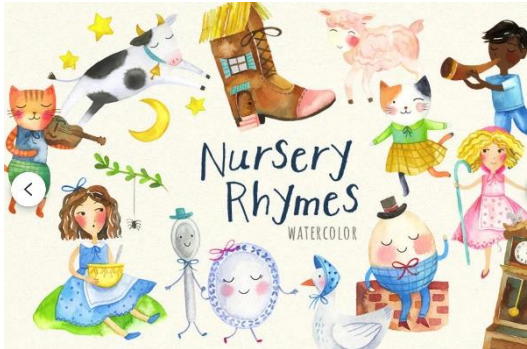
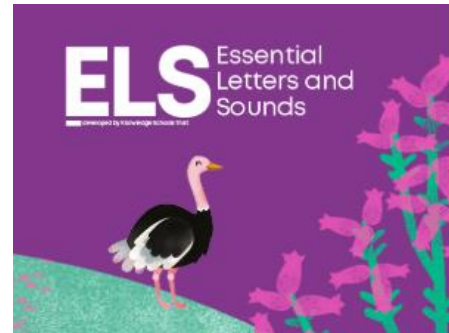
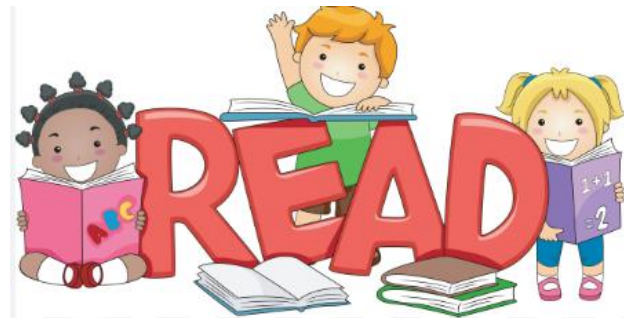


Autumn 1 All About Me/ Harvest (8 weeks)	Autumn 2 Space/ Winter (7 weeks)	Spring 1 Community (6 weeks)	Spring 2 Living and Growing (5 weeks)	Summer 1 Pirates (6 weeks)	Summer 2 Habitats (7 weeks)
Comprehension					
- Children will listen to and enage with a story during their Literacy lesson, their reading time and at the end of the school day. - Children will particiapte in daily singing sessions as part of worship and within the classroom when singing nursery rhymes and other familiar songs that support their learning. - As part of the children's Literacy lessons, they will be introduced to ambitious vocabulary that is linked to their class text. They will use actions to support their comprehnesion of the defintion. The use of these words will be encouraged via verbal communication with both adults and their peers as they interact with the book. - Children will be exposed to non-fiction texts as part of the wider curriculum when engaging sessions such as Understanding the World sessions, RE and Squirrel School. There will also be non-fiction books embedded within the wider provision to support their independe nt exploration and application of learning.					
   					
Short Step Progression Links Engage in extended conversations about stories, learning new vocabulary. (N) Enjoy listening to longer stories and can remember much of what happens. (N) Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with the new knowledge and vocabulary.	Short Step Progression Links Engage in extended conversations about stories, learning new vocabulary. (N) Enjoy listening to longer stories and can remember much of what happens. (N) Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with the new knowledge and vocabulary.	Short Step Progression Links Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with the new knowledge and vocabulary.	Short Step Progression Links Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with the new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG) Anticipate - where appropriate - key events in stories. (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG)	Short Step Progression Links Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with the new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG) Anticipate - where appropriate - key events in stories. (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG)	Short Step Progression Links Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with the new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG) Anticipate - where appropriate - key events in stories. (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG)

Word Reading

- Children in Reception complete daily phonics sessions following the ELS scheme.
- Children complete daily reading sessions where they complete a carousel of five activities throughout the week. These include: 1:1 reading with an adult, small group guided reading activity with an adult, a phonics activity, a harder to read word activity and a reading for pleasure/ puppets activity.
- Children's reading books are changed weekly. They have a reading record which the adults at school and home write in whenever the children complete 1:1 reading.
 - Children are exposed to a range of topical/ environmental print throughout the classroom and wider provision.



no	yes	for
a	dad	can
he	am	all
is	can	get
said	to	in



Short Step Progression Links

Understand the five key concepts about print: (N)

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of different parts of a book
- page sequencing

Develop their phonological awareness, so that they can: (N)

- spot and suggest rhymes
- count and clap syllables in words
- recognise words with the same initial sound, such as money and mother.

Read 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 common exception words matched to the school's phonic programme.

Short Step Progression Links

Read 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 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.

Short Step Progression Links

Read 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 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.

Short Step Progression Links

Read 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 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.

Short Step Progression Links

Read 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 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.

Say a sound for each letter in the alphabet and at least 10 digraphs. (ELG)

Read words consistent with their phonic knowledge by sound-blending. (ELG)

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)

Short Step Progression Links

Read 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.

