

Our Intent is: To inspire children to develop a passion of reading, unlocking the door to all future learning. This will enable our children to fluently communicate ideas and emotions both verbally and in writing.

<u>Autumn 1</u>				
Week 3	Week 4	Week 5	Week 6	Week 7
One Mole Digging in a Hole	Hippobottomus	The Cat in the Hat	The Gingerbread Man	The Smeds and The Smoos
Rhythm and rhyme	Environmental/instrumental/ voice sounds	Decodable words	Language patterns and retelling stories	Characters' thoughts and feelings
Drama Setting description Non-fiction posters Rhyming words	Retelling stories Drama Speaking and listening Initial sounds Segmenting and blending	Setting description Character description Story maps Storyboard Narrative	Vocabulary focus Setting description Character description Story maps Narrative	Thoughts and feelings bubbles Character descriptions Inference

<u>Autumn 2</u>						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 6
Where's My Teddy	On Sudden Hill	Lullabyhullabaloo	The Snail and the Wahle	We're Going on a Bear Hunt	The Stick Man	The Dot
Rhythm and rhyme	Expressive Arts and Design	Environmental/instrumental/ voice sounds	Decodable words	Language patterns and retelling stories	Characters' thoughts and feelings	Expressive Arts and Design
Drama Setting description Non-fiction posters	Story sequencing Drama Creative writing Imagery Using talk	Retelling stories Drama Speaking and listening Initial sounds Segmenting and blending	Setting description Character description Story maps	Vocabulary focus Setting description	Thoughts and feelings bubbles Character descriptions Inference	Story sequencing Drama Creative writing Imagery Using talk

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Rhyming words	Character descriptions		Storyboard Narrative	Character description Story maps Narrative		Character descriptions
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Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Giraffes can't dance	What the ladybird heard	The Owl Who Was Afraid of the Dark	The Three Little Pigs	Handa's Surprise	Fox's Socks
Rhythm and rhyme	Environmental/instrumental/voice sounds	Decodable words	Language patterns and retelling stories	Characters' thoughts and feelings	Decodable words
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Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5
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Aliens love Underpants	Stomp, chomp, big roars, here come the dinosaurs	Sheep in a Jeep (ee)	Suddenly!	Dogger
Rhythm and rhyme	Environmental/instrumental/voice sounds	Decodable words	Language patterns and retelling stories	Characters' thoughts and feelings
Drama Setting description Non-fiction posters Rhyming words	Retelling stories Drama Speaking and listening Initial sounds Segmenting and blending	Setting description Character description Story maps Storyboard Narrative	Vocabulary focus Setting description Character description Story maps Narrative	Thoughts and feelings bubbles Character descriptions Inference

<u>Summer 1</u>						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Chocolate Mousse for Greedy Goose	Walking through the Jungle	Duck in a Truck	Dear Zoo	The Squirrels Who Squabbled	Shark in the Park	The Day the Crayons Quit
Rhythm and rhyme	Environmental and instrumental/voice sounds	Decodable words	Language patterns and retelling stories	Characters' thoughts and feelings	Decodable words	Expressive Arts and Design

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Drama Setting description Non-fiction posters Rhyming words	Retelling stories Drama Speaking and listening Initial sounds Segmenting and blending	Setting description Character description Story maps Storyboard Narrative	Vocabulary focus Setting description Character description Story maps Narrative	Thoughts and feelings bubbles Character descriptions Inference	Setting description Character description Story maps Storyboard Narrative	Story sequencing Drama Creative writing Imagery Using talk Character descriptions
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<u>Summer 2</u>					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Oi Frog	Poppy and Sam's Noisy Train	Room on the Broom	Peace at Last	The Lion Inside	Animal Music
Rhythm and rhyme	Environmental and instrumental/voice sounds	Decodable words	Language patterns and retelling stories	Characters' thoughts and feelings	Expressive Arts and Design
Drama Setting description Non-fiction posters Rhyming words	Retelling stories Drama Speaking and listening Initial sounds Segmenting and blending	Setting description Character description Story maps Storyboard Narrative	Vocabulary focus Setting description Character description Story maps Narrative	Thoughts and feelings bubbles Character descriptions Inference	Story sequencing Drama Creative writing Imagery Using talk Character descriptions

	Three to Four Year Olds	Children in Reception	Early Learning Goals
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<p>Communication and Language</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> • Pay attention to more than one thing at a time, which can be difficult. <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 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>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 understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Listening, Attention and Understanding</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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	<p>Develop their pronunciation but may have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</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 words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</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>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 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.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	
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		<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	
<p>Literacy</p>	<p>Understand the five key concepts about print:- print has meaning - print can have different purposes- we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing</p> <p>Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a</p>	<p>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>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>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Comprehension</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>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</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>Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p>

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	<p>pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p> <p>Write some letters accurately.</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>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>Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
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