

YEAR Reception			
Terminology for children: word, sentence, letter			
TEXT LEVEL: Connecting words and phrases, cohesion and paragraphing	SENTENCE LEVEL: structure and punctuation	WORD LEVEL: Vocabulary and spelling	LANGUAGE EFFECTS
<p>Orally retell simple stories using story maps, actions and props as a class, in groups and pairs.</p> <p>Play at innovating/inventing stories, listening for pleasure and interest.</p> <p>Use shared writing and mapping to record stories and other texts. Map and retell before writing or recording.</p> <p>Model, recast and extend language in a range of contexts.</p> <p>Use basic connecting words and phrases, with actions, to structure stories in sequence e.g. <i>Once upon a time there was...One day... so... Suddenly/Unfortunately... luckily.... Finally... happily ever after... etc.</i></p> <p>Use simple time connectives to structure oral recounts e.g. <i>first, next, at last, when, then</i></p> <p>Write labels, captions and simple sentences; record innovations and inventions.</p>	<p>Orally internalize, recognize, and begin to explore a range of sentences: understand that a sentence makes sense and can stand alone :</p> <ul style="list-style-type: none"> - basic simple sentences (one main clause and limited detail) - questions, exclamations - compound sentences with co-ordinating conjunctions <i>and, but, or, so</i> - simple relative clauses with <i>who, which, that</i> - sentences with ‘ly ‘ starters <i>Unfortunately, a fox came walking by..... Luckily, the dog ran away.....</i> <p>Teach: ‘think a sentence, say a sentence, write a sentence - now reread’:</p> <p>Use speech bubbles to contain what is said on story maps</p>	<p>In oral re-telling children use:</p> <ul style="list-style-type: none"> – story language: <i>Once upon a time; happily ever after; he walked and he walked; and there she found..., asked the...etc.</i> – simple but precise vocabulary related to topic: <i>horse; tractor; farm</i> – simple determiners accurately: <i>the, a, my, your, an, this, that, his, her, their, some; all</i> – basic prepositions accurately: <i>up, down, in, into, out, to, onto</i> – adjectives: <i>old, little, big, small, quiet</i> – simple adverbs accurately: <i>luckily, unfortunately, fortunately</i> – past tense: <i>for news, recalling previous class events orally</i> – present tense: <i>to describe e.g. The tadpole is swimming. Hamsters are furry.</i> 	<p>Use similes</p> <p>During storytelling or describing, use and invent simple similes to describe characters, settings and objects: <i>His coat was green like an emerald; her eyes were black like shadows ; the tiger’s nose was like a ladybird</i></p>