	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
	Happy to be me!	Nativity	Cinderella	The Enormous Turnip	The Hungry Caterpillar	Super Daisy
Text	When going to the dentist  My first body  Head, shoulders, knees and toes  My mum and my dad make me laugh.  Owl Babies	Dear Santa The jolly postman Goldilocks and the 3 bears The 3 Billy Goats Gruff Stickman	Prince Cinders The Elves and the Shoemaker Non-fiction Chinese New Year	The Magic Porridge Pot Jack and the Beanstalk Easter The Gingerbread Man Little Red Riding Hood The 3 pigs Growth - Non-fiction	The Bad Tempered Ladybird  What the ladybird heard next  What the ladybird heard  Superworm  Minibeasts- Non-fiction	Supertato Supertato veggies assemble Supertato run veggies run Stories about people who help us
Nursery	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 Engage in mark making		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.  Engage in mark making Begin to recognise their name		Engages in extended conversations about stories, learning new vocabulary Engage in mark making	Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately
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

		Autumn Term		Spring Term		Summer Term	
	All about Me	Toys and Celebrations	Who Blew The House Down?	Changes	Are We There Yet?	Space	
	Different Families	Diwali/bonfire night –	The 3 little pigs	Jaspers beanstalk	The Queens Knickers	Whatever Next!	
	Happy in our Skin	Non-Fiction	Goldilocks and the three	My bean – Non-fiction	The Queen- Non-Fiction	Aliens love underpants	
	Hello Friend!	Thread Bear	bears	Jack and the beanstalk	Barnaby Bear goes to	Q Pootle 5	
せ	My Hair	Kippers toy box	Little Red riding hood	Growth - Non-fiction	London	The Dinosaur that	
Text	Amazing	Baggy Brown	Gingerbread man	Tadpole promise	Barnaby Bear – goes to	pooped a planet	
	Harry and his bucket full	Bear stories	Billy Goats Gruff	Wide mouth frog	Scotland	On the Moon – non-	
	of Dinosaurs	Nothing	Non-fiction Chinese New	Hungry caterpillar	Information text on UK.	fiction	
		Toys/ Toys in the past –	Year		Transport – Non-fiction	Famous Astronauts –	
	Read individual letters by	Non-fiction Blend sounds into words,	Dood some letter groups	Read simple phrases and	Form lower-case and	non-fiction Write short sentences	
	saying the sounds for	so that they can read	Read some letter groups that each represent one	sentences made up of	some capital letters	with words with known	
	them.	short words made up of	sound and say sounds	words with known letter-	correctly.	letter-sound	
	them.	known letter-sound	for them.	sound correspondences	correctly.	correspondences using a	
	Demonstrate	correspondences.	Tor chemi.	and, where necessary, a	Spell words by	capital letter and full	
	understanding of what	ост соротыстост	Read a few common	few exception words.	identifying the sounds	stop.	
	has been read to them	Begin to read a few	exception words		and then writing the	3334	
	by retelling stories and	common exception	matched to the school's	Re-read these books to	sound with letter/s.	Re-read what they have	
	narratives using their	words matched to the	phonic programme.	build up their confidence		written to check that it	
	own words and recently	school's phonic		in word reading, their	Demonstrate	makes sense.	
	introduced vocabulary.	programme.	Demonstrate	fluency and their	understanding of what		
			understanding of what	understanding and	has been read to them	Demonstrate	
	Anticipate (where	Demonstrate	has been read to them	enjoyment.	by retelling stories and	understanding of what	
_	appropriate) key events	understanding of what	by retelling stories and	Demonstrate	narratives using their	has been read to them	
. <u>ō</u>	in stories.	has been read to them by retelling stories and	narratives using their own words and recently	understanding of what	own words and recently introduced vocabulary.	by retelling stories and narratives using their	
þ	Use and understand	narratives using their	introduced vocabulary.	has been read to them	introduced vocabulary.	own words and recently	
8	recently introduced	own words and recently	indioddeed vocabalary:	by retelling stories and	Anticipate (where	introduced vocabulary.	
Reception	vocabulary during	introduced vocabulary.	Anticipate (where	narratives using their	appropriate) key events		
	discussions about stories,	,	appropriate) key events	own words and recently	in stories.	Anticipate (where	
	non-fiction, rhymes and	Anticipate (where	in stories.	introduced vocabulary.		appropriate) key events	
	poems and during role	appropriate) key events			Use and understand	in stories.	
	play.	in stories.	Use and understand	Anticipate (where	recently introduced		
			recently introduced	appropriate) key events	vocabulary during	Use and understand	
	Say a sound for each	Use and understand	vocabulary during	in stories.	discussions about stories,	recently introduced	
	letter in the alphabet	recently introduced	discussions about stories,	Use and understand	non-fiction, rhymes and	vocabulary during discussions about stories,	
	Write recognisable	vocabulary during discussions about stories,	non-fiction, rhymes and poems and during role	recently introduced	poems and during role	non-fiction, rhymes and	
	letters, most of which	non-fiction, rhymes and	play.	vocabulary during	play.	poems and during role	
	are correctly formed.	poems and during role	pidy.	discussions about stories,	Read words consistent	play.	
	a. c correctly rollingal	play.	Say a sound for each	non-fiction, rhymes and	with their phonic	P.∞/.	
		r/·	letter in the alphabet and	poems and during role	knowledge by sound-	Read words consistent	
			some digraphs.	play.	blending.	with their phonic	

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