

English Ethos and Approach

At Manley Park, we recognise that all areas of learning and development are important and inter-connected, and that communication and language development is the backbone to all opportunities that we create and enhance for our children. We see that the opportunity to communicate is recognised as a basic human right and have created a language rich environment which reflects our dedication to close the word gap, raise every child's cultural capital and encourage talk throughout all areas of provision,

Our English curriculum is designed to enhance this with the whole child, the whole setting and the wider curriculum in mind. As with the rest of the school, a rich and diverse reading spine has been created which cites the two core, non-negotiable texts to be studied in depth each half term. These texts have been carefully selected so that children are exposed to a wide range of books that have writing structures and styles that can be internalised. These core texts have high quality vocabulary, repeated refrains that can be imitated and innovated, fun rhythms and rhymes that can be anticipated, and interesting characters or themes that the children can take into their play.

Alongside these 24 texts (across the EYFS), we have enrichment texts that have been selected to support themes, subjects and show a range of genres; 36 non-negotiable songs and rhymes that children will have internalised; a bank of 14 traditional tales that are read and internalised; P4C books that enhance the curriculum and provide rich opportunities to develop critical thinking, questioning and challenge; and the foundations to our school's outlined children's author studies. We are committed to opening even our youngest learners' eyes to the wealth of literature available to them and believe that preferences, opinions and passions for genres, stories and authors can begin to take formation on their first day of school with us. The careful, purposeful formation of this reading spine ensures children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Our approach to the teaching and learning of English starts from Nursery onwards, where children dive into a 3 week unit which follows the immersion, imitation, innovation model. Whilst a high level of modelling of all English skills are present throughout the units, within the EYFS immersion week there is a high focus on reading skills, the imitation week shifts focus onto speaking and listening and reenactment, and innovation week sees opportunities for the children to develop their writing skills. Throughout each unit, practitioners ensure that current phonics learning is highlighted in the real life context of the class book, whilst consolidating previous learning of phonics and high frequency words.

The children have 3 set English sessions a week, however our EYFS seeks to provide quality and consistency across the setting, so that every child makes good progress and no child gets left behind. The characteristics of effective teaching and learning are key to our English learning and can be seen throughout the week in opportunities for children to engage in all areas of provision through purposefully

designed challenges and enriching continuous provision. These may include letter deliveries in the bike area, shopping list writing in the role play area, CAP matching activities in the sand area, fine motor development through story mazes or retelling using story maps that enhance the creative play and innovation strand in areas such as the small world/role play.

A secure foundation in English skills is developed through planning for the learning and development of each individual child. This is apparent through high quality adaptation of activities within our English sessions, and assessing and reviewing what they have learned regularly to ensure high quality, high expectation for all. We are firmly committed to equality of opportunity, ensuring that every child is included and supported in their English learning through an enabling environment around their interests and chosen activities within our areas.

Due to the high level of interaction and communication between the children and practitioners in the EYFS, children who are falling behind are identified early and picked up in interventions where they read the core texts or sing songs in small group settings.

Learning nursery rhymes and action rhymes is part of the daily routine. Children experience a rich repertoire of nursery rhymes and songs through our reading spine that include multi-sensory experiences, such as action rhymes in which children have to add claps, knee pats or foot stamps, or move in a particular way. They build a stock of rhymes through hearing them in different contexts, using a range of different voices and sound effects. The 36 rhymes and songs that we commit to all children knowing by the end of EYFS form part of the bridging

We recognise the importance of encouraging communication and the joy of literacy at home and are committed to building firm partnership between practitioners and parents and/or carers. We do this through regular communication in Reading Logs as well as signposting songs for the children to learn and sing at home as part of the World Nursery Rhyme Week.

PEDAGOGIES:

It is important that, over time, children have a balance of reading styles when sharing a story. Effective ways of sharing books and poems use a balance of reading styles. Research suggests that the most effective styles are:

- dialogic – where the children are active participants in the reading (rather than just reading being read to) and where they are talking about and around the book (rather than just focusing on the text)
- pause reading – where the practitioner pauses and encourages the children to talk (Colmar, 2014)

- use of props or objects – particularly effective for children with low levels of language (Wasik and Bond, 2001)
- use of elaborative reminiscing – where the practitioner and children relate events in the story to events in the children’s life (Reece et al., 2010).

