

Curriculum for Wales	AoLE Focus	Languages, Literacy and Communication (English)		
	Our School Curriculum Vision	Within the Taff Bargoed Learning Partnership, our learners will be provided with learning experiences, through high quality teaching, that will enable them to achieve their potential within literacy their skills. Our learners will experience a sense of pride and achievement as they decode, blend and build words to read, discover different language strategies, and apply their skills independently through authentic contexts. Our learners will gain a deep understanding of the subject, explored through a range of concepts/contexts, which ensures they fully understand and engage with what they are learning, and develop as literate individuals, able to apply their skills in their everyday lives.		
	Progression Step	I		
Knowledge – ‘Learn ABOUT’		Experience – ‘Learn FROM’		
Within our Curriculum, a focus is given to Pupil interest in contributing to the learning that is taking place, in order to develop a child-centred approach. However there is a range of expected knowledge that we aim to develop Pupils Skills through.		Pupils will be provided with an opportunity to experience:		
In Nursery, Pupils will learn about (at a stage appropriate level)...	In Reception, Pupils will learn about (at a stage appropriate level)...	In Year 1, Pupils will learn about (at a stage appropriate level)...	In oracy, reading and writing, be given the opportunity to;	
<p>ORACY</p> <ul style="list-style-type: none">Engage as individuals and in groups, talking to different audiences, including friends, the class, teachers, practitioners and other familiar adults, and visitorsTalk/communicate, spontaneously and through structured activities, for a variety of purposes, including:<ul style="list-style-type: none">- Repeating rhymes and poems, sometimes from memory- Telling and retelling stories, both real and imagined- Talking of matters of immediate and personal interest- Discussing information texts (including photographs and imagery)- Asking and answering questions- Expressing thoughts, ideas and feelings, likes, dislikes and needs- Expressing opinions- Predicting outcomes and discussing possibilities.Extend their vocabulary through activities that encourage their interest in words <p>READING</p> <ul style="list-style-type: none">Hear lively readings from a variety of sourcesBe introduced extensively to books, stories and words around themRead individually and collaboratively, at an age appropriate levelExperience and respond to a wide range of print and fonts that include:<ul style="list-style-type: none">- Picture books, plays, stories with familiar settings, those based on imaginary or fantasy worlds, retellings of traditional folk tales and fairy stories, poems and chants, including those with patterned and predictable language, environmental print- Stories and poems from Wales and a range of cultures- Information, reference and non-literary texts, including print and computer based materialsRead and share books and texts:<ul style="list-style-type: none">- Written by significant children’s authors- Including adaptations and translations- Including stories and poems that are challenging in length or vocabulary <p>WRITING</p> <ul style="list-style-type: none">Write independently and collaboratively in response to a variety of stimuli, on subjects that are of interest and importance to them, including stories, poems, class activities and personal experiences	<p>ORACY</p> <ul style="list-style-type: none">Engage as individuals and in groups, talking to different audiences, including friends, the class, teachers, practitioners and other familiar adults, and visitorsTalk/communicate, spontaneously and through structured activities, for a variety of purposes, including:<ul style="list-style-type: none">- Repeating rhymes and poems, sometimes from memory- Telling and retelling stories, both real and imagined- Talking of matters of immediate and personal interest- Discussing information texts- Asking and answering questions- Expressing thoughts, ideas and feelings, likes, dislikes and needs- Expressing opinions- Predicting outcomes and discussing possibilities.Extend their vocabulary through activities that encourage their interest in words <p>READING</p> <ul style="list-style-type: none">Hear lively readings from a variety of sourcesBe introduced extensively to books, stories and words around themRead individually and collaborativelyRead aloud their own work and other texts to different audiencesExperience and respond to a wide range of print and fonts that include:<ul style="list-style-type: none">- Picture books, plays, stories with familiar settings, those based on imaginary or fantasy worlds, retellings of traditional