

	Autumn Term		Spring Term		Summer Term	
	This is Me!	Once upon a time/Celebrations	Who does this shoe belong too?	If you go down to the woods	Minibeasts	Superheroes
Text	<p>Happy to be me!</p> <p>When going to the dentist</p> <p>My first body</p> <p>Head, shoulders, knees and toes</p> <p>My mum and my dad make me laugh.</p> <p>Owl Babies</p>	<p>Nativity</p> <p>Dear Santa</p> <p>The jolly postman</p> <p>Goldilocks and the 3 bears</p> <p>The 3 Billy Goats Gruff</p> <p>Stickman</p>	<p>Cinderella</p> <p>Prince Cinders</p> <p>The Elves and the Shoemaker</p> <p>Non-fiction Chinese New Year</p>	<p>The Enormous Turnip</p> <p>The Magic Porridge Pot</p> <p>Jack and the Beanstalk</p> <p>Easter</p> <p>The Gingerbread Man</p> <p>Little Red Riding Hood</p> <p>The 3 pigs</p> <p>Growth - Non-fiction</p>	<p>The Hungry Caterpillar</p> <p>The Bad Tempered Ladybird</p> <p>What the ladybird heard next</p> <p>What the ladybird heard</p> <p>Superworm</p> <p>Minibeasts- Non-fiction</p>	<p>Super Daisy</p> <p>Supertato</p> <p>Supertato veggies assemble</p> <p>Supertato run veggies run</p> <p>Stories about people who help us</p>
Nursery	<p>Understand the five key concepts about print: Print has meaning, print can have different purposes, we read English from left to right and from top to bottom, the names of the different parts of the book, page sequencing</p> <p>Engage in mark making</p>		<p>Develop their phonological awareness so that they can - spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound.</p> <p>Engage in mark making</p> <p>Begin to recognise their name</p>		<p>Engages in extended conversations about stories, learning new vocabulary</p> <p>Engage in mark making</p>	
Phonics	Pre RWi listening and sounds activities	Pre RWi listening and sounds activities	Pre RWi listening and sounds activities Speed sounds A	Speed sounds A	Speed sounds A/B	Speed sounds B

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	All about Me	Toys and Celebrations	Who Blew The House Down?	Changes	Are We There Yet?	Space
Text	<p>Different Families Happy in our Skin Hello Friend! My Hair Amazing Harry and his bucket full of Dinosaurs</p>	<p>Diwali/bonfire night – Non-Fiction Thread Bear Kippers toy box Baggy Brown Bear stories Nothing Toys/ Toys in the past – Non-fiction</p>	<p>The 3 little pigs Goldilocks and the three bears Little Red riding hood Gingerbread man Billy Goats Gruff Non-fiction Chinese New Year</p>	<p>Jaspers beanstalk My bean – Non-fiction Jack and the beanstalk Growth - Non-fiction Tadpole promise Wide mouth frog Hungry caterpillar</p>	<p>The Queens Knickers The Queen- Non-Fiction Barnaby Bear goes to London Barnaby Bear – goes to Scotland Information text on UK. Transport – Non-fiction</p>	<p>Whatever Next! Aliens love underpants Q Pootle 5 The Dinosaur that pooped a planet On the Moon – non-fiction Famous Astronauts – non-fiction</p>
Reception	<p>Read individual letters by saying the sounds for them.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Begin to read a few common exception words matched to the school's phonic programme.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and some digraphs.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Form lower-case and some capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic</p>

		<p>Say a sound for each letter in the alphabet</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p>Phonics RWI</p>	<p>Set A/B</p> <p>Lilac/ simple sounds m a s d t i n p g o c k u b f e</p>	<p>Set C/Ditties</p> <p>Lilac/ simple sounds l h r j v y w z x Oral blending: d-u-g, ch- a-t, t-e-n, p-o-t, t-i-n</p>	<p>Ditties</p>	<p>Red</p>	<p>Green/Purple</p>	