

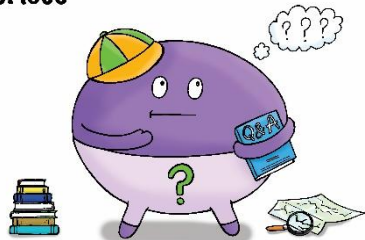


Archibald Early Years

Common play behaviours

Skills progression

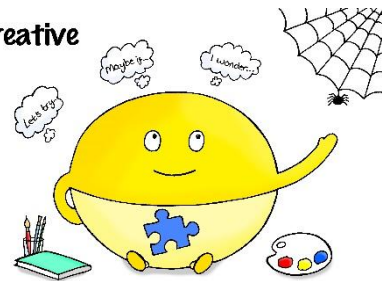
Curious



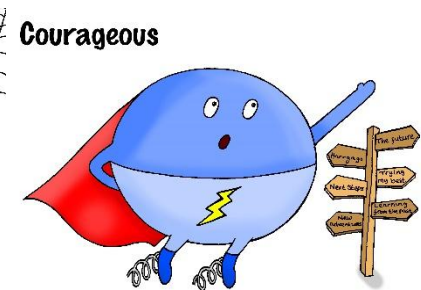
Caring



Creative



Courageous



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Small World Area

Behaviour	Represents an environment	Imitates and represents objects as another	Creates narrative around play	Recalls past events	Resources to facilitate play
Extend Skill	Represents a range of resources as chosen objects. Able to find a resource for a given purpose to fit in with their narrative.	Create an environment that they have created/ imagined. Children design and imagine their own story setting	Uses story language and story features to create a narrative of their own.	Able to intertwine their own experiences with the experiences of others. Creates shared narratives.	Open ended resources - pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, peg dolls, foliage Mini me character photos Animals (organised into animal groups)
Developing Skill	Represents objects as different objects. Explains what they are (e.g.:- This is my car). Talks expressively about the object they have represented as something else.	Represent/create environments from stories	Uses some story language in their play - familiar lines from stories, familiar story themes.	Articulates thoughts and feelings through narrative.	Characters from familiar stories Doll's house and house furniture Mini me character photos Animals
Emerging Skill	Imitates sounds (e.g.:- Vehicles and animals) Represents objects as what they are.	Represent an environment that they are familiar with	Explains their actions in small world play (e.g.:- Pretend the man is walking).	Re-enacts their experiences through a narrative.	Artificial grass Coloured fabric Cars, vehicles Figures from stories/ TV/ movies Fairy-tale characters Animals

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Vocabulary	Core	Extended	Key Questions for Practitioners
	Build, building, make, join, fix, mend, change, together, tall, short, long, wide, deep Pattern, shape, corner, side, wall Push, pull, pick up, carry Travel, road, move, fly, drive, turn Story, retell, first, once upon a time, end Name of settings, e.g. airport, zoo, park, space, farm Inside/outside, light/dark Feelings vocabulary, e.g. happy, sad, angry, worried Directional vocabulary, e.g. in, on, under, up, down, forwards, backwards, behind, high, low Character, people, animal, place, setting, job	Pretend, imaginary, adventure, retell, beginning, describe Design, construction, construct, assemble, connect, circuit, mechanic, separate, thread, unthread, attach, enclose, edge, border, fence, surround, entrance, exit Place, local, nearby Transport journey, manoeuvre, emergency Name of areas, e.g. town, village, hamlet, city, world Compass directions, left, right, besides, between, reverse, underneath, rotate, map, steer, track, route, path, course, footpath, bridleway, runway, plough, sail, float, orbit Language associated with different situations, e.g. sorting out problems, enquiring, complaining	Can you tell me about what you're doing? How shall we set it up/where shall we put...? Do you need anything else? How could we make...? What do you know about...? What might happen next? What would you like me to do? I wonder if we could create.... Tell me about the parts of a... How could we organise the...? Could you find a different way to...? How could we create the ocean? What would we need? Could you tell me about these characters? • What is this character doing? Can we draw a map of the forest? Do you recognise this character? Do you know the story of...? What can you tell me about...? How are your castles the same? How are they different? I want to build a theme park. What parts would I need? What could help me with my ideas?