folk tales and fairy stories, poems and chants, including those with patterned and predictable language- Stories and poems from Wales and a range of cultures- Information, reference and non-literary texts, including print and computer based materialsRead and share books and texts:<ul style="list-style-type: none">- Written by significant children’s authors- Including adaptations and translations- Including stories and poems that are challenging in length or vocabulary <p>WRITING</p> <ul style="list-style-type: none">Write independently and collaboratively in response to a variety of stimuli, on subjects that are of interest and importance to them, including stories, poems, class activities and personal experiencesWrite in a range of genres, incorporating some of the different characteristics of these forms, e.g. stories; diaries; poems; notes, e.g.	<p>ORACY</p> <ul style="list-style-type: none">Engage as individuals and in groups, talking to different audiences, including friends, the class, teachers, practitioners and other familiar adults, and visitorsTalk/communicate, spontaneously and through structured activities, for a variety of purposes, including:<ul style="list-style-type: none">- Repeating rhymes and poems, sometimes from memory- Telling and retelling stories, both real and imagined- Talking of matters of immediate and personal interest- Discussing information texts- Asking and answering questions- Expressing thoughts, ideas and feelings, likes, dislikes and needs- Expressing opinions- Predicting outcomes and discussing possibilities.Extend their vocabulary through activities that encourage their interest in words <p>READING</p> <ul style="list-style-type: none">Hear lively readings from a variety of sourcesBe introduced extensively to books, stories and words around themRead individually and collaborativelyRead aloud their own work and other texts to different audiencesExperience and respond to a wide range of print and fonts that include:<ul style="list-style-type: none">- Picture books, plays, stories with familiar settings, those based on imaginary or fantasy worlds, retellings of traditional folk tales and fairy stories, poems and chants, including those with patterned and predictable language- Stories and poems from Wales and a range of cultures- Information, reference and non-literary texts, including print and computer based materialsRead and share books and texts:<ul style="list-style-type: none">- Written by significant children’s authors- Including adaptations and translations- Including stories and poems that are challenging in length or vocabulary <p>WRITING</p> <ul style="list-style-type: none">Write independently and collaboratively in response to a variety of stimuli, on subjects that are of interest and importance to them, including stories, poems, class activities and personal experiences	<ul style="list-style-type: none">experience a language-rich environment that immerses them in the spoken and written wordpractise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learningexpress themselves creatively and imaginativelyexperience and use a range of media and stimuli including emerging technologies and visitorsaccess and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authorsmark make or write in a range of genrescommunicate in a range of contexts for a variety of purposes and audiencesEngage with activities that promote literacy skills and support mental health and wellbeingUse a range of different sources to record writing and mark making including digital opportunities.Experience literature based on a wide range of cultures, and appreciate the welsh dimensionExperience activities in the indoor and outdoor environmentsParticipate in role play and drama activities, imaginative play, improvisation and performances of various types	

<ul style="list-style-type: none"> Write in a range of genres, incorporating some of the different characteristics of these forms, e.g. stories; diaries; poems; notes, e.g. lists; captions; records, e.g. observations; and messages, e.g. notices, invitations, instructions Write for different audiences, including peers, adults, members of their family and themselves. 	<p>lists; captions; records, e.g. observations; and messages, e.g. notices, invitations, instructions</p> <p>Write for different audiences, including peers, adults, members of their family and themselves.</p>	<ul style="list-style-type: none"> Write in a range of genres, incorporating some of the different characteristics of these forms, e.g. stories; diaries; poems; notes, e.g. lists; captions; records, e.g. observations; and messages, e.g. notices, invitations, instructions Write for different audiences, including peers, adults, members of their family and themselves. 	
