

Writing Outcomes		PRELITERATE Giving meaning to marks Name writing Initial sounds	PRELITERATE & EMERGENT Giving meaning to marks Name Writing Initial sounds Labels	EMERGENT Name Writing Initial sounds Labels/Captions Lists Phrases	EMERGENT & TRANSITIONAL Name Writing Initial sounds Capital vs lower case letters Phrases	TRANSITIONAL & FLUENCY Initial sounds Capital vs lower case letters Simple sentences Finger spaces	FLUENCY Initial sounds Capital vs lower case letters Simple sentence Finger spaces
Colour Semantics		(Oral + Mark making) Who + Doing		(Oral + Write known) Who + Doing + What		(Oral + Write known) Who + Doing + Where + When	
Literacy ELGs	Comprehension	Demonstrate and understanding of what has been read to them by ordering images and retelling the narrative using their own words.		- Demonstrate and understanding of what has been read to them by retelling the narrative using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories.		Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	
	Word Reading	Say a sound for each letter in the alphabet.		- Say a sound for each letter in the alphabet and some learnt graphemes. - Read words consistent with their phonic knowledge by sound-blending		- Say a sound for each letter in the alphabet and at least 10 digraphs. - Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.	
	Writing	- Write recognisable letters - Spell words by identifying sounds in them and begin to represent a sound with a letter. - Offer suggestions for words and phrases to use in a piece of writing.		- Write recognisable letters some of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a plausible letters I know. - Construct own phrases by saying them out loud to an adult. - Write simple phrases that can be read by others.		- Write recognisable letters most of which are correctly formed - Spell words by identifying and representing the sounds with an accurate letter or letters. <i>I can write some HRSW (I, the, he, of...)</i> - Construct own sentences by saying them out loud to an adult. - Write sentences that can be read by others.	
Physical Development ELGs	Gross Motor	- Negotiate spaces safely, with consideration of others. - Demonstrate some strength, balance, and coordination when playing.		- Demonstrate increasing strength, balance, and coordination when playing. - Move energetically, beginning to negotiate spaces safely with more consideration of others.		- Move energetically, negotiating spaces safely with consideration of others - Demonstrate increasing strength, balance, and coordination when playing.	

	Fine Motor	• Dominant hand established • Hold a pencil: 4 finger grasp • Draw lines and shapes on large then smaller surfaces. • Begin to use a range of small tools with some accuracy eg: paintbrushes, cutlery, scissors	• Hold a pencil: Early tripod grip • Use a range of small tools with increasing accuracy eg: paintbrushes, cutlery, scissors	• Hold a pencil: Tripod grip • Begin to show accuracy and care when drawing. •
Communication and Language ELGs	Listening, Attention and Understanding	• Listen and follow 1 and 2-step instructions and classroom rules. • Listen and engage with stories and songs, joining in with repeated phrases. • Listen and make comments about what they have heard. • Show an understanding of who and how questions. • Use with some accuracy and appropriateness new vocabulary recently taught.	• Listen and follow multi-step instructions. • Listen and engage with stories, joining in with repeated phrases and sentences. • To maintain attention on a task for a period of time. • Show an understanding of who, how and why questions. • Begin to use new vocabulary learnt recently in responses to class discussions • Begin to respond to humour with growing confidence. • I can make up my own appropriate phrase or clause to complete a sentence.	• Listen attentively and respond with relevant questions and comments. • Ask questions to clarify their understanding. • Show an understanding of who, what, why, when and how questions. • Begin to use new vocabulary learnt in other contexts
	Speaking	• Begin taking turns to speak. • Speak in front of a small group • Begin to respond appropriately to how and why questions. • Use tenses more accurately to talk about the past and present. • Use an appropriate word to complete a sentence when an adult pauses. eg: We're going to the...<i>zoo/park/hall</i>	• Speak in front of the whole class using full sentences • Take turns when speaking in whole class discussions. • To have conversations using back and forth exchanges with their peers, adults and teachers they are familiar with. • Use conjunctions (and/but/because) to expand my sentences when sharing my ideas. • To use tenses more accurately when speaking about the past, present and future. • Use a clause to complete a sentence eg: When we went to the beach today...<i>we ate an ice-cream.</i>	• Speak in front of the whole class with confidence using full sentences and expanding on ideas using conjunctions. • To have conversations using back and forth exchanges with their peers and adults around the school. • To speak using the correct tense. • Offer explanations of why/how things happen. • Express ideas and feelings about their experiences.

ELG Colour KEY

	Literacy	Comprehension	Word Reading	Writing
	Communication and Language	Listening, Attention and Understanding		Speaking
	Understanding the World	Past and Present	People, Culture and Communities	The Natural World
	Personal, Social and Emotional Development	Self-Regulation	Managing Self	Building Relationships
	Expressive Arts and Design	Creating with materials	Being imaginative and Expressive	
	Mathematics	Number	Numerical Patterns	
	Physical Development	Gross Motor	Fine Motor	

Communication and Language Listening, Attention and Understanding - 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. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		Personal, Social and Emotional Development Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.		Physical Development Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.
Understanding the World Past and Present - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		Expressive Arts and Design Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Mathematics Number - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Literacy Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.