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Construction Area

Behaviour	Creates a structure	Special awareness	Constructs with a purpose in mind	Resources to facilitate play
Extend Skill	Combines resources to create a structure. Builds more elaborate structures. Includes systems (e.g.: Pathways, roads, bridges etc.) and adds detail to structure. Ensures model is stable.	Build a house/model with different rooms or different parts. Uses smaller blocks/ construction tools to create intricate structures.	Change, adapt and modify model to serve a purpose. Combine construction resources to create model. Creates a design before they construct.	Small blocks Nuts and bolts Handles Knex Squared paper/design sheets
Developing Skill	Uses resources to construct buildings. Positions resources both vertically and horizontally.	Connects buildings and structures (e.g.: Putting a road between buildings). Select the appropriate sized blocks/construction resources for their chosen purpose. Select the appropriate sized blocks/construction resources for chosen workspace.	Knows what they want to build when they begin to construct. Plans what they will use.	Lego Mobilo Small blocks Large Blocks Coloured blocks Squared paper
Emerging Skill	Uses resources to build towers. Builds vertical models	Constructs in a large space with large blocks Constructs in a small space with small blocks	Has an idea about what they will build before they begin. Selects resources they need as they go.	Duplo Stickle bricks Mobilo Small block Large blocks

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Vocabulary	Core	Extended	Key Questions for Practitioners
	Core Build, make, fit, join, fix, mend, turn, spin, move, push, clip, balance Plan, draw, write Tall, short, taller, shorter, big, small, bigger, smaller Wood, metal, plastic, cardboard On top, underneath, next to, beside, inside, outside, behind, in front, between Strong, bendy, hard, soft, thick, thin, clear House, tower, town, shop, building Walls, roof, windows, door, rooms, wheel Round, flat, pointed, corner, curved Circle, square, rectangle, triangle, semicircle Brick, piece Top, bottom, middle	Extended Fasten, attach, connect Measure, repair, design Stack, collapse, combine, slot, rotate, twist Wide, narrow, wider, narrower, high, low Transparent, flexible, weak, rough, smooth Overhang, supports, stable Temple, church, mosque, landmark, shelter Frame, bridge, arch, system, structure, hinge, handle Cube, cuboid, pyramid, cone Horizontal, vertical	What are you building/making? Can you tell me about what you are making? Can you draw your idea? What are you using to make it? What type of material is it made from? Why have you built a...? What makes this building a? Why did you choose to use...? What could this be used for? How could we change this part? How did you fit these pieces together? What could you add to your creation to make it even better? Can you describe the different parts? What could you use/try instead? How could you make it stronger/ taller/wider? What shape or size piece will fit here?

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Water Area

Behaviour	Pouring	Filling	Transporting	Mixing	Resources to facilitate play
Extend Skill	Pours an amount of water into a chosen container. Pours with increased accuracy with less spilling.	Fills a container to their intended point of fill. Starting to read scales when filling.	Spills little or no water when transporting. Does not fill the container to the top - shows an awareness of how much they can carry without spilling. Plans and uses the most effective ways to transport water to avoid spillages	Understands what will happen to the water when they mix it. Loses little or no water when mixing.	Spoons with slots and holes in. Measuring spoons Different sized spoons Jugs with spouts Jugs with handles Piping Pipettes, basters.
Developing Skill	Pours slowly into an intended place (e.g.: - Back into the tray or in another container as not to lose any).	Fills containers with increasing control. Fills containers with a desired amount.	Carefully carries water from A to B but spills a little. Explores using a range of resources and techniques to transfer water for example pipets.	Mixes slowly as not to spill. Increased control when mixing. Mixes with a goal in mind for example to make potions.	Different sized containers Pots and pans Colanders □Kitchen utensils Natural materials Funnels Some transparent containers Whisks
Emerging Skill	Tips to pour quickly. Drops objects into the water. Observes as they pour water from container to container. Observes the way water moves.	Fills containers until they overflow. Randomly fills different containers	Carries water from A to B but spills large amounts of water along the way. Explores the way water moves and is transported. Tries to catch water as it is transported.	Explores the way water moves as they mix and stir it. Spills some water when mixing	Different sized beakers Different sized containers Irregular shaped containers Buckets Water wheel

