




Reception Literacy, Communication and Language		Intent	Implementation	Impact
		<p>At St. John Vianney we believe the Reception Year holds a unique and important position in education. It marks a significant milestone in a child's life. We also believe by the end of Reception, the ability to read, write and use numbers is fundamental. They are the building blocks for all other learning. Without firm foundations in these areas, a child's life chances can be severely restricted. The basics need to be taught and learned well, from the start. We plan a curriculum which is interesting and exciting and delivered in a 'text rich' environment.</p>	<p>At St. John Vianney, we believe that the reading curriculum, including strong phonics teaching, as the route that supports children's early writing, develops their imagination and composition as well as their spelling and handwriting. We believe that being able to read gives all children access to a broad and balanced curriculum. The range of texts read to children are chosen carefully by the teachers and include a range of stories, rhymes, non-fiction and poetry. We devote considerable time and effort to teaching reading systematically. We ensure that when children are learning to write, resources are suitable for their stage of development and that they are taught correct pencil grip and how to sit correctly at a table. We devote time each day to the direct teaching of reading and writing including frequent opportunities for children to practise and consolidate their skills. We teach writing composition by building on children's spoken language and their comprehension of stories.</p>	<p>At St. John Vianney our main aim is to prepare children for the demands of the years ahead by enabling them to become successful and well-motivated. We use the EYFSP as a guide to end-of-Reception expectations rather than to define what should be taught. We aim to create a love of learning and enjoyment of school.</p>
Reading	Writing	Listening and Attention	Understanding	Speaking
I can continues a rhyming string.	I can gives meaning to marks I make as I draw, write and paint.	I can maintain attention, concentrate and sit quietly during appropriate activity.	I can respond to instructions involving a two-part sequence.	I can extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
I can hears and say the initial sound in words.	I can continue a rhyming string.	I can listen and do for a short span.	I can understand humour, e.g. nonsense rhymes, jokes.	I can use language to imagine and recreate roles and experiences in play situations.
I can segment the sounds in simple words and blend them together and know which letters represent some of them.	I can begin to break the flow of speech into words.		I can follow a story without pictures or props.	I can link statements and stick to a main theme or intention.
I can link sounds to letters, naming and sounding the letters of the alphabet.	I can hear and say the initial sound in words.		I can listen and respond to ideas expressed by others in conversation or discussion.	I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.



I am beginning to read words and simple sentences. I can use vocabulary and forms of speech that are increasingly influenced by books I have experienced.	I can segment the sounds in simple words and blend them together.			I can introduce a storyline or narrative into my play.
I can enjoy an increasing range of books.	I can link sounds to letters, naming and sounding the letters of the alphabet.			
I know that information can be retrieved from books and computers.	I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.			
	I can write own name and other things such as labels, captions.			
	I can attempt to write short sentences in meaningful contexts.			

Early Learning Goals

I can read and understand simple sentences.	I can use my phonic knowledge to write words in ways which match my spoken sounds.	I can listen attentively in a range of situations.	I can follow instructions involving several ideas or actions.	I can express myself effectively, showing awareness of listeners' needs.
I can use phonic knowledge to decode regular words and read them aloud accurately.	I can write some irregular common words.	I can listen to stories, accurately anticipating key events and respond to what I hear with relevant comments, questions or actions.	I can answer 'how' and 'why' questions about experiences and in response to stories or events	I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
I can read some common irregular words. I can demonstrate understanding when talking with others about what I have read.	I can write simple sentences which I and others can read. Some words are spelt correctly and others are phonetically plausible.	I can give my attention to what others say and respond appropriately, while engaged in another activity.		I can develop my own narratives and explanations by connecting ideas or events.

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