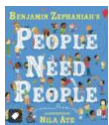
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

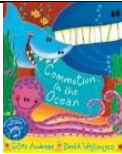
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

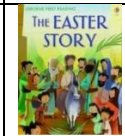
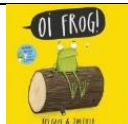
Say a sound for each letter in the alphabet and at least 10 digraphs. (ELG)

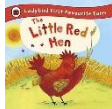
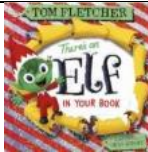
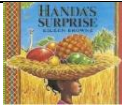
Read words consistent with their phonic knowledge by sound-blending. (ELG)

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)

Writing											
- Children will regularly practice writing their name as part of their morning learning carousel. Name writing will also be a focus during the first few transitional weeks in Reception. - Children take part in daily handwriting sessions as part of the ELS Phonics Scheme. - Children will participate in daily Literacy inputs where the teacher will model emerging writing skills. Children weekly independent writing outcomes will increase throughout the academic year as their phonetic knowledge and understanding increases.											
Small Group Work		Small Group Work		Half a class		Half a class		Whole Class		Whole Class	
Short Step Progression Links		Short Step Progression Links		Short Step Progression Links		Short Step Progression Links		Short Step Progression Links		Short Step Progression Links	
Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. (N) Write some or all of their name. (N) Write some letters accurately. (N) Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with letter/s.		Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. (N) Write some or all of their name. (N) Write some letters accurately. (N) Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with letter/s.		Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds 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.		Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds 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.		Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds 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. Write recognisable letters, most of which are correctly formed. (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG) Write simple phrases and sentences that can be read by others. (ELG)		Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds 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. Write recognisable letters, most of which are correctly formed. (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG) Write simple phrases and sentences that can be read by others. (ELG)	
	Children will read this book to familiarise themselves with the life change of starting school. It will be read regularly, with lots of class discussion opportunities and comparisons between the book and real life.		2 Week Unit 4 Outcomes: Week 1 Character: How does Beegu feel? Beegu is... Setting: What did Beegu travel in? It is a... Ambitious Vocabulary: Deserted, rejected, sorrowful, hopeful Week 2 Adventure 1: Where did Beegu go? He went to... Sequencing: Children to sequence 3 key events. Ambitious Vocabulary: Isolated, undesirable, distressed, faithful		2 Week Unit 4 Outcomes: Week 1 Character: Who looks after you? I need my... Setting: Where do you go? We go to the... Ambitious Vocabulary: Thoughtful, considerate, affectionate, loyal, Week 2 Adventure 1: What do you do to feel relaxed? Rhyming Words: Children to match the rhyming words. Ambitious Vocabulary: Carefree, tranquil, peaceful, wellbeing.		1 Week Unit 2 Outcomes: Week 1 Character: Who lives in the garden? Setting: What does the garden look like? Ambitious Vocabulary:		2 Week Unit 8 Outcomes: Week 1 Character: What is the pirate wearing? Labelling Setting: What does the pirate ship look like? The ship is... Adventure 1: What happens when the hurricane comes? The pirates... Adventure 2: What is hiding in the ocean? There is a... Ambitious Vocabulary: Week 2 Character: How is the pirate feeling? The pirate is... Setting: Where is the pirate ship going? The ship is... Adventure 1: What will the pirates		2 Week Unit 8 Outcomes: Week 1 Character: What does the Hungry Caterpillar look like? The caterpillar has... Setting: Where does the caterpillar live? The caterpillar lives... Adventure 1: What does the caterpillar eat? The caterpillar eats... Adventure 2: What happens at the end of the story? The caterpillar becomes a... Ambitious Vocabulary: Week 2 Character: What happens to the caterpillar when he eats too much? The caterpillar...

									find? <i>The pirates found...</i> Sequencing: Children to sequence 5 key events. Maths link. Ambitious Vocabulary:		Setting: What is the weather like? <i>The weather is...</i> Adventure 1: Where will the butterfly go? <i>The butterfly will...</i> Sequencing: Children to sequence 5 key events. Maths link. Ambitious Vocabulary:
	1 Week Unit 1 Outcome: Draw and label something they love Ambitious Vocabulary: Incredible, wonderful, fantastic, ambitious		2 Week Unit 4 Outcomes: Week 1 Character: What is Bob's job? <i>Bob has to...</i> Setting: What does the rocket look like? <i>The rocket is...</i> Ambitious Vocabulary: Vast, unusual, futuristic, suspicious. Week 2 Adventure 1: Who was hiding on the moon? <i>It is a...</i> Sequencing: Children to sequence 3 key events. Ambitious Vocabulary: Endless, surreal, boundless, mysterious		2 Week Unit 4 Outcomes: Week 1 Character: Can you describe the Emperor? <i>The Emperor is...</i> Setting: What did Shen draw in the sand? <i>I can see a...</i> Ambitious Vocabulary: Enchanted, extraordinary, demanding, visionary spectacular Week 2 Adventure 1: What will your magic paintbrush create? Rhyming Words: Children to match the rhyming words. Ambitious Vocabulary: Miraculous, otherworldly, imagination, spectacular		2 Week Unit 4 Outcomes: Week 1 Character: Can you describe the Bad Seed? <i>The seed is...</i> Setting: Where did the seed live? He lived in a... Ambitious Vocabulary: Week 2 Adventure 1: What mischief will the Bad Seed get up to? Sequencing: Children to sequence 4 key events. Ambitious Vocabulary:		2 Week Unit 8 Outcomes: Week 1 Character: Who was hiding in the shadows? <i>It was the...</i> Setting: How did the pirates get to Tom? <i>They climbed up the...</i> Adventure 1: Where did the big pirates go? <i>The pirates went to a...</i> Adventure 2: What did Tom travel in? <i>Tom was in a...</i> Ambitious Vocabulary: Week 2 Character: How did the big pirates feel? <i>They felt...</i> Setting: Who was watching Tom? <i>It was the...</i> Adventure 1: Where would you go if you were a pirate? <i>I would go to...</i> Sequencing: Children to		2 Week Unit 8 Outcomes: Week 1 Character: Who lives at the bottom of the ocean? Labelling Setting: What does the seabed look like? Adventure 1: What will the sea creatures find? Rhyming Words: Children to match the rhyming words. Ambitious Vocabulary: Week 2 Character: Who lives above the ocean? Setting: Where do the polar bears live? Adventure 1: Can you draw your favourite creature? Rhyming Words: Children to match the rhyming words. Ambitious Vocabulary:

