<p><b>Literacy</b></p> <p><b>F1 focus</b></p>	<p>Family links</p>	<p>Multicultural</p>	<p>Non-Fiction</p>	<p>Traditional Tales</p>	<p>Information from text <b>sentences that can be read by others.</b></p>	<p>Fiction</p>

## KEPS PROGRESSION OF SKILLS- EYFS

<p><b>Communication and Language</b> F2</p> <p><b>Objectives</b> Development Matters ELG</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in</p>	<p>Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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>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. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</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>
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KEPS PROGRESSION OF SKILLS- EYFS

		their own words.	Make comments about what they have heard and ask questions to clarify their understanding Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.			
<b>Literacy F2 Key Areas</b>	Traditional tales	Adventure	Non-fiction	Traditional Tales	Multicultural	Sentence writing
<b>Literacy F2 Objectives Development Matters</b>	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can	Read simple phrases and sentences made up of words with known letter-sound correspondences	Read some letter groups that each represent one sound and say sounds for them.	Write short sentences with words with known letter-sound correspondences using a capital	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own	Write simple phrases and sentences that can be read by others.

KEPS PROGRESSION OF SKILLS- EYFS

<p>ELG</p>	<p>read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Form lower-case and capital letters correctly. Re-read what they have written to check that it makes sense. Write recognisable letters, most of which are correctly formed.</p>	<p>letter and full stop. 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. Say a sound for each letter in the alphabet and at least 10 digraphs. Spell words by identifying sounds in them and representing the sounds with a letter or let</p>	<p>words and recently introduced vocabulary. 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. Write simple phrases and</p>	
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