



Overdale Community Primary School- Communication, language and literacy plan: Cycle A

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Words in bold and italic-</b> Statements from EYFS curriculum	<b>Theme</b>	Who am I (Family)	Once upon a Rhyme (Celebrations/ nativity)	People who help us	Down on the farm (Life cycles)	Kings, Queens and castles	'Oh I do like to be beside the seaside' (Transition)
<b>Writing</b>							
Nursery	TFW texts	'Mr Wiggle, Mr Waggle'	'Little Red Hen'	'Enormous Turnip'	'Gingerbread man'	'Sleepy bumble'	'A mouse called Maisy'
	Writing sequence	<b>Distinguishing between marks made</b> Name recognition Opportunities to develop gross and fine motor skills Access to mark making materials across provision areas		<b>Write some letters accurately.</b> <b>Make marks on their picture to stand for their name.</b> Name recognition/ writing Opportunities to develop gross and fine motor skills Access to mark making materials across provision areas		<b>Write some or all of the letters in their name</b> <b>Begins to write letters to represent initial sounds in words</b> Name recognition/ writing Opportunities to develop gross and fine motor skills Modelling of writing alongside children. Opportunities for children to write for real purposes in the provision	
<b>Communication and language sequence</b>							
	Wellcome	Initial screening- identifying amber/ red children Whole class/ group/ individual activities set up to meet need. End of term- rescreen		Whole class/ group/ individual activities set up to meet need. End of term- rescreen		Whole class/ group/ individual activities set up to meet need.	
		<b>Sing a large repertoire of songs.</b> <b>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</b> <b>Start a conversation with an adult or a friend and continue it for many turns.</b> <b>Understands simple instructions</b>  Listening skills- in small groups and during story time- Targeted intervention for those children who struggle with attention and listening. Daily circle time activities Provision areas set out giving children opportunities to talk- inside and outside. Word aware taught whole class/ small group follow up		<b>Use a wide range of vocabulary.</b> <b>Engage in extended conversations about stories, learning new vocabulary.</b> <b>Enjoy listening to longer stories and can remember much of what happens.</b> <b>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</b>  Provision areas set out giving children opportunities to talk- inside and outside. Talk for writing Word aware taught whole class/ small group follow up		<b>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</b> <b>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</b> <b>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</b>  Talk for writing Word aware taught whole class/ small group follow up	
	Expressive arts	<b>Listen with increased attention to sounds</b> <b>Take part in simple pretend play, using an object to</b>		<b>Begin to develop complex stories using small world equipment like animal sets, dolls and</b>		<b>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar</b>	