When sharing books, practitioners:

- Use high-quality books that provide children with a range of new vocabulary and develop a love of books and reading
- Build anticipation – provide children with snippets of information about the book before you read
- Share their passion and enthusiasm when reading – discussing favourite books so that children can develop their own passions and enthusiasms
- Know the book well to ensure they can develop interest and draw out new and interesting vocabulary
- Encourage the children to join in with repeated refrains (such as ‘Run, run, as fast as you can, you can’t catch me, I’m the gingerbread man’)
- Use different voices for different characters, to spark interest and imagination
- Trigger the children’s curiosity and invite their participation by ‘wondering aloud’ (for example, say: I wonder why that happened? I think that means...)
- Read stories over and over again. Hearing words repeated is crucial to children learning new language
- Select books that reflect the children you are sharing stories with

Opportunities for the children to practise their CAP skills are present throughout English sessions through:

- High quality modelling of directionality
- Active learning in directionality
- Recognition of sounds, words and sentences in real life contexts, linked to the current phonics level
- Labelling and matching of sounds, letters and words to pictures
- Reading pictures with words, using story maps that follow the left to right directionality, and through Widget.
- Creation of class story books with marks and pictures
- Displays that show the current stories, letters and CAP skills, maps/bags, words

As well as our 3 English sessions, children are taught three reasons for reading during small group sessions:

1 decoding

2 prosody

3 comprehension

In Reception from Autumn to Spring 2, children partake in 2 sessions a week: 1 on decoding and 1 where prosody and comprehension skills are combined. From Spring 2, in order to prepare children further for the transition to KS1, they begin 3 sessions per week.

EYFS TEXTS/VOCAB

- All non-negotiable stories and songs that we are committed to all children leaving the EYFS having internalised through repetition, play opportunities and adaptation of words are in bold
- The core texts and author studies are selected for their language and structures. These texts aren't representative of our beliefs around diversity and inclusion, however the supporting enrichment texts ensure representation and inclusivity of culture, religion, families and the spectrum of abilities that our EYFS brings

NURSERY

Theme	All About Us <i>(Diversity)</i>	Celebrations and Festivals <i>(Values and Perception)</i>	Friendship and Fairness <i>(Social Justice)</i>	Caring for our Environment <i>(Sustainable development)</i>	People who Help Us <i>(Interdependence)</i>	Changes <i>(Aspirations)</i>
KEY QUESTION	What Makes Me Special?	What Are Special Times for Me and My Family?	What Makes a Good Friend?	What is the Environment?	Who Helps Us?	How Have I Changed?
EI	<p>Be Respectful</p> <p>Do I keep myself hygienic? Do I know interesting things about other children?</p>	<p>Be Understanding</p> <p>Can I label my emotions using basic vocabulary? Can I recognise others emotions through facial expressions? Can I reflect on my own learning?</p>	<p>Be Compassionate</p> <p>Can I say what I have done well? Do I notice when others are upset?</p>	<p>Be Responsible</p> <p>Can I choose what will be good for me? Do I allow others to join in? Do I choose my learning well?</p>	<p>Be Patient</p> <p>Do I do things that I enjoy everyday? Do I allow others time to talk? Do I stick at tasks even when they are hard?</p>	<p>Be Positive</p> <p>What achievements am I proud of? Am I polite and do I have good manners? What do I want to learn next?</p>
Key Texts and focus	<p>P4C - Elmer</p> <p>We're Going on a Bear Hunt (change words to go on classroom/Autumn Walk hunts)</p> <p>Happy To Be Me - Emma Dodd</p>	<p>P4C - The Great Big book of Families</p> <p>The Gingerbread Man - T4W</p> <p>Dear Zoo/Dear Santa - CAP, repetition, T4W</p>	<p>P4C - Sylvia and Bird, and other stories</p> <p>Brown Bear, Brown Bear, What Do You See? - CAP, repetition, T4W</p> <p>Oi Frog series - rhyme</p>	<p>P4C - Jack and The Beanstalk</p> <p>The Hippy Hoppy Toad - rhyme and alliteration, action (longer stories)</p> <p>Jasper's Beanstalk - T4W, UW link</p>	<p>P4C - What Job Could You Do?</p> <p>On The Way Home - characters, story language (longer stories)</p> <p>Monkey Puzzle - CAP, rhyme, story conventions, longer story</p>	<p>P4C - Ouch in My Pouch</p> <p>The Very Hungry Caterpillar - T4W</p> <p>The Three Little Pigs - T4W</p> <p>Non-fiction: Caterpillar/Butterfly;</p>

