



# ASPIRATION - TO COMPOSE AND PUBLISH MY OWN PIECE OF FACT/FICTION

● Communication & language 
 ● Physical Development 
 ● PSED 
 ● Literacy 
 ● Mathematics 
 ● Understanding the World 
 ● Expressive Arts & Design

<p><b>Milestone 1</b> Christmas</p>	<p><b>What will be observed</b>  <span style="color: blue;">●</span> <span style="color: orange;">●</span> <span style="color: red;">●</span> <span style="color: green;">●</span> <span style="color: purple;">●</span> <span style="color: teal;">●</span></p> <p>Children listen to a wide range of stories, poems, rhymes and non-fiction and Maths and number stories. They engage in active storytelling, beginning to comment on events and characters and join in with refrains and orally retelling familiar stories as well as predicting events and suggesting motivation and dialogue.</p> <p>Children are developing their gross and fine motor skills and can make big movements with confidence and are beginning to form some recognisable letters with support. They use mark making in their play, starting to form some recognisable shapes and with meaning to themselves showing a purpose to their “writing”. Children can blend sounds to form words, and can segment CVC words. They are starting to read and write CVC words with sounds from Set 1 RWI.</p>	<p><b>What activities suggested</b> <b>Implementations/ideas</b></p> <p>Daily story time. Library time, Book corner, active storytelling, instruction for parents on how to do active story telling, Story maps, story walking, puppet shows, story sacks. Stories during Maths lessons to illustrate number and pattern. Story stones, story spoons</p> <p>Big paint brushes, climbing frame, forest school, pushing the heavy bikes and trailers, catching balls.</p> <p>Playdough, paint, Hama beads, clothes pegs, threading, beans and tweezers etc.</p> <p>Daily phonics, opportunities to write in provision, literacy shed, painting, multisensory phonics.</p> <p>Access to notebooks, made books, Maths stories, recipes, manuals, menus from restaurants etc.</p>
<p><b>Milestone 2</b> Easter</p>	<p><b>What will be observed</b>  <span style="color: blue;">●</span> <span style="color: orange;">●</span> <span style="color: red;">●</span> <span style="color: green;">●</span> <span style="color: purple;">●</span> <span style="color: teal;">●</span></p> <p>Children play collaboratively with their peers in role play and at the puppet theatre adapting known stories and making up their own. They continue to enjoy story times and begin to use some of the vocabulary they have learned in their own play.</p> <p>Their pencil skills start to strengthen and they begin to draw recognisable people, animals, houses and trees. They are able to write many letters with a recognisable shape. Children begin to blend and segment some longer words, and are starting to read and write longer words and to read short sentences.</p> <p>They are developing the stamina to read and write longer sentences. With support, they change an element of a well-known story and retell it with the same structure/vocabulary for the rest of the class.</p>	<p>Continue with active storytelling and RWI storytelling vocabulary work. Changing costumes and props in the role play area and puppets in the theatre.</p> <p>Maths stories in Maths sessions</p> <p>Weekly free drawing sessions after the weekend and Forest School.</p> <p>Continue with RWI</p> <p>Fractured fairy tales project to change elements of a story.</p>
<p><b>Milestone 3</b> End of year</p>	<p><b>What will be observed</b>  <span style="color: blue;">●</span> <span style="color: orange;">●</span> <span style="color: red;">●</span> <span style="color: green;">●</span> <span style="color: purple;">●</span> <span style="color: teal;">●</span></p> <p>Children have good control in writing and drawing. They are able to independently read and write some non-decodable tricky words and use digraphs and graphemes to write phonetically plausible words. They form most letters correctly – others are recognisable. They are able to form sentences and short paragraphs.</p> <p>They re-enact stories through their role play, some from stories they’ve heard, some that they make up and write these simple stories in their literacy book before sharing them with the class.</p> <p>Children write books, shopping lists, menus, recipes, instructions manuals and maps in their independent play using the skills they have learned this year.</p> <p>Using their knowledge of stories, their phonic knowledge and their imagination or knowledge, children are able to compose and publish a piece of their own fiction or non-fiction. They consider their audience and adapt their writing to them.</p>	<p>During library sessions learn the features of books and some non-fiction features such as title, subtitle, chapters.</p> <p>Children learn and use all single sounds, phase 2 consonant and vowel digraphs.</p> <p>Access to notebooks, made books, Maths stories, recipes, manuals, menus from restaurants etc.</p> <p>Children write books, shopping lists, menus, recipes, instructions manuals and maps in their independent play using the skills they have learned this year.</p>