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Vocabulary	Core	Extended	Key Questions for Practitioners
	Core Fill, pour, tip, pouring, hold. Drop, drip, splash, spray, bubble, bubbly, ice cube, foam, squirt, slip, slide, stir, mix, squeeze, deep. Catch, collect, wash, clean. Change, fast, slow, up, down. Full, empty, gone, more, less, top, bottom. Wet, dry, soggy, water, ice, cold, warm. Move, waves, river, pond, rain, sea, puddle	Extended Capacity, liquid. Trickle, gush, flow, sprinkle, damp, soak, drench, moist, drizzle, seep, whisk, leak, frothy, melt, melting. Half empty, half full, almost full, nearly full, almost empty, nearly empty, brim, level, measure, overflow, shallow. Hotter, colder, warmer, cooler. Float, sink, surface, moisture, deeper,	Tell me what you discovered. Show me how you... How could we...? Why did that happen? I wonder what would happen if... What do you notice when we...? • What tool would help you? • Would it be better if...? Can you fill/half fill/empty the bucket? • How much water do you need to add? • How has the ice/water changed? • How could we investigate the best material to make Teddy a coat to keep him dry? • What can you see in the water? • How can we move the water? What would be the best way? • Why do you think it flows that way? • Which container holds the most? How could we find out? • Can you find two containers that hold the same amount of water? • How many jugs/cups of water will fill the bucket?

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Sand Area

Behaviour	Dig	Mould	Sieve	Bury/enclose	Resources to facilitate play
Extend Skill	Selects the most appropriate scoop/ spade for digging. Digs with control. Digs for a desired purpose	Uses a range of containers/ moulds to create intricate sand creations. Uses spades/ scoops/ buckets to make sand into desired shapes.	Sieves sand for a desired effect. Sieves sand for a desired purpose. Sieves sand to filter out larger objects.	Buries and covers up resources. Pats sand down to cover up resources. Uses spades/ scoops to bury objects.	Potato mashers Colander Kitchen utensils Different sized containers Sieves with small holes/ large holes
Developing Skill	Scoops sand up using scoop/ spade. Moves sand from A to B using a spade. Loses little sand off the spade. Able to dig a hole or space in sand	Free play with hands - makes shapes, heaps and tunnels. Fills moulds and shapes and turns over to make shape. Recognises that damp sand holds shape.	Recognises that dry sand falls freely through fingers/ sieve.	Free play with hands. Uses hands to cover up objects	Ice cube moulds Irregular shaped moulds Different sized sieves, Different sized buckets, containers Short-handled scoops/ spades
Emerging Skill	Explores moving sand using spade/ scoops. Digs using hands. Lifts sand in hands and places back down.	Makes impressions using hands, fingers, knees, arms. Fills containers/ buckets with sand. Pats down sand to make it smooth	Sifts sand through fingers. Explores and observes the way sand moves through sieve.	Covers their hands and fingers in sand.	Different shaped moulds Buckets Spades, scoops - long and short handled Sieves

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Vocabulary	Core	Extended	Key Questions for Practitioners
	Core Fill, dig, shape, pour, drop, slide, bury, hide, build, push, pat, mix, lift, stamp, break. Wet, dry, soggy. Warm, cold, soft, hard. Mark, wave, line. Big, small, heavy, light, long, full, empty, gone, hide, cover, size, more, less. Move	Sculpt, pattern, print, mould, squeeze, scratch, drag, scrape. Flatten, level off, pile up, strain, sink, scoop, smooth out, crumble, grain, disappear, stir. Damp, soaked, squelchy, solid, level, lumpy, crumbly, rough, sharp, spiky, smooth, swampy, runny, gooey, sticky, slimy, grains, grainy, flat, gritty.	How does the sand feel? • Which different ways can you use your tools? • Can you explain what you are going to make? • If you push hard with your tools, what happens? Can you tell me what you discovered? • Can you show me how you...? Can you tell me about your choice of tool when you were...? • How could we...? Why did that happen? • What could we change? • How has the sand changed? • What is the problem? How could you fix it? I wonder what would happen if... • What tool would help you? • Can you tell me about the marks you have made? Which tool would work best? • How could you make it even better? • Would it be better if...? • Can you fill/half fill/empty the bucket? • How much water do you need to add?