	Non-fiction: Baby Animals; The Leaf Man (nature walk), Body Book	Non-fiction: Cooking and celebrations	Non-fiction: Emotions books	Non-fiction: Garden books	Non-fiction: people who help	Tadpole/Frog; Baby Animals books
Author and Theme Study	Michael Rosen (cont. Aut 2) Emma Dodd	Traditional Tales Allan Ahlberg Rod Campbell	P4C - Catherine Raynor Eric Carle Jon Klassen		Jill Murphy People Who Help Us - school and the community	Eric Carle cont.
Enrichment texts	Traditional Tales: The Three Billy Goats Gruff Emma Dodd: Me, You, Wish, Together, Goat Goes to Playgroup The Girls The Boys Super Duper You Owl Babies Look Up! My Hair A Superpower Like Mine (Dr Ranj) Susan Laughs	Traditional Tales: Goldilocks, Gingerbread Man Rod Campbell: Spot books Chocolate Cake - UW link (changes) We All Have Different Families Love Makes a Family <i>Allan Ahlberg: (Halloween)</i> <i>Funny Bones</i> Cops and Robbers Burglar Bill Tango Makes Three In My Mosque (M. O. Yuksel)	Traditional Tales: The Ugly Duckling Eric Carle - Polar Bear, Polar Bear; Panda Bear, Panda Bear Frog and Toad The Little Book of Friendship Catherine Raynor: Abigail, Iris and Issac, Augustus and His Smile, Five Bears Jon Klassen: Circle; Square; Triangle	Traditional Tales: Jack and the Beanstalk Jack and the Jelly Beanstalk A Tiny Seed Rosie's Walk Dinosaurs and All That Rubbish George Saves the World By Lunchtime	Traditional Tales: The Elves and The Shoemaker Jill Murphy: Peace At Last 5 Minutes Peace Just One of Those Days Whatever Next The Tiger Who Came to Tea In Every House, On Every Street	Traditional Tales: Three Little Pigs There's a House Inside Mummy New Baby (Sarah Shaffi) Each Peach Pear Plum Titch
Songs and Nursery Rhymes ((7 non-negotiables in bold)	Hello song 1, 2, 3, It's Good to be Me! 1, 2, 3, 4, 5, Once I Caught a Fish Alive Incy Wincy Spider	Number Songs: 5 Little Ducks, Speckled Frogs Heads Shoulders Knees and Toes Funny Bones Song Twinkle, Twinkle, Little Star (amend words: chocolate	Number Songs Wind the Bobbin Up Row, Row, Row your Boat The Farmer's in the Dell	Number Songs Rainbow Song Round and Round the Garden Jack and Jill	Number Songs 5 Little Monkeys Down in the Jungle Miss Polly Had a Dolly (replace with chn's names and other objects)	Number Songs There's a Worm at the Bottom of the Garden There's a Tiny Caterpillar on a Leaf Two Little Dickie Birds

