



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Celebrations	Bears	Houses and Homes	Big and Small	Africa
Focus	<p><b>30-50 months</b>            Enjoys rhyming and rhythmic activities            Listens to and joins in with stories and poems, one-to-one and also in small groups.            Looks at books independently.            Handles books carefully.            Knows information can be relayed in the form of print.            Sometimes gives meaning to marks as they draw and paint.            Ascribes meanings to marks that they see in different places.            Gives meaning to marks they make as they draw, write and paint.</p>	<p><b>30-50 months</b>            Shows awareness of rhyme and alliteration.            Recognises rhythm in spoken words.            Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.            Beginning to be aware of the way stories are structured.            Shows interest in illustrations and print in books and print in the environment.            Recognises familiar words and signs such as own name and advertising logos.</p>	<p><b>30-50 months</b>            Suggests how the story might end.            Listens to stories with increasing attention and recall.            Describes main story settings, events and principal characters.            Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>40-60 months</b>            Continues a rhyming string.            Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.            Enjoys an increasing range of books.</p>	<p><b>40-60 months</b>            Knows that information can be retrieved from books and computers.            Attempts to write short sentences in meaningful contexts.</p> <p><b>ELG</b>            They also read some common irregular words.            Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p><b>ELG</b>            They demonstrate understanding when talking with others about what they have read.            They also write some irregular common words.            They write simple sentences which can be read by themselves and others.</p>	<p><b>ELG</b>            Some words are spelt correctly and others are phonetically plausible.</p>



		<p>Holds books the correct way up and turns pages.</p> <p><b>40-60 Months</b> Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple</p>	<p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.</p> <p><b>ELG</b> They use phonic knowledge to decode regular words and read them aloud accurately.</p>			
--	--	---	--	--	--	--



		words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet.				
Suggested texts	Here We Are  The Family Book (Todd Parr)  My Senses	Lost and Found  The Elves and the Shoemaker  Mog's Christmas  Non fiction books – relating to the Artic	Goldilocks and the Three Bears  The Magic Paintbrush  The Great Pet Race  Ketchup on you Cornflakes	The Three Little Pigs	Jack and Beanstalk  Jaspers Beanstalk  Supertato  Non fiction books – relating to growth/lifecycles	Handa's Surprise  The Messy Magpie  Non fiction books – relating to the Africa
Writing outcomes	<b>Entertain</b> <ul style="list-style-type: none"> <li>➤ Role Play</li> <li>➤ Helicopter Stories</li> <li>➤ Hot Seating</li> <li>➤ Re-telling</li> <li>➤ Sequencing</li> <li>➤ Speech/thought bubbles</li> </ul> <b>Inform</b> <ul style="list-style-type: none"> <li>➤ Recount</li> </ul>	<b>Entertain</b> <ul style="list-style-type: none"> <li>➤ Role Play</li> <li>➤ Helicopter Stories</li> <li>➤ Hot Seating</li> <li>➤ Re-telling</li> <li>➤ Sequencing</li> <li>➤ Speech/thought bubbles</li> </ul> <b>Inform</b> <ul style="list-style-type: none"> <li>➤ Recount</li> </ul>	<b>Entertain</b> <ul style="list-style-type: none"> <li>➤ Role Play</li> <li>➤ Helicopter Stories</li> <li>➤ Hot Seating</li> <li>➤ Re-telling</li> <li>➤ Sequencing</li> <li>➤ Speech/thought bubbles</li> </ul> <b>Inform</b> <ul style="list-style-type: none"> <li>➤ Recount</li> </ul>	<b>Entertain</b> <ul style="list-style-type: none"> <li>➤ Role Play</li> <li>➤ Helicopter Stories</li> <li>➤ Hot Seating</li> <li>➤ Re-telling</li> <li>➤ Sequencing</li> <li>➤ Speech/thought bubbles</li> </ul> <b>Inform</b> <ul style="list-style-type: none"> <li>➤ Recount</li> </ul> <b>Persuade</b> <ul style="list-style-type: none"> <li>➤ Wanted posters</li> </ul>	<b>Entertain</b> <ul style="list-style-type: none"> <li>➤ Role Play</li> <li>➤ Helicopter Stories</li> <li>➤ Hot Seating</li> <li>➤ Re-telling</li> <li>➤ Sequencing</li> <li>➤ Speech/thought bubbles</li> <li>➤ Narrative/story</li> </ul> <b>Inform</b> <ul style="list-style-type: none"> <li>➤ Recount</li> <li>➤ Instructions</li> </ul>	<b>Entertain</b> <ul style="list-style-type: none"> <li>➤ Role Play</li> <li>➤ Helicopter Stories</li> <li>➤ Hot Seating</li> <li>➤ Re-telling</li> <li>➤ Sequencing</li> <li>➤ Speech/thought bubbles</li> <li>➤ Narrative/story</li> </ul> <b>Inform</b> <ul style="list-style-type: none"> <li>➤ Recount</li> </ul>