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Role Play Area

Behaviour	Express emotions and feelings	Acts in a role	Creates narrative around play	Recalls past events	Resources to facilitate play
Extend Skill	Expresses a range of emotions through role play. Responds to scenarios in role play with empathy.	Plays as different roles. Uses different voices and expressions. Takes on a range of roles confidently	Uses story language and story features to create a narrative of their own. Creates shared narratives	Able to intertwine their own experiences with the experiences of others.	Material, scarves, cloaks, hats, ties, bags, purses, jewellery Pillowcases (for children to create their own outfits with)
Developing Skill	Expresses some emotions through role play. Shows an awareness of the feelings of other 'characters' feelings in joint role play.	Dresses in different outfits to become different characters. Uses props to develop their chosen character role. Acts out both familiar and imaginative scenarios.	Uses some story language in their play - familiar lines from stories, familiar story themes. Describes what they are doing in their role play.	Articulates thoughts and feelings through narrative.	Till and coins Selection of play food Household objects Role play outfits Begin to introduce more open-ended resources Babies and baby clothes
Emerging Skill	Laughs and smiles in role. Pretends to cry in role.	Plays in role as themselves in situations that are within their experience. Acts out common scenarios.	Talks about and explains their actions in role play.	Reacts their experiences through a narrative.	Selection of play food Household objects - e.g.: - Brush and dustpan, pots and pans, bowls, plates etc. Role play outfits - e.g.: - Hi vis jackets, police outfit, nurse outfit etc.

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Vocabulary	Core	Extended	Key Questions for Practitioners
	Happy, sad, angry, worried Character Dressing up Costume Role	Props One day, once upon a time Emotions Voice Expression	Can you tell me about what you're doing? How could we make...? What do you know about...? What might happen next? What would you like me to do? I wonder if we could create.... Tell me about this...How could we organise the...? What would we need? Could you tell me about these characters? What is this character doing? Do you recognise this character? Do you know the story of...? What can you tell me about? What could help me with my ideas?

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Malleable Area

Behaviour	Rolling	Moulding	Cutting	Shaping	Resources to facilitate play
Extend Skill	Uses rolling pin to roll dough/clay flat with pressure. Ensures they have rolled dough to desired size/ shape.	Chooses tools to create a desired shape, size, texture	Uses cutting tools to create a desired shape. Uses cutting tools to cut away any excess dough/ clay	Uses tools to add detail. Creates more intricate shapes. Able to use tools to manipulate dough/ clay to add detail	Modelling clay Clay and clay tools Clay boards Water - (to be used to shape and mould clay) Lollipop sticks,
Developing Skill	Uses rolling pin to flatten dough/ clay with some necessary pressure.	Explores the way tools create different textures.	Uses cutters to cut out shapes in dough/ clay. Uses tools to cut away excess dough.	Smooths dough with hands/ fingers to shape it. Roll's dough in hands to shape it.	Extruders with patterned ends Plastic knives Metal trays and tins in different sizes Introduce tougher malleable materials like clay
Emerging Skill	Uses rolling pin to roll dough/ clay.	Uses hands to flatten dough/ clay. Uses hands to squash, bend, twist and stretch dough/ clay.	Tears dough/ clay with fingers. Splits up dough using hands	Squashes dough with hands and fingers to shape it.	Play Dough Muffin tins Metal trays Cookie cutters Rolling pins Dough stampers Bowls and dishes