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SKILLS – ‘Learn TO’					
LNF Links		N/A			
Through our Curriculum for LLC, our pupils will develop as Ambitious, Capable Learners, Healthy confident Individuals, Ethical, informed Citizens & Enterprising, Creative contributors. Enrichment and Experiences within this AoLE, at our School, will include opportunities for Pupils to;					
WMS		Descriptions of Learning	What this looks like in NURSERY:	What this looks like in RECEPTION:	What this looks like in YEAR 1:
Languages Connect Us	Through opportunities to;	I.1 I am beginning to be aware of a link between language(s) and culture and am developing a sense of belonging.	▪ Children begin to experience examples of language other than their own, through role play and practical activities (e.g. exploring Chinese symbols as part of a topic on Chinese new year)	▪ Experience examples of language other than their own, through role play and practical activities (e.g. exploring Chinese symbols as part of a topic on Chinese new year)	▪ Explain that different cultures and countries have different languages and demonstrate some simple examples of this.
		I.2 I am beginning to understand that there are different languages in my environment.	▪ Begin to understand that different countries use different languages and carry out simple exploration of these	▪ understand that different countries use different languages and carry out simple exploration of these	▪ understand that different countries use different languages and carry out simple exploration of these
		I.3 I am beginning to talk with my peers in the language of the setting/school.	▪ Interact with peers using the main language of the school, including those who may be new to the majority language.	▪ Interact with peers using the main language of the school, including those who may be new to the majority language.	▪ Interact with peers using the main language of the school, including those who may be new to the majority language.

LNF Links		Reading Strategies, Responding to what has been read, Developing and presenting information and ideas			
Within our Curriculum for LLC , our pupils will develop as Ambitious, Capable Learners , Healthy confident Individuals , Ethical, informed Citizens & Enterprising, Creative contributors . Enrichment and Experiences within this AoLE, at our School, will include opportunities for;					
What Matters Statement		Descriptions of Learning	What this looks like in NURSERY :	What this looks like in RECEPTION :	What this looks like in YEAR 1 :
Understanding languages is key to understanding the world around us.	Through opportunities to;	1.4 I can <i>discriminate sounds</i> , play with sounds and manipulate sounds both in my environment and in words.	<ul style="list-style-type: none">Recognise difference and similarities in pictures, shapes patterns and texturesRecall and talk about visual images and objectsEngage in sound and word playHear and discriminate general, environmental sounds and speech sounds	<ul style="list-style-type: none">Discriminate between letters in a range of contextsShow an awareness of alliteration and rhymeIsolate and identify initial sounds in spoken word	<ul style="list-style-type: none">Use alliteration and rhymeIsolate and identify medial vowels and final sounds in spoken words
		1.5 I am beginning to <i>discriminate phonemes</i> aurally in different positions.	<ul style="list-style-type: none">Link picture cues of objects with spoken initial soundsRecognise rhythm and rhyme in spoken words and join in with rhythmic activities	<ul style="list-style-type: none">Recognise that words are constructed from phonemes (sounds)Link and identify a growing number of spoken sounds to lettersRecognise rhythm in spoken words and continue a rhyming string	<ul style="list-style-type: none">Link and identify spoken sounds to blends of letters and letter namesUse rhythm and rhyme to create simple chants, rhymes and poems
		1.6 I can recognise and follow pictorial and/or spoken information and multi-step instructions about familiar topics and routines.	<ul style="list-style-type: none">Listen to and carry out a two step instruction	<ul style="list-style-type: none">Retell familiar stories in a simple wayListen to and carry out a three step instruction	<ul style="list-style-type: none">Make links between texts read and other information about the topic.Listen to and carry out increasingly complex instructions
		1.7 I can listen to others with growing attention.	<ul style="list-style-type: none">Listen and respond with growing attention and concentration	<ul style="list-style-type: none">Show that they have listened to others	<ul style="list-style-type: none">Listen to others, with growing attention, usually responding appropriately
		1.8 I can enjoy sharing books and reading materials and handle them like a reader.	<ul style="list-style-type: none">Choose different types of reading materials including booksHold books the correct way up and turn pages	<ul style="list-style-type: none">Choose reading materials including booksUnderstand that print carries meaning and is read left to right, top to bottom	<ul style="list-style-type: none">Choose reading materials and explain what the text is about and why they like itTalk about features of books such as content page and titles