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		<p><i>represent something else even though they are not similar.</i></p> <p><i>Sing the pitch of a tone sung by another person ('pitch match').</i></p> <p><b>Create their own songs, or improvise a song around one they know.</b></p> <p>Small world puppets/ characters/ masks in provision with puppet show for children to re-enact independently</p>	<p><i>dolls houses, etc</i></p> <p><i>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</i></p> <p><b>Remember and sing entire songs.</b></p> <p>Small world puppets/ characters/ masks in provision for children to re-enact independently</p>	<p><b>songs.</b></p> <p>Small world puppets/ characters/ masks in provision for children to re-enact independently</p>			
	Main speech sounds expected by 4.6 years	See Appendix A					
<b>Reading sequence</b>							
	Supporting year group texts	'Where's Spot' 'Come on, Daisy!'	'Each, Peach, Pear, Plum' 'Hairy Maclary'	'You Choose' 'Hug'	'The Very Hungry Caterpillar' 'Brown Bear'	'Jaspers Beanstalk' 'Dear Zoo'	'The train ride' 'We're Going on a Bear Hunt'
	<p>Phonics</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- Spot and suggest rhymes</li> <li>- Count or clap syllables in words</li> <li>- Recognise words with the same initial sound, such as money and mother</li> </ul>	<p>Little Wandle/ Letters and sounds phase 1 daily. Phase 1 Aspects 1, 2, 3</p> <p>To develop children's listening skills and awareness of sounds in the environment</p> <p>Further development of vocabulary and children's identification and recollection of the difference between sounds</p> <p>To make up simple sentences and talk in greater detail about sounds</p> <p>To experience and develop awareness of sounds made with instruments and noise makers</p> <p>To listen to and appreciate the difference between sounds made with instruments</p> <p>To use a wide vocabulary to talk about the sounds instruments make.</p> <p>To develop awareness of sounds and rhythms</p> <p>To distinguish between sounds and to remember patterns of sound</p> <p>To talk about sounds we make with our bodies and what the sounds mean</p> <p><b>Little Wandle Progression of sounds Autumn 2: s a t p i n</b></p>	<p>Letters and sounds phase 1 daily- Phase 1 Aspect 4 &amp; 5</p> <p>N1 and N2 children split for daily phonics</p> <p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p> <p>To increase awareness of words that rhyme and to develop knowledge about rhyme</p> <p>To talk about words that rhyme and to produce rhyming words</p> <p>To develop understanding of alliteration</p> <p>To listen to sounds at the beginning of words and hear the differences between them</p> <p>To explore how different sounds are articulated, and to extend understanding of alliteration</p> <p><b>Little Wandle Progression of sounds Spring 1: m d g o c k e</b></p> <p><b>Little Wandle Progression of sounds Spring 2: u r h b f l j</b></p>	<p>Letters and sounds phase 1 daily- Phase 1 Aspect 6 &amp; 7</p> <p>N1 and N2 children split for daily phonics</p> <p>To distinguish between the differences in vocal sounds, including oral blending and segmenting</p> <p>To explore speech sounds</p> <p>To talk about the different sounds that we can make with our voices</p> <p>To develop oral blending and segmenting of sounds in words</p> <p>To listen to phonemes within words and to remember them in the order in which they occur</p> <p>To talk about the different phonemes that make up words</p> <p><b>Little Wandle Progression of sounds Summer 1: v w y z q u ch</b></p> <p><b>Little Wandle Progression of sounds Summer 2: ck x sh th ng nk</b></p>			
	Reading for pleasure	<p><b>Has favourite stories, songs and rhymes</b></p> <p>Stories, rhymes and songs daily with adult discussion.</p> <p>Home reading books.</p> <p>Reading area of provision.</p>	<p><b>Repeats words and phrases from familiar stories</b></p> <p><b>Talk about events, characters and make simple predictions</b></p>	<p><b>Develop an understanding of the 5 key principles of print</b></p> <p><b>-print has meaning</b></p> <p><b>-the names of different parts of a book -print</b></p>			



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		Books we know basket Book buddies	Stories, rhymes and songs daily with adult discussion. Home reading books. Reading area of provision. Books we know basket Book buddies	<p><b>can have different purposes</b>  <b>-page sequencing</b>  <b>-we read English text from left to right and from top to bottom</b></p> <p>Stories, rhymes and songs daily with adult discussion. Home reading books. Reading area of provision. Books we know basket Book buddies</p>			
	Reading comprehension and fluency	<p><b>Links actions to words in action songs and rhymes</b>  <b>Enjoy listening to longer stories and can remember much of what happens.</b></p> <p>Stories, rhymes, action rhymes and songs daily with adult discussion. Word Aware (1 concept word per week).</p>	<p><b>Engage in extended conversations about stories, learning new vocabulary.</b>  <b>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</b></p> <p>Stories, rhymes and songs daily with adult discussion. Word Aware (1 topic word and 1 concept per week).</p>	<p><b>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</b></p> <p>Stories, rhymes and songs daily with adult discussion. Word Aware (1 topic word, 1 story word and 1 concept per week).</p> <p>Discussing stories Links sounds to letters, naming and sounding the letters of the alphabet Hears and says initial sounds in words</p>			
<b>Writing</b>							
Reception	TFW Texts	'Squeaky Story'	'Let me Come in' 'How to Keep Warm'	Gunny Wolf Twist me Turn me, Going for a Magical Walk	'Billy Goats Gruff' 'Should we Save the Troll?'	'The Sheep and the Goat' 'Wolves and Other Cuddly Animals'	'Quackling' 'Give us our Quack Back!'
	Writing sequence	<p><b>Writing some or all of the letters in their name</b>  <b>Writing some letters accurately</b>  <b>Labelling/ lists</b>  <b>Write short sentences</b></p> <p>Pen disco for targeted children Dough-disco Daily letter formation sessions More able- focus on 3-word sentence composition</p>		<p><b>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</b>  <b>Re-read what they have written to check that it makes sense</b></p> <p>Daily letter formation sessions Talk for writing Words to spell, sentence to write activities Independent writing mountain challenge</p>		<p><b>Write recognisable letters, most of which are correctly formed.</b>  <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters</b>  <b>Write simple phrases and sentences that can be read by others.</b></p> <p>Focus on independent application Finger spaces, full stop, capital letter focus Independent writing mountain challenge</p>	
<b>Communication and language sequence</b>							