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Vocabulary	Core	Extended	Key Questions for Practitioners
	Push, pull, pat, squeeze, press, bend, twist, roll, stretch, squash, flatten, pinch, print, poke, ball, round, fold. Drop, cut, cut out, build, make, mix, shape. Smooth, soft, squishy, warm, cold, hard, shiny, dry. Colour names. Playdough, dough, clay, modelling clay, salt dough. Knife, rolling pin, scissors, board, googly eyes, feathers, sequins, lolly sticks, twigs, beads	Elastic, springy. Scrape, smear, break apart, sculpt, create, join, shaping. Mould, indent, plait, imprint, spiral, pierce, thread, coil, pound, knead. Lumpy, grainy, crumbly. Flour, water, food colouring, salt, oil, cook, cream of tartar, microwave, change, heat	What materials are you using? How did you...? Show me how you... What does it feel like? • What are you going to make? • What will you need for...? How could we...? How might you...? How will you...? • Why did that happen? I wonder what would happen if... What do you notice when we...? • What tool would help you? • Would it be better if...? What do you think about your...? How could you make it even better? • How has the dough/clay changed? • Tell me about your... Can you tell me what you've discovered?

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Painting Area

Behaviour	Mixing	Printing	Mark Making/Painting	Resources to facilitate play
Extend Skill	Experiments with different tones and shades. Makes choices about what colours they will mix. Mixes an intended colour for an intended purpose.	Prints to create patterns and pictures. Prints with a range of colours. Carefully plans where they will print and what they will print.	Express their thoughts and ideas with paint. Observes objects on display when painting and responding with paint. Uses a range of movements and brush strokes to paint.	Mixing cards Paint sample cards Different sized paint brushes Range of paper Choice of working horizontally or vertically (easel or table top) Artwork examples from artists
Developing Skill	Uses primary colours to mix secondary colours. Explores the properties of colours as they mix. Mixes colour for a desired purpose.	Paints onto chosen printing tool before printing. Takes time when printing.	Uses horizontal and vertical brush strokes to paint. Paints a desired picture. Gives meaning to the marks that they make.	Different sized paint brushes Powder paint Poster paint Mixing cards Water Palettes Range of paper
Emerging Skill	Experiments with colour mixing but with no intention to mix a certain colour.	Explores printing with different objects. Prints randomly on paper. Puts printing tool into paint then prints on paper	Covers the paper in paint. Paints in random directions	Paint brushes Poster paint Water Palettes

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Writing Area

Behaviour	Marks	Reading	Pencil Grip	Purpose	Resources to facilitate Play
Extend Skill	Becomes aware of letter/sound connections. Writes recognisable letters/words/phrases.	Can read back writing to an adult. Uses phonic knowledge to support with spelling. Beginning to understand use of punctuation.	Modified tripod/tripod grip. Dominant hand is developed.	Experiments with different forms of writing. Able to talk about the purpose of writing.	Sound mats Key words Variety of templates Notebooks
Developing Skill	Understands that writing and drawing are different. Is aware of directionality. Name and write recognisable letters.	Is aware that print has meaning. Gives meaning to own marks.	Digital grip.	Write words that are familiar to them and their name. Understands different forms and writing and mark makes to imitate this form of writing.	Name cards Whiteboards and pens Pens/pencils/crayons/chalks Variety of paper
Emerging Skill	Controls scribbles. Draws circles, lines and other patterns	Marks do not communicate meaning. Does not always look at paper when making marks.	Palmer/whole hand grasp.	Exploring how to make marks on paper.	Chunky pencils/pens Pencil control pattern

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Creative Area

Behaviour	Cutting	Fixing/joining	Stick/collage	Resources to facilitate play
Extend Skill	Uses scissors with increased control to cut out a desired shape. Uses scissors to cut thicker materials such as card.	Plans how they will fasten things together. Checks that fastening is secure. Selects media to achieve desired effect.	Make decisions about what they will use to stick - which will be most effective way to stick? Controls glue spatula to spread glue. Makes decisions about what the correct amount of tape/ glue to use is.	Scissors, hole punch, cello tape, masking tape, stapler, paper clips, treasury tags, glue/ PVA glue Range of paper/card Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons
Developing Skill	Some control over scissors to cut materials. Holds scissors correctly.	Fastens paper and card together with success. Beginning to explore techniques to join thicker materials.	Able to use glue/tape to fasten thicker materials together. Sticks carefully selected items together to achieve desired purpose. Uses sticking resources to explore creating different textures	Scissors, cello tape, masking tape Large and small boxes Thick and thin card Paper, tissue paper, crepe paper Bottles, tubes PVA glue Glue sticks Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons
Emerging Skill	Uses scissors with two hands to cut a piece of paper. Tears materials to make them the desired size/ shape. Begins to make snips in paper.	Explores fastening resources together using available resources.	Uses glue to attempt to stick but may not be secure. Able to use glue to fasten paper/ thin resources together. Sticks objects randomly onto paper/ card	Masking tape, PVA glue Card Paper, tissue paper, crepe paper Boxes, tubes Lollipop sticks, match sticks, pom poms, feathers

