



Development Matters - Age and Stage (EYFS 2012)		Look, listen and note
<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (R30-50m)</li> <li>Beginning to be aware of the way stories are structured. (R30-50m)</li> <li>Suggests how the story might end. (R30-50m)</li> <li>Listens to stories with increasing attention and recall. (R30-50m)</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (R30-50m)</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+)</li> <li>Initiates conversations, attends to and takes account of what others say. (PSED 40-60+)</li> <li>Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+)</li> <li>Two-channelled attention – can listen and do for short span. (CL 40-60+)</li> <li>Responds to instructions involving a two-part sequence. (CL 40-60+)</li> <li>Understands humour, e.g. nonsense rhymes, jokes. (CL 40-60+)</li> <li>Able to follow a story without pictures or props. (CL 40-60+)</li> <li>Listens and responds to ideas expressed by others in conversation or discussion. (CL 40-60+)</li> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (CL 40-60+)</li> <li>Uses language to imagine and recreate roles and experiences in play situations. (CL 40-60+)</li> <li>Links statements and sticks to a main theme or intention. (CL 40-60+)</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (CL 40-60+)</li> <li>Introduces a storyline or narrative into their play. (CL 40-60+)</li> <li>Continues a rhyming string. (L 40-60+)</li> <li>Hears and says the initial sound in words. (L 40-60+)</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (L 40-60+)</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet. (L 40-60+)</li> <li>Begins to read words and simple sentences. (L 40-60+)</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (L 40-60+)</li> <li>Enjoys an increasing range of books. (L 40-60+)</li> <li>Knows that information can be retrieved from books and computers. (L 40-60+)</li> <li>Gives meaning to marks they make as they draw, write and paint. (L 40-60+)</li> <li>Begins to break the flow of speech into words. (L 40-60+)</li> <li>Continues a rhyming string. (L 40-60+)</li> <li>Hears and says the initial sound in words. (L 40-60+)</li> <li>Can segment the sounds in simple words and blend them together. (L 40-60+)</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet. (L 40-60+)</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L 40-60+)</li> <li>Looks closely at similarities, differences, patterns and change. (UTW 40-60+)</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. (CL ELG)</li> <li>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. (R ELG)</li> </ul>	<h2 style="text-align: center;">Literacy: Reading/Writing Continuous Provision</h2> <p style="text-align: center;">Adults support and challenge children's learning and thinking through observation, participation, guided reading and writing and role modelling. Children experience a range of reading and writing opportunities daily as a whole class, in small groups or one to one.</p>	<p>Can they hold a book correctly – right way up and round? Do they take care of the books and resources? Do they turn the pages? How do they respond to sensory aspects of stories and rhymes? Do they respond to puppets? Can they make a choice between two books? Can they look at/point to named pictures of familiar objects/people? Which books do they respond best to? Can they turn the pages? Can they describe what they like? Can they re-tell a familiar tale in their own words? Do they go for a particular genre? Fiction/non-fiction</p>
	<b>Effective Practice</b>	<b>Permanent resources</b>
	<p><u>Adults to introduce vocabulary (use of words, symbols and signs) e.g.-</u> Book, page comic, picture, puppet, rhyme, Story, information, Character names in stories Settings e.g. castle, farm, park, school. Word, sentence, sound. Model reading and share books with children, Title, page number</p> <p><u>Adults to ask simple questions to extend learning e.g.-</u> Do you like this book? Which is your favourite story? Can you find.....? Can you turn the page? Which story puppet do you like best? Can you find the word that rhymes with...? Tell me about this book. What do you think will happen next? What would you like to happen next?</p>	<p>Open shelves and storage baskets, bean bags and large cushions, soft toys and puppets. Wide range of books - picture, fiction and rhyme, sound books, lift the flap books, nonfiction, multicultural/different needs, sensory, comics and catalogues, big books, homemade/photo books, books linked to themes or topics of interest, dual language books, instruction leaflets, recipe cards/books, Atlas, road/street maps. Display relating to current interests/themes, children's favourites books.</p> <p>CD's and tapes of rhymes, stories, songs and spoken words, posters, pictures and postcards, story or rhyme sacks or boxes.</p> <p>Story Telling Stories, story maps of stories and text maps of non-fiction.</p> <p>Objects and games to support phonological awareness.</p>



Intended Experiences	Characteristics of Effective Learning		
<ul style="list-style-type: none"> <li>➤ Discover how to handle books carefully.</li> <li>➤ Hold books the correct way up and turn pages one at a time.</li> <li>➤ Enjoy looking at pictures</li> <li>➤ Opportunities to use different voices to tell stories</li> <li>➤ Talk about, how characters from stories feel.</li> <li>➤ Have some favourite stories, rhymes and poems.</li> <li>➤ Developing listening skills.</li> <li>➤ To use stories they hear in their play.</li> <li>➤ Begin to be aware of the way stories are structured.</li> <li>➤ Suggest how the story might begin/end.</li> <li>➤ Show interest in illustrations and print in books and their environment.</li> <li>➤ Understand that print carries meaning and is a means of communication.</li> <li>➤ Enjoy an increasing range of books.</li> <li>➤ Understand that information can be retrieved from books.</li> </ul>	<p style="text-align: center;"><u>Unique Child</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking a role in their play</li> <li>• Acting out experiences with other people</li> <li>• Initiating activities</li> </ul> <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul> <p><u>Creating &amp; Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Making links and noticing patterns in their experience</li> </ul>	<p style="text-align: center;"><u>Positive Relationships</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> <li>• Play with children. Encourage them to explore, and show your own interest in discovering new things.</li> <li>• Join in play sensitively, fitting in with children’s ideas.</li> <li>• Model pretending an object is something else and help develop roles and stories. Pay attention to how children engage in activities the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products.</li> </ul> <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> <li>• Stimulate children’s interest through shared attention, and calm over-stimulated children.</li> <li>• Encourage children to learn together and from each other.</li> </ul> <p><u>Creating &amp; Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> <li>• Value questions, talk, and many possible responses, without rushing toward answers too quickly</li> <li>• Support children’s interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> </ul>	<p style="text-align: center;"><u>Enabling Environments</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> <li>• Make sure resources are relevant to children’s interests</li> <li>• Help children concentrate by limiting noise, and making spaces visually calm and orderly.</li> <li>• Ensure children have uninterrupted time to play and explore</li> </ul> <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> <li>• Ensure children have time and freedom to become deeply involved in activities</li> <li>• Keep significant activities out instead of routinely tidying them away</li> </ul> <p><u>Creating &amp; Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> <li>• Plan linked experiences that follow the ideas children are really thinking about</li> </ul>

