

# Language

## Reading

### Emergent Skills

#### P8 - ESF Phase 1 & 2

##### Use of Text

Know that books tell stories, poems or give information.

Order story events, correctly placing beginning, middle and end.

Demonstrate understanding of order of key events in a familiar story by retelling a simple story in the correct sequence.

Read labels within the classroom.

Read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read.

Show confidence when retelling main elements of story to a group, emphasising beginning, middle and end.

Locate and select a range of non-fiction books linked to topic or interest.

Understands information can be retrieved from a text.

##### Contextual Understanding

Have favourite books and can say what they like about them e.g. it's funny, it's scary etc.

Describe story settings and relate them to own experience and that of others.

Show an awareness that print and illustrations can combine to tell a story.

Talk about the ways different people or characters are represented in texts.

Begin to discuss the main idea or message in a story.

##### Conventions

Identifies letters in both upper and lower case.

Reads the letters of the alphabet by name and sound.

Recognizes the difference between a letter and a word, identifying that words have space on either side.

Select correct short word from text when they hear initial word sound.

Read on sight 30-50 words from the High Frequency words list.

Read words with initial consonant clusters bl, cr, tr, str.

Read consistently high interest words and common nouns e.g. days of the week and colours.

Read words with ff, ll, ss, ck, ng.

Recognize initial sounds ch, sh, th.

Recognize language patterns and repeated words and phrases in a text.

### Processes and Strategies

Identify first and last sounds when shown an unfamiliar word.

Expect written text to make sense and check for sense if it does not.

Make predictions about what might happen next in a text.

Use a range of strategies (phonological, contextual, grammatical, and graphic) to work out, predict and check the meaning of unfamiliar words and to make sense of what they have read.

## Writing

### Emergent Skills

#### P8 - ESF Phase 1 & 2

##### Use of Text

Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.

Write their own name and labels and captions, and begin to form simple sentences, sometimes using punctuation.

Choose to write as play or in informal situations.

##### Contextual Understanding

Write and record for different purposes.

State the purpose or audience for own writing e.g. this is a card for Daddy.

Create illustrations to match their own written text.

##### Conventions

Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

Match upper case letters to lower case letters.

Produce a few recognisable words independently to make a simple sentence.

Ordered words to make a sentence including words such as 'the', 'a', 'and'.

Use capital letter when writing own name and at the beginning of a sentence.

Recognise the letters of the alphabet by shape, name and sound.

Read back their writing pointing to each word.

Writes using simple language structures i.e. I like, I see.

##### Processes and Strategies

To write with growing confidence by using the strategy of experimenting and 'having a go'.

Hears and says the initial and final sounds in words when writing.

Can segment the sounds in simple words and blend them together when writing.

Rely upon personal experiences as a stimulus for 'writing'.

## Listening and Speaking

### Emergent Skills

#### P8 - ESF Phase 1 & 2

##### Use of Text

Answer questions about familiar texts giving a simple synopsis using pictures, symbols or words to help them.

Listen to talk by an adult, remember some specific points and identify what they have learned.

Follow classroom instructions showing understanding.

##### Contextual Understanding

Listen to others in class, ask and answer questions (who, what, where, when) supported by symbol clues.

Predict likely outcomes when listening to text read aloud.

Talk about the stories, writing, pictures and models they have created.

##### Conventions

Read aloud with some variety in pace and emphasis, using appropriate intonation and facial expression.

Use possessive form accurately during oral interactions.

Use conjunctions to suggest cause with 'because/cos'

When responding to simple questions structure answers accurately using nouns, verbs and adjectives.

Use a growing vocabulary to convey meaning to the listener.

##### Processes and Strategies

Link up to four key-words, signs or symbols in communicating about their own experiences and familiar stories in group and one to one situations.

Use a range of high frequency, topic specific and personal content words to create meaning.

Use scaffolds such as photographs, key words, phrases and props to support the sharing recent experiences.

Enjoy listening to and using spoken language and use it in play and learning.

## Viewing and Presenting

### Emergent Skills

#### P8 - ESF Phase 1 & 2

##### Use of Text

To verbalise own feelings about presentations.

Use a combination of gestures, facial expression, words/signs/symbols and props to share experiences or something they have created.

Start using technology to support a presentation e.g. microphone, Power point.

Recognise different facial expressions of reader i.e. upset, angry, excited.

Make meaning from illustrations in picture books.

Identify different kinds of visual texts eg photograph, picture, animation.

##### Contextual Understanding

To retell a simple story in the correct sequence to a group, answering questions as they arise in the group with visual support.

Respond appropriately to questions about why or how.

Read body language and gesture in others eg 'he is happy because he is smiling'

Assume the role of a familiar character within a group re-enactment of a story.

##### Conventions

Listen to others in class, ask and answer questions (who, what, where, when) supported by symbol clues.

Consider the ideas of others.

Identify colours, shapes and size within visual images.

##### Processes and Strategies

Recognise changes in tone of voice of reader i.e. loud, soft, whisper, booming.

Link up to four key-words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one-to-one.

Use an extensive vocabulary to convey meaning to the listener.

Uses familiar icons to access devices and/or programmes.

Uses visual images to show the sequence of events.