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Vocabulary	Core	Extended	Key Questions for Practitioners
	Names of materials and equipment, such as card, paper, glue, scissors, paint, paintbrush Colour names Mix, make Light, lighter, dark, darker Join, cover, fold, Cut, snip, stick, sticky Pattern, mark, colour, press Draw, drawing, lines, paint, colour in Bumpy, rough, smooth, wide, long, narrow	Wrap, fix, combine, fasten, connect, build, create, decorate, details Describe, alter, amend, adjust Explore, investigate, trial and error, practice Spread, fill, swirl Dab, shade, tone, smudge, blend, Create, plan, design, method, strategy Texture Imagine, imagination Names of more advanced materials, such as pastels, charcoal	What would you like to create? How do you think you can create it? What colours can you use? What textures can you feel? What materials could you use? How could you...? I wonder how we can make pink for the pig. What would happen if you mixed these colours together? How could you plan your design? What could you do to join these pieces together? Can you add anything else to your picture/ model? If you made this again, what would you do the same/different? What did you use to make your model? • Can you tell me about your creation? How could we show that? How could you decorate that part? What else could we try? Is that method working? What could we try instead? Can you draw a picture/take a photo of your creation?

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Funky Fingers

Behaviour	Posting	Squeezing	Threading	Resources to facilitate play
Extend Skill	Small pegs onto peg boards. Small matchsticks into small holes. Balancing marbles on golf tees.	Tweezers to pick up small objects. Tongs to pick up small objects. Feed the tennis ball mouths (cut a slit in a ball and then squeeze to open it as a mouth shape).	Threading smaller beads (pony beads) onto string or onto pasta stuck into dough). Threading beads onto pipe cleaners to make bracelets. Weaving ribbon. Hanging objects onto trees/twigs. Threading nuts and bolts.	Threading smaller beads (pony beads) onto string or onto pasta stuck into dough) Threading beads onto pipe cleaners to make bracelets Weaving ribbon Hanging objects onto trees/twigs Threading nuts and bolts
Developing Skill	Large pegs on pegboards Scoops/spoons to put objects into containers. Balancing small balls on golf tees	Pipettes to squeeze out one drop of liquid. Sponges to squeeze out water. Pegs onto cardboard shapes/pieces of ribbon	Threading pasta onto string. Threading pipe cleaners into colanders/plant pots/air flow balls. Thread cut up straws onto pipe cleaners. Threading leaves onto sticks.	Large pegs Scoops and spoons Small balls Pipettes Sponges Pegs Pasta Pipe cleaners Straws
Emerging Skill	Putting coins/cards in a container with a slit. Use of hands to post items into containers	Popping bubble wrap. Moulding dough into different shapes. Washing up liquid bottles to empty liquid out.	Threading chunky beads onto pipe cleaners. Threading tubing (cut up toilet rolls/ kitchen rolls) onto string.	Posting boxes Bubble wrap Dough Chunky beads Pipe cleaners
Vocabulary	Core	Extended	Key Questions for Practitioners	
	Names of materials and equipment, such as card, paper, glue, scissors, paint, paintbrush Colour names Mix, make Light, lighter, dark, darker Join, cover, fold, Cut, snip, stick, sticky Pattern, mark, colour, press Draw, drawing, lines, paint, colour in Bumpy, rough, smooth, wide, long, narrow	Wrap, fix, combine, fasten, connect, build, create, decorate, details Describe, alter, amend, adjust Explore, investigate, trial and error, practice Spread, fill, swirl Dab, shade, tone, smudge, blend, Create, plan, design, method, strategy Texture Imagine, imagination Names of more advanced materials, such as pastels, charcoal	What would you like to create? • How do you think you can create it? • What colours can you use? • What textures can you feel? • What materials could you use? • How could you... ? I wonder how we can make pink for the pig. • What would happen if you mixed these colours together? • How could you plan your design? • What could you do to join these pieces together? • Can you add anything else to your picture/ model? • If you made this again, what would you do the same/different? • What did you use to make your model? • Can you tell me about your creation? • How could we show that? • How could you decorate that part? • What else could we try? • Is that method working? What could we try instead? • Can you draw a picture/take a photo of your creation?	