	<p>Hickory Dickory Dock (up to 4 o'clock)</p> <p>I Hear Thunder</p> <p>If You Go Down to the Woods Today</p>	<p>bar/my dad drives a rusty car)</p> <p>Old McDonald Had a Farm</p> <p>I'm a Little Teapot</p> <p>Pat a Cake</p> <p>Put your Finger on Your Nose</p> <p>When Santa got stuck up the chimney</p> <p>Clip clop little donkey</p>	<p>If You're Happy and You Know It</p> <p>One, Two, buckle My Shoe</p>	<p>XX is a Jumping Bean</p> <p>Little Miss Muffet</p>	<p>Baa, Baa, Rainbow Sheep</p> <p>Brush Your Teeth</p> <p>The Wheels on the Bus (adapted)</p>	<p>Humpty Dumpty</p> <p>BINGO</p>
Key English vocab	<p>READING: book, front cover, back cover, pictures, words, beginning, end, back, front, turn, listen, like, song, rhyme, action, point, hold the book,</p> <p>WRITING: draw, write, mark, circle, line, paint, pencil, pen, copy, trace,</p>	<p>READING: sound, favourite, author, character, role play, word, letter, lower case, capital letter, full stop, phoneme, sound talk, blend, sentence, forward, backwards, left, right,</p> <p>WRITING: grip, down, round, up, hold, dot, long, tail, curly</p>	<p>READING: rhymes, rhyming, alliteration, poem, non-fiction, message, list, letter, card, follow with your finger, magnet eyes,</p> <p>WRITING: diagonal, straight, lift your pencil off, small dot,</p>	<p>READING: predict, order, text, follow, direction, means, says,</p> <p>WRITING: consolidate</p>	<p>READING: consolidate</p> <p>WRITING: consolidate</p>	<p>READING: consolidate</p> <p>WRITING: consolidate</p>
Key questions/vocab from adults:	<p>Point to the picture of... - Sing this song with me - Let's share a book - Can you join in with the actions? - Trace over this line/letter - This is my favourite book/song, which is yours?</p>	<p>Hold your pencil correctly. Grip it with your thumb and two fingers - Can you hear the first sound? - what do you think will happen next? - follow the text with your finger - Can you copy your name? Now I know it belongs to you - can you tell me about your drawing/ writing / list etc?</p>	<p>Bring me your favourite book - Which do you prefer? - where are the words on this page? - Can you write your name on your drawing? - You could use your name card to help you - Wow, I can read your name on this! -</p>	<p>Where should we start reading/writing? - what do you predict will happen next? -</p>	<p>Point to a word/letter - I like how you follow the words with your finger - You're reading in the right direction! -</p>	
Key vocabulary linked to theme/ social routines (revisit previous	<p>SOCIAL PHRASES: Sit down; listen carefully; look at X; can I go to the toilet please; wash hands; outside; inside;</p>	<p>SOCIAL PHRASES: It's a nice/sunny/rainy/ cold day today!</p>	<p>SOCIAL PHRASES: Please can you help me to.. I need someone to...; Can I have a turn?</p>	<p>SOCIAL PHRASES: I like your... How are you today? Please will you/will you not...?</p>		

half term's learning and build)	carpet; register; snack time; wellies; happy; sad; worried; good morning/goodbye	Body parts; share; take turns; family names;				
Modelled phrases for manage role to acquire vocabulary (linked to social phrases)	How are you feeling today? - Please wait and I will help you in a minute - It's time to XX now, please stop - It's carpet /lunch time now, let's sit down - It's time for the register; find your name - Please go and wash your hands - Please can you wipe your feet on the mat? -	I can see/hear/feel/ Family members' names - P4C PHRASES: I like, I don't like, I prefer, I enjoyed, it feels, it sounds, it looks,	P4C PHRASES: I feel... because... I like... because... This is... because... I enjoyed... because... I need some help with/to			

RECEPTION

Theme	All About Us (Diversity)	Celebrations and Festivals (Values and Perception)	Friendship and Fairness (Social Justice)	Caring for our Environment (Sustainable development)	People who Help Us (Interdependence)	Changes (Aspirations)
KEY QUESTION	How Are We All Different?	Why Do We Celebrate?	How Can I Be Fair?	How do I Look After the Environment?	How Do People Help Us?	Do I Notice How Things Have Changed?
EI	Be Respectful Do I keep myself hygienic? Do I know interesting things about other children?	Be Understanding Can I label my emotions using basic vocabulary? Can I recognise others emotions through facial expressions? Can I reflect on my own learning?	Be Compassionate Can I say what I have done well? Do I notice when others are upset?	Be Responsible Can I choose what will be good for me? Do I allow others to join in ? Do I choose my learning well?	Be Patient Do I do things that I enjoy everyday? Do I allow others time to talk? Do I stick at tasks even when they are hard?	Be Positive What achievements am I proud of? Am I polite and do I have good manners? What do I want to learn next?
Key Texts and focus	P4C - Odd Dog Out Pete the Cat – repeated refrain T4W, singing, colours, simple adjectives and nouns (wet socks, cardy etc) Smeds and Smoos – singing songs to music, rhyme, visiting settings,	P4C - Talk Peace? Little Glow - art and role play - retelling stories Jolly Postman at Christmas - non-fiction letter writing	P4C - The First Slodge Lost and Found - retelling stories Little Red Hen - T4W	P4C - The Storm Whale Tidy - story sequencing The Big Alfie and Annie Out of Doors Storybook - retelling stories, role play <i>Non-fiction - National Geographic Kid: First Big</i>	P4C - The world came to my place today Little Red Riding Hood - T4W and drawing a story map What the Ladybird Heard - UW link to simple maps	P4C- You Choose books by Nick Sharratt Once There Were Giants The Girl Who Planted Trees