<p>Phonics and spelling</p>	<p><b>Phase 1 phonics:</b>          Aspect 1 – general sound discrimination – environmental          Aspect 2 – general sound discrimination – instrumental sounds          Aspect 3 – general sound discrimination – body percussion          Aspect 4 – rhythm and rhyme          Aspect 5 – alliteration          Aspect 6 – voice sounds          Aspect 7 – oral blending and segmenting</p>	<p><b>Phase 2 phonics:</b>          During Phase 2, the following sight words (which can't yet be decoded) are introduced:          ➤ I          ➤ to          ➤ the          ➤ no          ➤ go</p> <p>In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:  <b>Set 1:</b> s, a, t, p  <b>Set 2:</b> i, n, m, d  <b>Set 3:</b> g, o, c, k  <b>Set 4:</b> ck, e, u, r  <b>Set 5:</b> h, b, f, ff, l, ll, ss</p>	<p><b>Phase 3 phonics:</b>          During Phase 3, the following sight words (which can't yet be decoded) are introduced:          ➤ he          ➤ she          ➤ we          ➤ me          ➤ be          ➤ was          ➤ my</p> <p>In Phase 3, new letters and their sounds are introduced one at a time, in the following sequence:  <b>Set 6:</b> j, v, w, x  <b>Set 7:</b> y, z, zz, qu  <b>Consonant digraphs:</b>          ch, sh, th, ng  <b>Vowel digraphs:</b>          ai, ee, igh, oa          oo, ar, or</p>	<p><b>Phase 3 phonics:</b>          During Phase 3, the following sight words (which can't yet be decoded) are introduced:          ➤ you          ➤ they          ➤ all          ➤ are          ➤ her</p> <p>In Phase 3, new letters and their sounds are introduced one at a time, in the following sequence:  <b>Vowel digraphs:</b>          ur, ow, oi          ear, air, ure, er</p>	<p><b>Phase 4 phonics.</b>          The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk. During Phase 4, the following sight words (which can't yet be decoded) are introduced:          ➤ said          ➤ have          ➤ like          ➤ so          ➤ do          ➤ some          ➤ come          ➤ were          ➤ there          ➤ little          ➤ one          ➤ when          ➤ out          ➤ what</p>	<p>Consolidate Phase 3 and Phase 4</p>
-----------------------------	---	--	--	--	---	--



<p>Communication &amp; Language</p> <p>Grammar &amp; Punctuation</p>	<p><b>30-50 months</b></p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Understands use of objects (e.g. “<i>What do we use to cut things?</i>”)</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</p> <p>Uses vocabulary focused on objects and people that are</p>	<p><b>30-50 months</b></p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</p> <p>Beginning to understand ‘why’ and ‘how’ questions.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that</p>	<p><b>30-50 months</b></p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations.</p> <p>Asks e.g. <i>who, what, when, how</i>.</p> <p>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p><b>40-60 months</b></p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p>	<p><b>30-50 months</b></p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p><b>40-60 months</b></p> <p>Able to follow a story without pictures or props.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p><b>ELG</b></p> <p>Children listen attentively in a range of situations.</p>	<p><b>40-60 months</b></p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>ELG</b></p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners’ needs.</p>	<p><b>ELG</b></p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>
--	--	--	---	--	--	---



	<p>of particular importance to them.</p> <p><b>40-60 months</b>          Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>objects stand for something else in play, e.g, 'This box is my castle.'</p> <p><b>40-60 months</b>          Responds to instructions involving a two-part sequence.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Introduces a storyline or narrative into their play.</p>			
Handwriting	Penpals, F2 books – Once a week	Penpals, F2 books – Once a week	Penpals, F2 books – Once a week	Penpals, F2 books – Once a week	Penpals, F2 books – Once a week	Penpals, F2 books – Once a week
Reading	Wordless books Story books in class for love of reading	Bug Club. Phonics books / Book Bands / Story books in class for love of reading	Group Guided Reading Bug Club. Phonics books / Book Bands / Story books in class for love of reading	Group Guided Reading Bug Club. Phonics books / Book Bands / Story books in class for love of reading	Group Guided Reading Bug Club. Phonics books / Book Bands / Story books in class for love of reading	Group Guided Reading Bug Club. Phonics books / Book Bands / Story books in class for love of reading