




Statutory Guidance from the EYFS Framework:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Potential Themes</p> <p>(Topics are child led and may change)</p>	Starting School All about me Family and Friends My emotions	Autumn and Winter Christmas Celebrations around the world	Space Astronauts Aliens Journeys	Eric Carle Minibeasts Gardening Lifecycles of plants and animals	People Who Help us Our local area Health (including oral health)	Spring and Summer Hot environments Weathers Seaside Pirates
<p>Possible Celebrations and Experiences</p>	Class rules and routines, Staring School, Autumn, Harvest, Halloween	Bonfire Night, Remembrance, Children in Need, Birthdays, Hanukkah, Christmas, Nativity, Visit to meet Santa	Lunar New Year/ Chinese New Year History Day, Art Day	World Book Day, Mothers Day, Pancake Day, Easter Farm Trip	Visitors from our local community, Sports Day	Fathers Day, Transition, Summer Concerts
<p>Suggested Texts - Fiction and Non-Fiction</p>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing	<ul style="list-style-type: none"> Children will develop their phonics knowledge through the 'Twinkl Phonics' Scheme. Children will read regularly with an adult using the 'Rhino Readers' book scheme. These books will be matched to our phonics teaching. Children are also encouraged to read for pleasure and will have access to a wide assortment of fiction and non-fiction books. 					
Comprehension	<p>Children will learn to:</p> <ul style="list-style-type: none"> Join in rhymes, songs and poems. Hold a book correctly and turn the pages. Understand that books have a beginning and an end. Listen and enjoy sharing a range of fiction and non-fiction books. Recognise pictures and illustrations and know these relate to the text. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Sequence two events from a familiar story. Listen to and discuss a range of books, fiction and non-fiction. Use text and images to answer simple questions. Use some story language when retelling. Talk about the main events in a story. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Form opinions about books they have read. Discussing what they liked and disliked about the story. Use the images to help them read. Begin to recognise fact and fiction books. Ask questions about what they have heard. Retell and make up own stories. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Use vocabulary from familiar stories in their conversations and play. Join in with repeated phrases and rhymes. Sequence a simple story. Use front cover and blurbs to make predictions about a story. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Use events in a story to suggest what might happen next. Know what non-fiction and fiction mean and talk about the two text types. Correctly sequence a story Explain answers when asked a 'why' question. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Talk about books they have read, discussing likes and dislikes and give reasons for their opinions. Know key vocabulary used in a range of books. Use familiar storylines to develop their role-play and storytelling. Recall events in a story with accuracy.

<p>Word Reading</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Know that English is read top to bottom and left to right. • Spot familiar words. • Discriminate sounds such as instruments and cars • Hear and say initial sounds • Being to blend orally. • Recognise and say sound for taught letters 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Begin to blend some VC and CVC words using taught sounds. • Read some common exception words matched to phonic program. • Recognise grapheme phoneme correspondence as taught in phonic program. • Orally segment VC and CVC words. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Recognise digraphs and trigraphs. • Read words with double letters. • Read more common exception words (tricky words) • Blend and segment know sounds for reading and spelling for VC and CVC words. • Begin to recognise familiar words • Begin to read simple sentences. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Recognise taught graphemes, digraph and trigraphs and with consistency. • Review all tricky words. • Blend and segment independently. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Read longer words, CVCC, CCVC, CCVCC and longer compound words. • Recognise many tricky words. • Continue to apply knowledge of blending and segmenting to reading and spelling for words and captions. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Review all tricky words taught so far. • Stay a sound for each letter and most digraphs and trigraphs. • Read more fluently by applying their phonics knowledge and blending skills.
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The progression of sounds and words taught can be found in the 'Twinkl Phonics' Scheme

<p>Writing</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Write their name by tracing, copying it from a name card or trying to write from memory. • Know that writing communicates meaning. • Give meaning to the marks they make. • Begin to segment orally. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Say a simple sentence for writing. • Segment words orally • Write initial sounds and end sounds of words. • Write some lower-case letters • Use some upper-case letters such as in their own name • Copy writing behaviours 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Build and begin to write CVC words • Write most lower-case letters • Begin to form letters in the correct direction • Use an effective pencil grip, for many this is a tripod grip. • Use writing in their play. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Write CVC words using known graphemes. • Write simple captions, some children may start to do this independently. • Read sentences back • Understand the purpose of finger spaces. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Write captions and simple sentences. • Spell some words using digraphs and trigraphs. • Begin to write CVCC and CCVC words. • Begin to use finger spaces. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Write for a range of purposes. • Write recognisable letters, most of which are formed correctly • Spell words by identifying sounds and representing sound with a letter or letters. • Write simple phrases that can be read by themselves or others.
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<p>ELGs</p>	<p>Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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, non-fiction, rhymes and poems and during role play. 	<p>Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.
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