	Provision link: harvest, colour mixing, instrument making, UW: Non-fiction nature book - Eyelike; Little Acorn	<i>Non-fiction The Stick Book</i>		<i>Book of the Ocean animal description</i> <i>If Sharks Disappeared - P4C hook</i>		
Author and Theme Study	Julia Donaldson	Allan Ahlberg - revisited from Nursery	Traditional Tales Oliver Jeffers	Shirley Hughes	Traditional Tales Julia Donaldson revisit.	Nick Sharratt Rachel Bright
Enrichment texts	<p style="text-align: center;">Traditional Tales: Rapunzel</p> <p>Our Diversity Makes Us Stronger Don't Hug Doug (he doesn't like it) Amazing What Happened to You? Talking Is Not My Thing My Skin, Your Skin I Am Enough I am Absolutely Too Small for School Starting School Julian is a Mermaid Paper Dolls My Monster and Me Only One You Would You Rather You Choose Along Came Different Day Monkey, Night Monkey Perfectly Norman Along Came a Different Me Playing (non-fiction) Your Body (non-fiction)</p> <p>UW/EAD: Swirl By Swirl Owl Babies Seasons Turn and Seek Autumn – Shirley Hughes Tree</p>	<p style="text-align: center;">Traditional Tales: The Princess and the Pea The Frog Prince</p> <p>Lighting a Lamp The Swirling Hijab The Proudest Blue My World, Your World Hats of Faith (CBeebies and book Madeia Cohen) Festival of colours</p> <p>The Pocket Postman (The Jolly Postman at Christmas) Paddington's Post Dragon Post Meerkat Mail Dear Teacher I Want an Iguana The Snowman Santa's Post</p> <p>Stickman UW: Not a Stick (P4C) Not a Box Stanley's Stick The Leaf Thief Winter – Shirley Hughes Animals in Winter Here Comes Jack Frost</p>	<p style="text-align: center;">Traditional Tales: Little Red Hen</p> <p>Oliver Jeffers Author Study: Here We Are (Spring 2), The Way Back Home, Stuck, How To Catch a Star</p> <p>Everyone is Welcome You Matter Perfect Fit Same But Different I Like to be Kind GRRRR Tusk Tusk I Want My Hat Back Giraffes Can't Dance Rainbow Fish Mr Big The Grumpy Frog</p> <p>UW: Mr Gumpy's Outing Mr Gumpy's Motor Car Aliens Love Underpants Peep Inside Space</p>	<p style="text-align: center;">Traditional Tales: Hansel and Gretel</p> <p>Flotsam The Storm Whale in Winter The Last Tree The Great Paper CAper</p> <p>Julia Donaldson Author Study: Room On the Broom The Gruffalo The Gruffalo's Child The Ugly Five Superworm A Squash and a Squeeze</p> <p>Peep Inside the Seashore (Andy's Aquatic Adventure) My First Seas and Ocean Book Big Blue Whale Fantastic Fish Big Book of the Blue First 100 Animals My First Animal Moves Baby Animals Owl Babies We All Went on Safari Sally and the Limpet Bee What the Ladybird Heard at</p>	<p style="text-align: center;">Traditional Tales: Little Red riding Hood,</p> <p>Traditional Tales enrichment links: Sir Lilypad Each Peach Pear Plum Pigs Might Fly The Last Wolf</p> <p>Dogger The Colour of Home Home (non-fiction)</p> <p>UW: Summer Shirley Hughes</p>	<p style="text-align: center;">Traditional Tales: Cinderella; Pepper revisited</p> <p>Rachel Bright: The Lion Inside Squirrels Who Squabbled The Way Home for Wolf</p> <p>Busy Chickens Chickens Aren't the Only Ones</p> <p>Peepo The Book With No Pictures</p>