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	Use a wider range of vocabulary	<p><b>Understand how to listen carefully and why listening is important.</b></p> <p><i>Learn new vocabulary.</i></p> <p><i>Use new vocabulary through the day</i></p> <p><i>Describe events in some detail.</i></p> <p><i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</i></p> <p><i>Engage in story times.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p><i>Engage in non-fiction books</i></p> <p>Word aware taught whole class/ small group follow up</p>	<p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Connect one idea or action to another using a range of connectives.</i></p> <p><i>Develop social phrases.</i></p> <p><i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i></p> <p><i>Use new vocabulary in different contexts.</i></p> <p><i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i></p> <p>Word aware taught whole class/ small group follow up</p>	<p><i>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.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i></p> <p>Word aware taught whole class/ small group follow up</p>			
	Expressive arts	<p><b>Develop storylines in their pretend play.</b></p> <p>Small world puppets/ characters/ masks in provision for children to re-enact independently</p>	<p><b>Make use of props and materials when role playing characters in narratives and stories.</b></p> <p>Small world puppets/ characters/ masks in provision for children to re-enact independently</p>	<p><b>Invent, adapt and recount narratives and stories with peers and their teacher</b></p> <p><b>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</b></p> <p>Small world puppets/ characters/ masks in provision for children to re-enact independently</p>			
<b>Reading sequence</b>							
	Supporting year group texts	'Rosie's Walk' 'Owl Babies'	'Goodnight Moon' 'Whatever Next?'	'Mrs Armitage on Wheels'	'On the way Home' 'Six Dinner Sid'	'Shhh' 'Mr Grumpy's Outing' 'Gruffalo'	'Farmer Duck' 'Handa's Surprise'
	Phonics	<p>Follow with phonic programme- (See Appendix B: Overdale Reading Skills Progression document)</p> <p><b>Read individual letters by saying the sounds for them.</b></p> <p><b>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</b></p>	<p>Follow with phonic programme- (See Appendix B: Overdale Reading Skills Progression document)</p> <p><b>Read some letter groups that each represent one sound and say sounds for them.</b></p> <p><b>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few</b></p>	<p>Follow with phonic programme- (See Appendix B: Overdale Reading Skills Progression document)</p> <p><b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b></p> <p><b>Read words consistent with their phonic knowledge by sound-blending.</b></p> <p><b>Read aloud simple sentences and books that</b></p>			



