



	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>3-4 years</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter</p>	<p>3-4 years</p> <p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom.</p> <p>Write some letters accurately.</p> <p>In Reception Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>In Reception</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>In Reception</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>In Reception</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>In Reception</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>ELG: Comprehension Demonstrate understanding of</p>



	<p>knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p>					<p>what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including</p>
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		<ul style="list-style-type: none"> ➤ Helicopter Stories ➤ Hot Seating ➤ Re-telling ➤ Sequencing ➤ Speech/thought bubbles <p>Inform</p> <ul style="list-style-type: none"> ➤ Recount 	<ul style="list-style-type: none"> ➤ Helicopter Stories ➤ Hot Seating ➤ Re-telling ➤ Sequencing ➤ Speech/thought bubbles <p>Inform</p> <ul style="list-style-type: none"> ➤ Recount 	<ul style="list-style-type: none"> ➤ Helicopter Stories ➤ Hot Seating ➤ Re-telling ➤ Sequencing ➤ Speech/thought bubbles <p>Inform</p> <ul style="list-style-type: none"> ➤ Recount <p>Persuade</p> <ul style="list-style-type: none"> ➤ Wanted posters 	<ul style="list-style-type: none"> ➤ Helicopter Stories ➤ Hot Seating ➤ Re-telling ➤ Sequencing ➤ Speech/thought bubbles ➤ Narrative/story <p>Inform</p> <ul style="list-style-type: none"> ➤ Recount ➤ Instructions 	<ul style="list-style-type: none"> ➤ Helicopter Stories ➤ Hot Seating ➤ Re-telling ➤ Sequencing ➤ Speech/thought bubbles ➤ Narrative/story <p>Inform</p> <ul style="list-style-type: none"> ➤ Recount
Phonics and spelling	<p><u>Phase 1 phonics:</u> Aspect 1 – general sound discrimination – environmental Aspect 2 – general sound discrimination – instrumental sounds Aspect 3 – general sound discrimination – body percussion</p>	<p><u>Phase 2 consolidation</u></p>	<p><u>Phase 3 phonics:</u> During Phase 3, the following sight words (which can't yet be decoded) are introduced:</p> <ul style="list-style-type: none"> ➤ he ➤ she ➤ we ➤ me ➤ be ➤ was ➤ my <p>In Phase 3, new letters and their sounds are introduced one at a</p>	<p><u>Phase 3 phonics:</u> During Phase 3, the following sight words (which can't yet be decoded) are introduced:</p> <ul style="list-style-type: none"> ➤ you ➤ they ➤ all ➤ are ➤ her <p>In Phase 3, new letters and their sounds are introduced one at a time, in the following sequence:</p>	<p><u>Phase 3 Mastery phonics</u></p>	<p><u>Phase 4 phonics:</u> 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:</p> <ul style="list-style-type: none"> ➤ said ➤ have ➤ like



	<p>Aspect 4 – rhythm and rhyme Aspect 5 – alliteration Aspect 6 – voice sounds Aspect 7 – oral blending and segmenting</p> <p>Phase 2 phonics: During Phase 2, the following sight words (which can't yet be decoded) are introduced:</p> <ul style="list-style-type: none"> ➤ I ➤ to ➤ the ➤ no ➤ go <p>In Phase 2, letters and their sounds are introduced</p>		<p>time, in the following sequence: Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa oo, ar, or</p>	<p>Vowel digraphs: ur, ow, oi ear, air, ure, er</p>		<ul style="list-style-type: none"> ➤ so ➤ do ➤ some ➤ come ➤ were ➤ there ➤ little ➤ one ➤ when ➤ out ➤ what
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	<p>one at a time. A set of letters is taught each week, in the following sequence: Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p>					
<p>Communication & Language</p> <p>Grammar & Punctuation</p>	<p>3-4 years</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p>	<p>3-4 years</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>In Reception</p> <p>Connect one idea or action to another using a range of connectives.</p>			<p>In Reception</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they</p>



	<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be</p>	<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>				<p>understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some</p>
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	<p>able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using</p>					<p>as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop.</p> <p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments</p>
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	words as well as actions.					<p>about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future</p>
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						tenses and making use of conjunctions, with modelling and support from their teacher.
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 Bug Club 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 ERIC time (Everyone reading in class)	Group Guided Reading Bug Club. Phonics books / Book Bands / Story books in class for love of reading ERIC time (Everyone reading in class)	Group Guided Reading Bug Club. Phonics books / Book Bands / Story books in class for love of reading ERIC time (Everyone reading in class)