	<p>We're Going on a Leaf Hunt</p>			<p>the Seaside</p> <p>UW/EAD: Wangaris Tree Of Peace Spring Shirley Hughes</p>		
<p>Songs and Nursery Rhymes (7 non-negotiables in bold)</p>	<p>Number songs Rainy Day rhymes I've Got a Body Mary Wore Her Red Dress If you're Happy and You Know It (adapted) The Wheels on the Bus (replace words with chn in class and their action) Here We Go Round the Mulberry Bush Oats and Beans and Barley Grow</p>	<p>Number songs 5 currant buns The Park (Book Trust rhyme pack) Rickety Train Line (Book Trust rhyme pack) Ring o' Roses Remember, Remember London Bridge Do You Know the Muffin Man? Sing a Song of Sixpence</p> <p>PE Season Poems</p>	<p>Number songs Wee Willie Winkie</p> <p>When I Was One (Pirate Song) Hey My Name is Joe The Big Ship Sails Row Your Boat (extended version) A Sailor Went to Sea</p> <p><i>UW link (EY2P doc) to transport: Revisit The Wheels on the Train/bike Aeroplane in the Sky Down at the Station</i></p>	<p>Number songs Old McDonald Had a Farm (revisit and adapt with different environments, i.e. had a savannah/lion; had a tundra/whale) UW link (EY2P doc) The Waves in the Sea Going Camping Animals Went in 2 by 2 Five Little Seashells The Fish in the Sea Little Starfish Fish Are Swimming One Little Red Crab Went Out to Play</p>	<p>Number songs Kite (Book Trust rhyme pack) <i>UW link (EY2P doc)</i> This is the Way we Cross the Road Five Little Sandcastles A Camping We Will Go Do You Know the Icecream Man? Peter Rabbit had a Fly upon his Nose</p>	<p>Number songs Animal Fair Horsey Horsey Hush Little Baby Rockabye Baby Consolidate EYFS Nursery Rhyme and Song Spine</p>
<p>Key English vocab</p>	<p>READING: book, story, fact, title, author, illustrator, front, back, fiction, non-fiction, poem, (contents, index), follow, point, character, rhymes/ rhyming, word, letter, start, last/first, sound talk, print, top, bottom, sentence,</p> <p>WRITING/PHONICS: letter names, phonics, grapheme, alphabet, blend, sound, segment, spell, tricky word, common exception word, practise, full stop, instruction,</p>	<p>READING: blurb, beginning, middle, end, digraph, trigraph, sentence, first, next, then, after that, retell, capital letter, page number, role play, print,</p> <p>WRITING/PHONICS: pencil grip, zig zag, curly, long, tall, tail, Once upon a time...who... One morning/afternoon/ night ...lived happily ever after</p>	<p>READING: sequence, order, prediction, expression, so, but, because, or, until,</p> <p>My favourite story/song/ rhyme/ poem is,... because...</p> <p>WRITING/PHONICS: write, form, line, missing,</p>	<p>READING: question mark, exclamation mark, letter, full stop, luckily, unfortunately, finally, sadly, happily, silently, some, most, all, caption, lower case, upper case,</p> <p>WRITING/PHONICS: neat, full stop, capital letter, I have written a (list, card, letter)</p>	<p>READING: contents, index (understanding them and finding independently now), page number, address, letter,</p> <p>WRITING/PHONICS: lower case, upper case, neat, letter, label, message, card, list, sign,</p>	<p>WRITING/PHONICS: join, flick,</p>
<p>Key questions/vocab from adults:</p>	<p>Can you hear the first sound in the word?</p>	<p>Does it make sense? Does it sound right? What other sounds can you</p>	<p>Does it look right? Let's read it again and make it sound really...</p>			