		1.9 I can use units of sound of varying sizes to learn to read.	<ul style="list-style-type: none">Begin to develop an awareness of initial phonemes and simple sounds	<ul style="list-style-type: none">Recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters);<ul style="list-style-type: none">Orally Blend combinations of known lettersOrally segment combinations of known letters	<ul style="list-style-type: none">Recognise and use an increasing number of phonemes and their corresponding graphemes when blending and segmenting words of up to two syllables.Apply the following reading strategies with increasing independence<ul style="list-style-type: none">Self-correction including re-reading and reading ahead

		I.10 I can segment and blend.		<ul style="list-style-type: none"> Recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters); <ul style="list-style-type: none"> Orally Blend combinations of known letters Orally segment combinations of known letters 	<ul style="list-style-type: none"> Orally blend and segment words Recognise and use an increasing number of phonemes and their corresponding graphemes when blending and segmenting words of up to two syllables. Apply the following reading strategies with increasing independence <ul style="list-style-type: none"> Self-correction including re-reading and reading ahead
		I.11 I can understand there is a one-to-one relationship between the printed and spoken word		<ul style="list-style-type: none"> Use I:I correspondence between written and spoken word 	<ul style="list-style-type: none"> Track print with eyes, finger pointing only at points of difficulty
		I.12 I am beginning to develop my knowledge of grapheme-phoneme correspondence.	<ul style="list-style-type: none"> Identify letter sounds through exploration of their shape using tactile letter forms and multi-sensory play activities. 	<ul style="list-style-type: none"> Read simple words such as CVC words Use correct initial consonant by beginning to apply phonic knowledge Apply the following reading strategies with increasing independence <ul style="list-style-type: none"> Phonic strategies to decode words Graphic and syntactic clues 	<ul style="list-style-type: none"> Decode unknown words containing blended consonants and vowels by using strategies Apply the following reading strategies with increasing independence <ul style="list-style-type: none"> Phonic strategies to decode words Graphic and syntactic clues
		I.13 I am beginning to recognise and read high-frequency words.	<ul style="list-style-type: none"> Recognise familiar words, e.g. own name, and print in the environment e.g. logos 	<ul style="list-style-type: none"> Read simple captions and texts recognising high-frequency words 	<ul style="list-style-type: none"> Read suitable texts with accuracy and fluency Apply the following reading strategies with increasing independence <ul style="list-style-type: none"> Recognition of high-frequency words
		I.14 I can use context and pictures to help me understand what I read	<ul style="list-style-type: none"> Make meaning from picture books, adding detail to their explanations Recognise and make meaning from pictures on-screen 	<ul style="list-style-type: none"> Make meaning from visual features of the text e.g. illustrations, photographs, diagrams and charts Use pictures to aid understanding Recognise and make meaning from words and pictures on-screen Identify information from a text using visual features and words Apply the following reading strategies with increasing independence <ul style="list-style-type: none"> Context clues e.g. prior knowledge Repetitions in text 	<ul style="list-style-type: none"> Apply the following reading strategies with increasing independence <ul style="list-style-type: none"> Context clues e.g. prior knowledge Graphic and syntactic clues Look for clues in the text to understand information Understand the meaning of visual features and link to written text e.g. illustrations, photographs, diagrams and charts
		I.15 I am beginning to read back my own writing.	<ul style="list-style-type: none"> Begin to recognise the alphabetic nature of writing and understand that written symbols have meaning. 	<ul style="list-style-type: none"> Recognise the alphabetic nature of writing and understand that written symbols have meaning 	<ul style="list-style-type: none"> Write words, phrases and simple sentences and read back own attempts

		I.16 I can understand and use <i>basic concepts in language</i> .	<ul style="list-style-type: none"> Follow simple action words 	<ul style="list-style-type: none"> Show an awareness of the difference between stories and information texts. Follow action words/commands 	<ul style="list-style-type: none"> Identify simple text features such as titles and pictures to indicate what the text is about Follow more complex action commands
		I.17 I have an awareness of how words are separated by spaces.	<ul style="list-style-type: none"> I have a developing awareness of how words are separated by spaces. 	<ul style="list-style-type: none"> I have an increasing awareness of how words are separated by spaces. 	<ul style="list-style-type: none"> I have an awareness of how words are separated by spaces.
