

Talk Reception	Session 1	Session 2	Session 3	Session 4	Session 5
	<ul style="list-style-type: none"> <li>• Overview of the Talk Reception Programme.</li> <li>• Investigating up to date research, guidance and documents to support planning of Communication, Language and Literacy.</li> <li>• Modelling the development of curriculum mapping/ pathways, including core and link text, rhymes and poems.</li> <li>• Vocabulary development, including the STAR teaching approach, practical talk strategies with a focus on closing the word gap.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics teaching and learning, focussing on fidelity to a programme.</li> <li>• Investigating the importance of developing foundations of phonological awareness, including phase one planning, assessment and quality Communication and Language provision.</li> <li>• Considerations in enabling environments to promote the application of phonics into reading and writing.</li> <li>• Early reading development, including strategies to promote motivation, book selection and key approaches for each session.</li> <li>• Small group/guided reading, modelling using key skills and a two-session approach focussing on phonic application, fluency and comprehension strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Early reading development including shared and interactive reading approaches.</li> <li>• Research based evidence from EEF and the Reading Framework.</li> <li>• How to develop parental engagement.</li> <li>• Exploring Key Learning in Reading documents and Learning and Progression Steps.</li> <li>• Introduction to shared reading strategies within a teaching sequence using a quality core text of The Queen's Hat by Steve Antony.</li> <li>• Inclusion of teaching key vocabulary from a quality text.</li> <li>• Dialogic reading strategies, such as the CROWD approach, and visual story mapping techniques.</li> <li>• The importance of role-play and drama strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Consideration of all the elements children need to become successful early writers, including Physical Development of gross into fine motor skills, application of phonics knowledge, pencil grip and handwriting strategies, composition from reading into writing and from children's own interests, plus developing the concept of sentence building.</li> <li>• Research based evidence from EEF and the Writing Framework.</li> <li>• The role of the adult and how to promote children's independence.</li> <li>• Modelling of building up to writing independence with young children.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for pleasure strategies and approaches.</li> <li>• How to become a confident storyteller.</li> <li>• Writing assessment key messages and consideration of making accurate judgements against the Writing ELGs.</li> <li>• Celebration and feedback of the impact of the programme and sharing good practice.</li> </ul>