



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic Title	All About Me & People who help us	Bears & Christmas	Under the Sea	Growth	Conservation	Fantasy
	Texts						
Reception	Word Reading	<p>Phase 1 Phonics: to discriminate between environmental sounds and instruments to have fun with rhyme, rhythm and alliteration phonemes (s, a, t, p) to identify initial sounds to blend simple words recognise name</p>	<p>Phase 2 Phonics phonemes (i, n, m, d, g, o, c, k, e, u, h, b, f, l, ll, ss) to identify initial sounds to blend simple words read l, go, no, into, the</p>	<p>Phase 3 Phonics new sounds (digraphs) to blend words to read some common exception words</p>	<p>Phase 3 Phonics new sounds (digraphs) to blend words to read some common exception words</p>	<p>Phase 3 Phonics Phase 4 Phonics</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
	Comprehension	<p>Listen to stories and join in with repeated refrains. Talk about stories and answer questions. Begin to use puppets to retell stories with support. Retell familiar stories</p>	<p>Name parts of the book including title, author, blurb. Introduce the skill of prediction. Begin to suggest how characters in the story are feeling. Act out stories with support using story sacks/puppets Begin to retell simple repetitive texts. Extend vocabulary including vocab from fiction and non-fiction texts.</p>	<p>Continue the skill of prediction and begin to give reason. Begin to suggest alternative endings to familiar stories. Continue to retell stories using story sacks and within continuous provision. Introduce simple poems.</p>	<p>Introduce parts of nonfiction texts including heading, contents page. Introduce story lines into role play with more independence. Begin to suggest alternative endings to familiar stories and make up their own stories</p>	<p>Discuss a wide range of texts, including fiction, non-fiction and poetry. Independently create their own story lines into role play with more independence. Suggest alternative endings to familiar stories and make up their own stories.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</p>
		<p>Mark making Fine motor skills: cutting, threading, playdough Patterning Write own name</p>	<p>Record initial sounds Begin to write simple words Write phase 2 tricky words write their own name form letters correctly</p>	<p>Begin to write simple captions Write phase 3 tricky words Write simple words Form letters correctly</p>	<p>Begin to formulate own simple sentences that include common words Begin to write more complex sentences including connectives</p>	<p>Write sentences that I can read to others and that others can read. Begin to write simple short stories</p>	<p>Write sentences that I can re-read and that others can read Think carefully about my sentences</p>

		Mark marking using chalks, water, pens, pencils and paints.	practise letter formation within continuous provision				
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