

I can sing a repertoire of songs and rhymes	I enjoy listening to stories by focus author and start to become familiar with the stories and characters	I can use new vocabulary in different contexts	I can select and use activities and resources, with help when needed. Enabling one to achieve a goal they have chosen, or one which is suggested to them.		I am becoming more outgoing with unfamiliar people, in the safe context of my setting	I am beginning to understand that everyone is different and has different ideas	I can remember and sing known songs	I can join an adult to act out a story or parts of a story
I can talk about and remember much of what happens in a familiar story joining in or using repeated phrases	I can talk about my own ideas about a familiar story	I am starting to ask questions and make links between what happens in stories and their own experiences.	With support I can find solutions to conflicts and rivalries. For example, accepting that not everyone can be the main character and suggesting other ideas.		I can identify feelings in others (characters in a story or people in real life)	I can play with one or more other children, extending and elaborating play ideas.	I can create their own songs or improvise a song around one they know.	I can participate in the school Harvest and Nativity
I can say who is in the story and where it happens	I am beginning to predict rhymes in familiar rhymes and stories	I am starting to engage, notice and use TTS vocabulary words				Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	With support I can respond to familiar texts by acting out a known narrative	I can take part in pretend play, making up or developing a story.
I can use a wider range of vocabulary including story language	With support I can compare characters in stories	I can express ideas and feelings using full sentences	I can identify key characters and their feelings, actions and motives	I can work cooperatively with minimal support	I can make use of props and materials when role playing characters in narratives and stories	I can change my voice for the narrator and characters in the story	I can play with props to retell/ make up their own stories, including use of the 'Helicopter Story' approach.	I am beginning to pretend-play on my own with small world toys
I can engage in extended conversations about stories, learning new vocabulary	I can use my own ideas to create story maps in the environment that use a central character and sequence but no true plot	I can verbally reason when prompted about TTS words in vocabulary week	Aspiration: I am a story teller			I am beginning to understand the past through settings, characters and events encountered in books read in class and storytelling.	I can respond to familiar texts by acting out a known narrative	I can put on a costume to become a character and take part in pretend play, making up or developing a story
I can start to include cause and effect aspects (why?), and information about characters, characteristics, e.g. facial expressions, body postures, etc.	I am beginning to understand that stories have a sequence - the beginning, middle and end	I can give explanations (e.g. cause effect) and the end of story relates to the beginning.				I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	I can comment on images of familiar situations in the past and talk about how they have changed from being a baby	I can talk about my immediate family and describe people important to me
I can start to record my story ideas on a story map	I am beginning to use my phonic knowledge to add labels and story language to my story maps and pictures	With support I can create/tell stories with central character, plot and logical sequence of events.	I can write recognisable letters most of which are correctly formed	I can write simple phrases and sentences that can be read by others.	I can write short sentences with words with known letter-sound correspondences	I can hold a pencil effectively using the tripod grip in almost all cases.	I can explore objects from other countries e.g. maps	I am beginning to share and record occasions when things have happened in my life that have made me feel special
I can talk about a sequence of logically linked or cause-effect events	I am starting to include conjunctions <i>and</i> , <i>but</i> , and <i>because</i> ...	I can use story sequencing words e.g. Once upon a time	I can read some letter groups that each represent one sound and say sounds for them.	I can read a few common exception words	I can spell words by identifying the sounds and then writing the sound with letter/s	I am beginning to show accuracy and care when drawing and writing	I can use a comfortable grip with good control when holding pens and pencils	I can talk about what they see, using a wider range of vocabulary
I can sequence two parts of a story	I can blend sounds into words, to read short words made up of known letter sound correspondences	I can read individual letters by saying the sounds for them	I can respond to the features of a story and engage in number rhymes with props joining in with actions		I can show a preference for a dominant hand.	I can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	I can use one-handed tools and equipment, for example, making snips in paper with scissors.	I can eat independently learning how to use a knife and fork.