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			<p><i>exception words.</i></p> <p><b>Read a few common exception words matched to the school's phonic programme.</b></p> <p>Independent reading mountain challenge</p>		<p><b>are consistent with their phonic knowledge, including some common exception words.</b></p> <p>Independent reading mountain challenge</p>		
	Reading for pleasure	<p><b>Consolidate the understanding of the 5 key principles of print</b></p> <p>Stories, rhymes and songs daily with adult discussion. Home reading books. Reading area of provision. Book buddies</p>	<p>Stories, rhymes and songs daily with adult discussion. Home reading books. Reading area of provision. Book buddies Re-read known books to build up their confidence fluency and their understanding and enjoyment. Visit to local library- children have own library card Introduce class library to choose a book of interest</p>		<p>Stories, rhymes and songs daily with adult discussion. Home reading books. Book buddies Reading area of provision. Re-read known books to build up their confidence fluency and their understanding and enjoyment. Visits to school library to choose a book of interest</p>		
	Reading accurately with fluency and expression	<p><b>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</b></p>	<p><b>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</b></p> <p><b>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</b></p>		<p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p>		
	Comprehension	<p><b>Listen to and talk about stories to build familiarity and understanding.</b></p> <p><b>Listen carefully to rhymes and songs, paying attention to how they sound.</b></p> <p>Stories, rhymes and songs daily with adult discussion. Word Aware (1 topic word, 1 text-based word and 1 concept per week).</p>	<p><b>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b></p> <p><b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</b></p> <p>Word Aware (1 topic word, 1 text-based word and 1 concept per week).</p>		<p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b></p> <p><b>Anticipate (where appropriate) key events in stories.</b></p> <p><b>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.</b></p> <p>Word Aware (1 topic word, 1 text-based word and 1 concept per week).</p>		
	Possible topic-based vocabulary to consider (Taught using word aware whole class approach)	<p><b>All about me-</b> emotions: <b>Nursery:</b> Happy, cross, sad, excited, worried <b>Reception:</b> astonished,</p>	<p><b>Once upon a rhyme-</b> <b>Rhyme</b></p> <p><b>Celebration-</b></p>	<p><b>Spring-</b> <b>Nursery:</b> butterfly, rain, lamb, flowers, garden, babies,</p>	<p><b>Plants and growth:</b> <b>Nursery:</b> flower, leaf/leaves, fruit, rain, water, sun, watering</p>	<p><b>Houses and homes:</b> <b>Nursery:</b> bathroom, bedroom, bricks, door, garage, garden,</p>	<p><b>Pirates:</b> <b>Nursery:</b> <b>Beach:</b> <b>Nursery:</b> T-shirt, kite,</p>