		I.18 I am beginning to have an awareness of how capital letters and full stops demarcate sentences		<ul style="list-style-type: none"> Show an awareness of full stops when reading 	<ul style="list-style-type: none"> Read aloud with attention to full stops and question marks Read aloud with expression, showing awareness of exclamation and speech marks
		I.19 I am beginning to ask and answer questions to clarify my understanding	<ul style="list-style-type: none"> Understand and use simple questions, e.g. 'why', 'how' and 'Can I', to establish why things happen and to clarify understanding 	<ul style="list-style-type: none"> Use a variety of questions to establish why things happen and to clarify understanding. 	<ul style="list-style-type: none"> Use a variety of questions to establish why things happen and to clarify understanding.
		I.20 I can respond to what I hear, read and see.	<ul style="list-style-type: none"> Recall details of a story or text by answering open-ended questions or referring to picture prompts Show an interest in books and enjoy their content. Follow picture books and texts read to them and respond appropriately 	<ul style="list-style-type: none"> Retell familiar stories in a simple way using pictures to support Show an interest in books and other reading materials and respond to their content Follow texts read to them and respond appropriately 	<ul style="list-style-type: none"> Retell events from a narrative in the right order Recall details from information texts Express a view about the information in a text Explore language, information and events in texts
		I.21 I can talk about what I hear, read or see and express simple opinions.	<ul style="list-style-type: none"> Begin to make links to own experiences when listening to or exploring books/texts Orally contribute to a form modelled by an adult Talk about what might happen next 	<ul style="list-style-type: none"> Relate information and ideas from a text to personal experience Predict an end to a story 	<ul style="list-style-type: none"> Use personal experience to support understanding of texts Use predictions in stories, adding more detail
		I.22 I can experiment with newly-learned vocabulary	<ul style="list-style-type: none"> I can experiment with newly-learned vocabulary Use talk in symbolic play 	<ul style="list-style-type: none"> I can experiment with newly-learned vocabulary Use talk to create a storyline in symbolic/imaginative play 	<ul style="list-style-type: none"> I can experiment with newly-learned vocabulary

LNF Links		Organising ideas and information, Developing and presenting information and ideas			
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What Matters Statement		Descriptions of Learning	What this looks like in NURSERY :	What this looks like in RECEPTION :	What this looks like in YEAR 1 :
Expressing ourselves through languages is key to Communication	Through opportunities to;	I.23 I can produce many speech sounds accurately.	<ul style="list-style-type: none">Hear and discriminate general, environmental sounds and speech sounds	<ul style="list-style-type: none">Isolate and identify initial sounds in spoken word	<ul style="list-style-type: none">Isolate and identify medial vowels and final sounds in spoken words
		I.24 I can communicate meaning using extended speech and/or gesture.			<ul style="list-style-type: none">Intentionally use some non-verbal cues such as facial expressions and gestures
		I.25 I am beginning to use appropriate language to talk about events in the past and future.	<ul style="list-style-type: none">Talk about, in simple terms, drawings, models and actions	<ul style="list-style-type: none">Talk about things that they have made or done, adding some descriptionTalk about things from their experiences and share information	<ul style="list-style-type: none">Talk about things they have made or done, explaining the process
		I.26 I am beginning to take turns in conversations, following the topic.	<ul style="list-style-type: none">Ask an appropriate question about something that has been said	<ul style="list-style-type: none">Ask questions about something that has been said	<ul style="list-style-type: none">Show understanding of what they have heard by asking questions to find out more information
		I.27 I am beginning to ask and answer questions to clarify my understanding.	<ul style="list-style-type: none">Ask an appropriate question about something that has been said	<ul style="list-style-type: none">Ask questions about something that has been said	<ul style="list-style-type: none">Show understanding of what they have heard by asking questions to find out more information

