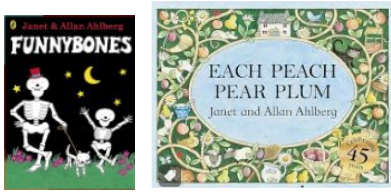
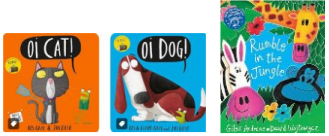


	Term 1/2	Term 3/4	Term 5/6
Core Texts (Same as Writing)	 Poetry / Rhyme  Performance poetry: Miss Polly, Hot cross buns, One two buckle my shoe, The dark wood	 Poetry / Rhyme Bedtime nursery rhymes: Twinkle Twinkle little star A tiny seed was sleeping 	 Poetry / Rhyme  Tongue twisters: she sells sea shells... Little rescuers – postcode poem Seaside poems
Linked texts / theme	Nursery rhymes	Traditional Fairy tales	Stories with familiar settings
Writing opportunities	Marvellous me floor book (all about me), Draw and label families, My special things – drawing and labelling / mark making, Phonics writing / letter formation & CVC writing, Fire safety posters, speech bubbles, Food tasting recording, Writing cards, lists to santa.	At the top of the beanstalk I saw... Labelling fruits & veg, Story mapping, Directions / maps labelled,	
Reading opportunities	Phonics – bug club books, flashcard readings, language lesson / sight word recognition, 1:1 reading in school	Phonics – bug club books, flashcard readings, language lesson / sight word recognition, 1:1 reading in school	Phonics – bug club books, flashcard readings, language lesson / sight word recognition, 1:1 reading in school, reading own work.
Speaking & Listening (C&L) opportunities	Nativity	Class Assembly	Sharing own work Show and tell Word of the week reflections
Progression			
Statutory Requirements – Reading Taken from Development Matters (non-statutory)	Read some individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few letter groups that each represent one sound and say sounds for them.	Read most individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read all individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read letter groups that each represent one sound and say sounds for them. Read common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Phonics Progression (Bug Club)	(Phase 1) Phase 2 unit 1-5	Phase 3 unit 6-11	Revise phase 3 and Phase 4 Unit 12
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 some common exception words. Comprehension: Demonstrate understanding of 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, nonfiction, rhymes and poems and during role play.
Statutory Requirements – Writing Taken from Development Matters (non-statutory)	Write some or all of their name. Write some letters accurately.	Write all of their name. Write many letters accurately. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
ELG			Writing 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. Write simple phrases and sentences that can be read by others.
Statutory Requirements – Speaking & Listening Taken from Development Matters Communication & Language (non-statutory)	Listening Start to understand how to listen and why listening is important. Listen to and talk about stories to build familiarity and understanding. Speaking To speak to others about own needs, wants, interests and opinions. Talk about their immediate family and community. Vocabulary Learn new vocabulary. Discussion Ask questions to find out more. Develop social phrases. Name and describe people who are familiar to them.	Listening Understand how to listen and why listening is important. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. To listen to others in a range of situations and usually respond appropriately. Speaking To confidently speak to others about own needs, wants, interests and opinions. Explain how things work and why they might happen. Describe what they see, hear and feel whilst outside. Talk about their immediate family and community. Vocabulary Learn new vocabulary. Use new vocabulary throughout the day. Discussion Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Express their feelings and start to consider the feelings of others. Develop some social phrases. Name and describe people who are familiar to them.	Listening Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. To listen to others in a range of situations and usually respond appropriately. To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group. Listen attentively, move to and talk about music, expressing their feeling. Speaking To confidently speak to others about own needs, wants, interests and opinions. Explain how things work and why they might happen. Use talk to help work out problems and organise thinking and activities. Describe what they see, hear and feel whilst outside. Talk about their immediate family and community. Vocabulary Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Develop social phrases. Discussion

			Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Express their feelings and consider the feelings of others. Develop social phrases. Name and describe in detail people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
ELG			Speaking 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 tenses and making use of conjunctions, with modelling and support from their teacher. 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 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.