	<p>Where are the words? Where are the pictures? What sound can you hear? Can you write your name? You could use your name card to help you. I can read your name on this, so now I know it belongs to you. Can you tell me about your...?</p>	<p>hear? I like the way you follow the print with your finger, Think it, say it, write it, read it. Remember to leave a space between your words. What do you think might happen next?</p>	<p>How do you think... is feeling? Why do you think..is feeling...? I wonder why... I read your ... and now I know... Where should we start to write?</p>			
<p>Key vocabulary linked to theme (revisit previous half term's learning and build across the year)</p>	<p>SELF: diverse, special, different, proud, favourite, best, important, independent, instruction, healthy/ unhealthy, taking turns, (build on basic body parts): heart, lungs, stomach, eyebrows, ankles, wrists, elbows, tongue, eyelashes, hips, skin, freckles,</p> <p>OTHERS: family, friend/friendly, mum, dad, grandparents, respectful,</p> <p>EMOTIONS: : happy, sad, angry, nervous, excited, calm</p> <p>SOCIAL PHRASES: Good morning, good afternoon, hello, goodbye, Can I go to the toilet? please, thank you, it's a nice/sunny/rainy/ cold day today!</p> <p>P4C PHRASES: I like, I don't like, I prefer, I enjoyed, it feels, it sounds,</p> <p>PE: stop, skill, fasten,</p>	<p>SELF and OTHERS: team, special, similar, differences, celebrations, religion, places of worship e.g. church, temple, mosque, religion, compare,</p> <p>EMOTIONS: excited</p> <p>SOCIAL PHRASES: how are you? Please can I play? Please can I have...? Please can you help me? weekly challenges, resources,</p> <p>P4C PHRASES: I am friendly with...</p> <p>PE: skill. aim, strike, shoot, speed, brake, steady,</p>	<p>SELF: instruction, independent, same/different because,</p> <p>OTHERS: take turns, support, team, partner,</p> <p>EMOTIONS: emotion, lonely, alone, together, confused, frustrated, disappointed, frightened, expression, pleased, surprised, embarrassed, nervous,</p> <p>SOCIAL PHRASES: resources, please can I have a turn with...</p> <p>P4C PHRASES: I prefer... I think... because, I remember when...,</p> <p>PE: land, crouch, team, sway, twirl, skill, reverse, wide, flatten, collapse, grip, arch, flick,</p>	<p>SELF: responsible for,</p> <p>OTHERS: take care, look after,</p> <p>EMOTIONS: I am, feeling... today because...</p> <p>SOCIAL PHRASES: I like your... How are you today? Please will you/will you not...?</p> <p>P4C PHRASES: I feel... because... I like... because... This is... because... I enjoyed... because... I need some help with/to</p> <p>PE: skill, apparatus, rotate, stable,</p>	<p>SELF: dentist, doctor, hospital, gum, decay, toothbrush, fit, healthy/ unhealthy, exercise, heartbeat, risk, head teacher, teaching assistant, lunchtime organiser, student teacher,</p> <p>OTHERS: parents, cousins, aunty, uncle, support, occupations e.g. dentist, paramedic, pilot, astronaut</p> <p>EMOTIONS: I felt... when...</p> <p>SOCIAL PHRASES: I am going to test... to see..., Shall we play together? Would you like to share ... with me?</p> <p>P4C PHRASES:</p> <p>PE strike, skill, dodge, dash, obstacle, stopwatch, time, dribble, avoid, swerve,</p>	<p>SELF: proud, goal, managed to,</p> <p>OTHERS: consolidate</p> <p>EMOTIONS: consolidate</p> <p>SOCIAL PHRASES: consolidate</p> <p>P4C PHRASES: consolidate</p> <p>PE: squat, skill,</p>
<p>Modelled phrases for manage role to acquire vocabulary</p>	<p>What's special about...? I'm impressed with... That was very thoughtful of you to...</p>	<p>What's special about...? How are they the same? Can you describe how Christians celebrate</p>	<p>What makes this friendship special? ... I know it is annoying/frustrating for you</p>	<p>I feel... because... I like... because... This is... because... I enjoyed... because...</p>	<p>You have made a healthy choice, What would a healthy choice be?</p>	<p>(Moving to more cooperative/ team language - we/our) We are working together to...</p>

(linked to social phrases)

You have a go at...
Bend your knees when you land,
Let's practice the skill of...
This material is waterproof, I'm going to wear it in the rain.
What have you noticed?
What did you collect?
Where did you find...?
You are using your sense of... to..
This feels... and ...
Can you describe it/how it feels/tastes/sounds?
Do you remember when...?

Everyone sit down
Let's go outside
Stand in a line
Everyone be quiet
Use your RAG tag

Christmas?
Can you name a religious place?
How do people celebrate Diwali?
The aim of the game is...
I like the way you tested the... to...
What do you think is happening?
Can you name..?
Tell me about a special time.

but...
What is frustrating you?
Let's cooperate so that...
... was very thoughtful of you
I am going to try to...
Who is in your team?
Can you make...more stable?
What could you construct with ...resources?
What do you think the difference is between then and now?
How do you think... works?
Can you explain...?
How do you think... has changed?
I wonder what will happen if...

I need some help with/to

Do you feel confident to...?
What would the risk be if you/we...?
How could we support...?
Which obstacle is next?

We could use...
The aim of our game is to...
The next obstacle is...
We can make it more stable by...
If I/we...I/we might...