								sequence 5 key events.			
								Ambitious Vocabulary:			
	2 Week Unit 2 Outcomes: - Draw a monster and label it's feelings Ambitious Vocabulary: Furious, ecstatic, distraught, peaceful - Autumn 1 Assessment - Story telling and word building Ambitious Vocabulary: Enraged, thrilled, heartbroken, tranquil		2 Week Unit 4 Outcomes: <u>Week 1</u> Character: What does an astronaut wear? <i>He has a...</i> Setting: Where is the astronaut going? <i>He is on...</i> Ambitious Vocabulary: Twinkling, exploring, zooming, protection <u>Week 2</u> Adventure 1: What does the astronaut see? <i>He saw a...</i> Sequencing: Children to sequence 3 key events. Ambitious Vocabulary: Sparkling, investigate, whizzing, secure		2 Week Unit 4 Outcomes: <u>Week 1</u> Character: What animal did you see on earth? Setting: Where does the animal live? Ambitious Vocabulary: Colossal, immense, astonishing, wonderful <u>Week 2</u> Adventure 1: Where would you like to go on an adventure? Labelling: Children to label identified objects in an image from the book. Ambitious Vocabulary: Monumental, breathtaking, enormous, phenomenal		1 Week Unit 2 Outcomes: <u>Week 1</u> Character: What kind of person was Jesus? Sequencing: Children to sequence 5 key events. Ambitious Vocabulary:		2 Week Unit 8 Outcomes: <u>Week 1</u> Character: How would you describe Martha? <i>Martha is...</i> Setting: What did Martha see in space? <i>Martha saw...</i> Adventure 1: What animals do you see on your adventure? <i>I saw a...</i> Adventure 2: What buildings did you visit on your adventure? <i>I saw a...</i> Ambitious Vocabulary: <u>Week 2</u> Character: What kind of explorer are you? <i>I am a...</i> Setting: Can you draw the map for your exploring? Labelling Adventure 1: What will you go on your adventure? <i>I will go to...</i> Adventure 2: Who would you take on your adventure? <i>I will take...</i> Ambitious Vocabulary:		2 Week Unit 8 Outcomes: <u>Week 1</u> Character: Can you describe the cat? Setting: Where do the parrots live? Adventure 1: What happened to frog at the end? Character: How does the frog feel? Ambitious Vocabulary: <u>Week 2</u> Setting: Where do the foxes live? Adventure 1: Can you draw the frogs perfect home? Rhyming Words: Children to match the rhyming words. Rhyming Words: Children to match the rhyming words. Ambitious Vocabulary:

	1 Week Unit 2 Outcomes: - Label the characters (<i>CVC word building</i>) <i>Sequence 3</i> key events from the story Ambitious Vocabulary: Devoured, scrumptious, cooperation, hardworking.		1 Week Unit 2 Outcomes Week 1 <i>Character:</i> Can you describe the elf? <i>The elf is...</i> <i>Adventure 1:</i> What would you like for Christmas? <i>List writing</i> Ambitious Vocabulary: Mischievous, hilarious, troublesome, playful			1 Week Unit 2 Outcomes <i>Character:</i> What does the Easter Bunny look like? <i>He/she has...</i> <i>Setting:</i> Where were the eggs hidden? <i>The eggs were in the...</i> Ambitious Vocabulary:				1 Week Unit 4 Outcomes: Week 1 <i>Character:</i> Can you describe Handa? <i>Adventure 1:</i> FRUIT TASTING - USING OUR SENSES <i>Adventure 2:</i> Can you describe the fruit? <i>Sequencing:</i> Children to sequence 5 key events. Ambitious Vocabulary: delicious, luscious, fragrant, delectable, scrumptious.