



ST. MARY'S CATHOLIC PRIMARY SCHOOL

English Termly Expectations: Nursery

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<p>Autumn</p>	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts. • Can retell a past event. • Responds to a basic instruction. • Understands more complex sentences. • Holds a simple conversation. • Listens to others 1 to 1 or in small groups, when topic interests them. <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Listens to and joins in with familiar stories and poems. • Shows an interest in illustrations and words in books. • Can tell you what they have drawn or tried to write. • Beginning to notice words are all around us.
<p>Spring</p>	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Can retell a simple past event in the correct order. • Listens to stories with increasing attention and recall. • Beginning to use more complex sentences (because, and). • Uses a range of tenses (play, playing, played, will play). • Responds to simple instructions. • Uses talk to recall and relive past experiences. • Focuses attention. <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Begins to be aware of how a story is structured. • Begins to describe main events, settings and characters in stories. • Suggest how a story might end. • Looks at books independently. • Can tell you what they have drawn or tried to write. • Hears the initial sounds in some words. • Recognises familiar words and signs around them.
<p>Summer</p>	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Beginning to understand how and why questions. • Listens and responds to ideas expressed by others in conversation or discussion. • Uses more complex sentences to link thoughts (e.g. using and/because). • Uses language to imagine and recreate roles and experiences in play situations, beginning to introduce narrative into their play. • Maintains attention and concentration and is able to sit quietly during appropriate activity. • Responds to a more complex instruction. <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Hears and says the initial sounds in words. • Knows that print carries meaning and in English, we read from left to right and top to bottom. • Beginning to segment the sounds in words and blend them together. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Give meanings to marks they make as they draw, write and paint. • Ascribe meanings to marks they see in different places. • Beginning to write their name. • Holds pencil between thumb and two fingers.