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	<p><b>Star:</b> Select, teach, activate, review-</p> <p><b>review-</b> Planned opportunities for vocabulary to be reviewed across the term/ year detailed in MTP</p>	<p>surprised, embarrassed, confused, nervous</p> <p><b>All about me-</b> body parts:  <b>Nursery:</b> arm, back, foot, hand, legs, hair, finger, toe, mouth, face, eyes, nose, ear, tongue, bones, run, jump, big, little  <b>Reception:</b> hips, shoulder, freckles, skin, heart, lips, leap, breathe, round long, short  <b>All about me-</b> Family:  <b>Nursery:</b> mum, dad, baby, family, grandad, parents, sister, cousins, granny/nan, uncle, aunt, cuddle, love, visit, nice  <b>Reception:</b> son, daughter, niece, nephew, grandchild, celebration, caring, alike  <b>All about me-</b>Senses:  <b>Nursery:</b> eyes, nose, mouth, listen, smell, hear, see, nice  <b>Reception:</b> taste buds, touch, taste, bright, hard, soft, smooth, light, dark, sweet, sour, lumpy</p>	<p>Christmas:  <b>Nursery:</b> Jesus, Baby, Nativity, light, dark, church, celebrate, special, gift, food, clothes, cards, Jewish  <b>Reception:</b> faith, Mary, Joseph, Jesus, angels, shepherds, king, Bible, God, Diwali, Hindu, Christian, festival, wedding, christening, worship, believe, vicar, Sukkot - Jewish, sukkah</p>	<p>chicks, jump, fly, beautiful, tadpoles, grow, plant  <b>Reception:</b> buds, blossom, hatch, capture, wriggle, young, frogspawn, newborn</p> <p><b>People who help us:</b>  Nursery: fire fighter, nurse, builder, bus driver, doctor, teacher, policewoman/ man, postman/woman, help, drive, scary, helpful, kind  <b>Reception:</b> mechanic, caretaker, librarian, vet, taxi driver, dentist, job, care, fix, visit, deliver, brave.</p>	<p>can, vegetable, dig, grow, beautiful, dirty, hungry  <b>Reception:</b> bean, root, seed, soil, stem, plant, pick, collect, colourful, harvest.</p>	<p>gate, kitchen, living room, lounge, stairs, roof, window, build, big, little, old, new  <b>Reception:</b> bungalow, caravan, castle, chimney, cottage, farmhouse, flat, tent, tiles, move, live, enormous, tiny, comfortable,  <b>Minibeasts:</b>  Nursery: caterpillar, spider, butterfly, bee, snail, ladybird, worm, fly, wiggle, move, look, fly, careful.  Reception: dragonfly, wasp, centipede, beetle, flap, squirm, land, search, identify, examine, tiny, delicate,</p>	<p>sandals, ice-cream van/ lolly, sun lotion, beach, sandcastle, crab, rock, shorts, sunglasses, seagull, beach ball, bucket, spade, boat, sea, sun, shells, fish, bat, ball, swim, splash, fly play, hot, cold.  <b>Reception:</b>, pier, pebbles, lifeguard, yacht, starfish, lighthouse, waves, save, search, paddle, bumpy, smooth, deep, shallow,</p>
	<p>Story book vocabulary</p>	<p><b>Where's Spot'</b>  Behind, inside, in, under  <b>'Come on, Daisy!'</b>  Close, far, bounce, splash, alone, underneath,  <b>Rosie's Walk</b>  Across, around, over, past, through, under  <b>Owl babies:</b>  Hunt, lose, fuss, dark, brave, silent, night</p>	<p><b>Hairy Mclary:</b>  Surprise, snoop, wail, cover, skinny, low  <b>Each, Peach, Pear, Plum'</b>  Spy, cellar, fast, up, ditch, den,  <b>Goodnight Moon'</b>  Whisper, jump, comb, mush, hush  <b>'Whatever Next?'</b>  chimney, flew, roared, above, dripped, state, gasped, visit</p>	<p><b>'You Choose'</b>  Wings, home, wear, pet, job, tired,  <b>'Hug'</b>  <b>Mrs Armitage on Wheels'</b>  Alongside, horn, chain, greasy, complete, snack, faithful, down-hearted, cheerful behind exhausted,</p>	<p><b>The Very Hungry Caterpillar'</b>  Tiny, light, through, small, beautiful, butterfly  <b>'Brown Bear'</b>  Looking, colour vocabulary  <b>On the way Home'</b>  Sneaking, behind, distant, crashing, huge, canal, crammed, wrapped, enormous, soaring, claws, great (as in big) creeping, gigantic, gliding, biggest</p>	<p><b>Jaspers Beanstalk'</b>  Plant (verb), hoe, dig, rake, long  <b>'Dear Zoo'</b>  Pet, tall, scary, jump, sent  <b>'Shhh'</b>  Enter, pet, whisper, disturb, enormous, dare,  <b>'Mr Grumpy's Outing'</b>  Own, hop, tease, flap, trample, bank  <b>The Gruffalo:</b>  Feast, stroll, flee, amazing, dark</p>	<p><b>The train ride'</b>  Ride, meadow, still, knee, into, high, lighthouse, grandma, foal  <b>We're Going on a Bear Hunt:</b>  Hunt, tiptoe, trip, long, dark, wavy, narrow, furry, through, over, under  <b>Farmer Duck:</b> fetch, answer, squeeze, waddle, creak, lazy  <b>Handa's Surprise:</b> surprise, delicious, soft</p>



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					<p><b>'Six Dinner Sid'</b>          Slip out, lamb,          neighbour, alone, job,          behave, future,          unlike, suspicious,          owner, damp, vet,</p>		
	<p>Possible concept vocabulary to consider (Can be found in word aware p.g. 80-167)          Exact target vocabulary to be detailed on MTPs</p>	<p><b>Big</b>  <b>Both</b>  <b>New</b>  <b>Old</b>  <b>Same</b>  <b>Short</b>  <b>small</b></p>	<p><b>Dark</b>  <b>later</b>  <b>more</b>  <b>night</b></p>	<p><b>Light (not dark)</b>  <b>Day</b>  <b>Early</b>  <b>wet</b></p>	<p><b>Tall</b>  <b>Dry</b>  <b>Some</b>  <b>Thick</b>  <b>thin</b></p>	<p><b>Large</b>  <b>Around</b>  <b>Corner</b>  <b>shiny</b></p>	<p><b>Hard</b>  <b>Light (not heavy)</b>  <b>Long</b>  <b>Over</b>  <b>side</b></p>