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Reading Area					
Behaviour	Phonics	Comprehension	Word Reading	Storytelling	Resources to facilitate play
Extend Skill	Can remember and recite songs and rhymes. Read individual letters by saying the sounds for them. Blend sounds into simple words. Read CVC words. Read some letter groups that each represent one sound and say sounds for them (e.g., th, sh, ee, igh) Use Fred fingers to say each sound	Recall facts from nonfiction books. Asks and answers questions about a book. Gives suggestions on what might happen next. Predicts an ending. Relate own knowledge and experience to the story. Make links to other stories that are similar. Can describe a setting, or character. Can discuss events in the story.	Make attempts to follow text with finger. Read a few common exception words matched to the school's phonic programme. Read simple phrases and words made up of words with known letter/sound correspondences. Read some red words that can't be decoded.	Re-read books to build up confidence in retelling. Uses and creates story maps to prompt retelling stories. Retell stories with exact repetition and some in own words. Retell the beginning, middle and end of a story. Uses props to retell a story	Books (fiction, nonfiction, poetry, multicultural, dual text), big books, magazines, comics, brochures, leaflets, cookbooks, maps, labels Magnetic letters and numbers Alphabet posters, games, friezes Phonics posters and displays Musical instruments Natural materials to make sounds Pots and pans Sound buttons Soundtracks Letter/word puzzles and games
Developing Skill	Spot and suggest rhymes. Count and clap syllables in a word	Learn new vocabulary linked to stories. Print has meaning. Print can have different purposes. English text is read from left to right and from top to bottom. Recognise words with the same initial sound. Start to recognise their name and other familiar words. Listens and talks about stories to build familiarity. Starts to retell a familiar event. Continues to repeat words and phrases from familiar stories with greater	Recognise words with the same initial sound. Start to recognise their name and other familiar words.	Listens and talks about stories to build familiarity. Starts to retell a familiar event. Continues to repeat words and phrases from familiar stories with greater detail.	Books (fiction, nonfiction, poetry, multicultural, dual text), big books, magazines, comics, brochures, leaflets, cookbooks, maps, labels Magnetic letters and numbers Puppets Small world Alphabet posters, games, friezes Phonics posters and displays Musical instruments Natural materials to make sounds Pots and pans □ Sound buttons Soundtracks, CD player, headphones Letter/word puzzles and games

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Curious, caring, creative and courageous.

		detail. □ Books (fiction, nonfiction, poetry, multicultural, dual text), big books, magazines, comics, brochures, leaflets, cookbooks, maps, labels □ Magnetic letters and numbers □ Puppets Can name different parts of a book. Page sequencing. Repeats refrains in stories and poems. Can talk about what is happening in the pictures.			
Emerging Skill	May notice the first letter of their name or familiar word. Enjoys rhymes and songs together, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sings songs and says rhymes independently e.g. singing whilst playing.	Develops play around favourite stories and uses props. Asks questions about the book. Makes comments and shares their own ideas. Can hold a book correctly. Points to pictures and locates images	Pays attention and responds to the pictures or the words. Notices some print in the environment (e.g. logos, door number, bus or name).	Enjoys sharing books with an adult. Has favourite books and seeks out others to share with, or looks at it alone. Repeats words and phrases from familiar stories.	Visits to local environment to point out words, logos, letters and numbers □ Books (fiction, nonfiction, poetry, multicultural, dual text), big books, magazines, comics, brochures, leaflets, cookbooks, maps, labels Magnetic letters and numbers Puppets Small world Alphabet posters, games, friezes Phonics posters and displays Musical instruments

Having fun, learning together.

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