Expressing ourselves through languages is key to Communication		<p>I.28 I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts</p> <ul style="list-style-type: none"> Experiment with a range of mark-making instruments and materials across a range of contexts Realise that spoken word can be written down Attribute meaning to marks, drawings and art work Communicate by using symbols and pictures Write letters, numbers and/or symbols randomly Use pictures to convey meaning on-screen 	<ul style="list-style-type: none"> Mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences Convey meaning through pictures and mark making Compose and dictate a sentence describing events, experiences and pictures to communicate meaning Use pictures and symbols to compose writing on-screen Begin to sequence words, signs or symbols appropriately Produce pieces of emergent writing 	<ul style="list-style-type: none"> Communicate purposefully in writing Write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences Use pictures, symbols, letters in sequence and familiar words to communicate meaning. Select letters, words and pictures to compose writing on-screen Talk about what they are going to write
		<p>I.29 I am beginning to form letters correctly using an appropriate grip.</p> <ul style="list-style-type: none"> Pick up small objects with finger and thumb and start to hold writing implements appropriately, using pincer grip 	<ul style="list-style-type: none"> Hold writing instruments appropriately 	
		<p>I.30 I am beginning to write using familiar words and phrases.</p>	<ul style="list-style-type: none"> Use familiar and high-frequency words in writing 	
		<p>I.31 I can write words and phrases by using knowledge of letters and the sounds they represent.</p>	<ul style="list-style-type: none"> Discriminate between letters 	<ul style="list-style-type: none"> Spell high-frequency words correctly Use spelling strategies such as sound-symbol correspondence and segmenting Spell some words conventionally including C-V-C and common digraphs
		<p>I.32 I have an awareness of how words are separated by spaces.</p> <ul style="list-style-type: none"> Demonstrate an understanding of the directionality of written print 	<ul style="list-style-type: none"> Write from left to right 	
		<p>I.33 I am beginning to have an awareness of how capital letters and full stops demarcate sentences.</p>	<ul style="list-style-type: none"> Show an awareness of full stops when reading Distinguish between upper-case and lower-case letters 	<ul style="list-style-type: none"> Read aloud with attention to full stops and question marks Read aloud with expression, showing awareness of exclamation and speech marks and correctly orientated Form upper and lower-case letters that are usually clearly shaped Use capital letters and full stops with some degree of consistency

Expressing ourselves through languages is key to Communication	I.34 I can share ideas and feelings and express what I like and dislike.	<ul style="list-style-type: none"> Express some enjoyment or interest Respond, in simple terms, to drama they have watched and other creative stimuli 	<ul style="list-style-type: none"> Express what they like and dislike Respond with some detail to drama they have watched and other creative stimuli 	<ul style="list-style-type: none"> Express an opinion on familiar subjects Respond with increasing detail to drama and other creative stimuli
	I.35 I can describe objects and events, building and extending my vocabulary.	<ul style="list-style-type: none"> Talk about, in simple terms, drawings, models and actions 	<ul style="list-style-type: none"> Talk about things that they have made or done, adding some description Talk about things from their experiences and share information 	<ul style="list-style-type: none"> Talk about things they have made or done, explaining the process
	I.36 I am beginning to understand that writing can be for different purposes and audiences		<ul style="list-style-type: none"> Show an awareness of the difference between stories and information texts Show understanding of different formats e.g. cards, lists, invitations 	<ul style="list-style-type: none"> Identify simple text features such as titles and pictures to indicate what the text is about Understand different types of writing