The above vocabulary is a guide for practitioners to ensure the expectations of the EYFS curriculum are met and our children learn and develop well. In our EYFS we are committed to nurturing the children to become lifelong inquisitive learners and therefore, some vocabulary may be exchanged to take account of the children's fascinations interests and need.

See appendix B for exact list of concept words.

Level 1: to be embedded pre-nursery

Level 2: to be embedded in Nursery

Level 3: to be embedded in Reception

Some children may not progress at the same speed and some may need small group wave 1 teaching to close the gap.

**Appendix A**

Age	Consonants used	Description of speech
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<p><b>9-18 months</b></p>	<p>m, n, p, b, t, d, w and most vowel sounds.</p> <ul style="list-style-type: none"> <li>• Sounds present in 50% of 2 year olds and 90% of 3 year olds.</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of words repeated e.g. "dada" for Daddy and "bibi" for biscuit.</li> <li>• End sounds missed off words e.g. "ba" for ball and "do" for dog.</li> </ul>
<p><b>18 months – 3 years</b></p>	<p>As above plus k, g, ng (as in ring or sing).</p> <ul style="list-style-type: none"> <li>• Sounds present in 50% of 3 year olds and 90% of 4 year olds.</li> </ul>	<ul style="list-style-type: none"> <li>• Using more recognisable words.</li> <li>• k and g beginning to be used in some words. May still use t, d instead e.g. "tar" for car and "date" for gate.</li> <li>• Some end sounds are still missed off</li> </ul>
<p><b>3-4 years</b></p>	<p>As above plus f, s, h</p> <ul style="list-style-type: none"> <li>• Sounds present in 50% of 3 year olds and 90% of 5 year olds.</li> </ul>	<ul style="list-style-type: none"> <li>• f and s beginning to be used in some words. May still use other sounds instead e.g. "tea" for sea.</li> <li>• Most words now have a sound at the end but this may not always be the correct sound e.g. "fis" for fish.</li> <li>• Some sounds beginning to be used in the middle of words e.g. "dinner" and "paper."</li> </ul>
<p><b>4-5 years</b></p>	<p>As above plus l, v, z, sh, ch, j, y</p> <ul style="list-style-type: none"> <li>• Sounds present in 50% of 3- 4½ year olds and 90% of 6 year olds.</li> </ul>	<ul style="list-style-type: none"> <li>• sh, ch, j beginning to be used in words e.g. "shoe", "jam", "chair."</li> <li>• Not yet using th or r e.g. "gween" for green or "paf" for path.</li> <li>• Child may be beginning to use some clusters (2 consonant sounds together) such as 'bl' in blue and 'sp' in spoon. Sometimes one of these sounds will be missed off e.g. "nowman" for snowman.</li> </ul>
<p><b>5+ years</b></p>	<p>As above plus r, th</p> <ul style="list-style-type: none"> <li>• Sounds present in 50% of 4- 5½ year olds and 90% of 7 year olds.</li> </ul>	<ul style="list-style-type: none"> <li>• Mature pronunciation of most words</li> <li>• Some children still have difficulty with r, th and clusters</li> </ul>



## Early Years concepts

	Level 1	Page	Level 2	Page	Level 3	Page
<b>Size</b>	big	91	long	121	thick	151
	little	120	short	142	thin	152
	fat	104	tall	150	wide	158
			small	145	narrow	126
			large	114		
<b>Touch/look</b>	dry	99	hard	111	shiny	141
	wet	156	soft	147	rough	138
					smooth	146
<b>Sound</b>	noisy	132				
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	loud	123				
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	slow	144				
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	out	134	near	127	below	88
	under	155	between	90	forwards	107
	behind	87	side	143	backwards	85
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