	I.37 I can contribute to shared writing for different audiences and purposes.		<ul style="list-style-type: none"> Contribute to a form modelled by the teacher e.g. through shared writing 	<ul style="list-style-type: none"> Talk about what they are going to write Follow a form modelled by the teacher
	I.38 I am beginning to communicate using text, image, sound, animation and video.		<ul style="list-style-type: none"> Recognise and make meaning from words and pictures on screen 	<ul style="list-style-type: none"> Identify words and pictures on-screen which are related to a topic Sequence content correctly
	I.39 I can use familiar words and phrases and experiment with newly-learned vocabulary.	<ul style="list-style-type: none"> Show understanding of basic concepts such as in, on, big, little, wet, dry, hot and cold 	<ul style="list-style-type: none"> Show understanding of basic concepts to include over, under, behind Copy and write letters, words and phrases 	<ul style="list-style-type: none"> Show understanding of basic concepts including through, over Use specific words which relate to the topic of their writing Begin to use connectives to expand a point

LNF Links		Developing and presenting information and ideas			
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Literature fires imagination and inspires creativity	Through opportunities to;	I.40 I can join in with familiar songs, rhymes, stories and poems.	<ul style="list-style-type: none">Listen and join in with songs, rhymes and stories	<ul style="list-style-type: none">Join in, repeat or memorise rhymes, songs and stories with some supportSpeak audibly	<ul style="list-style-type: none">Join in, repeat or memorise a range of rhymes and songsSpeak audibly, conveying meaning to listeners beyond their friendship group
		I.41 I can retell stories	<ul style="list-style-type: none">Retell, in simple terms, an event or experienceIn simple terms, retell a story or information that they have heard	<ul style="list-style-type: none">In simple terms, retell narratives or information that they have heard	<ul style="list-style-type: none">Retell narratives or information that they have heard using simple connectivesInclude some detail and some relevant vocabulary to extend their ideas or accounts
		I.42 I can respond creatively to the range of <i>literature</i> I hear, read or view.	<ul style="list-style-type: none">Ask an appropriate question about something that has been saidImitate real-life and make believe experiences within role play	<ul style="list-style-type: none">Ask an appropriate question about something that has been saidContribute to role-play activities using relevant language	<ul style="list-style-type: none">Adopt a role using appropriate language
		I.43 I can use familiar words and phrases and experiment with newly-learned vocabulary.	<ul style="list-style-type: none">Retell, in simple terms, an event or experienceUse sentences with five or more words with some grammatical immaturitiesUse newly learned vocabulary in and through play activities	<ul style="list-style-type: none">Use words, phrases and simple sentencesUse appropriate, increasing vocabulary in and through play activities	<ul style="list-style-type: none">Build on previous experience, making themselves clear by;<ul style="list-style-type: none">Organising what they sayChoosing words deliberatelyUse an increasing range of appropriate vocabulary in play and structured activities
		I.44 I can respond to what I hear, read and view and can express simple opinions on it.	<ul style="list-style-type: none">Participate in discussion with other children and/or adultsSpeak clearly enough to be understood by adults and peers	<ul style="list-style-type: none">Exchange ideas in one-to-one and small group discussionsSpeak audibly	<ul style="list-style-type: none">Contribute to conversations and respond to others, taking turns when promptedSpeak audibly, conveying meaning to listeners beyond their friendship groups
		I.45 I am beginning to ask and answer questions to clarify my understanding.	<ul style="list-style-type: none">Take part in activities alongside othersAnswer simple ‘who’, ‘what’, and open-ended questions relating to own experiences, stories or events	<ul style="list-style-type: none">Take part in activities alongside others, with some interactionAnswer ‘who’, ‘what’, ‘where’ and open ended questions relating to own experiences stories or events.	<ul style="list-style-type: none">Take part in activities with others, taking turns when promptedAnswer ‘who’, ‘what’, ‘where’ and open ended questions relating to own experiences stories or events.