

Curriculum Objective

- Writing**
- Write recognisable letters, most of which are correctly formed
 - Spell word by identifying sounds in them and representing the sounds with a letter of letters
 - Write simple phrases and sentences that can be read by other

Links Across the Curriculum

Science — weather, season, what happens if, I wonder / History — past and present toys, understanding of time e.g. before, after etc, yesterday, today / History—Marvellous machines—transport links autumn etc. / Geography — where we live, where is our class room from the big hall, what is our school, weather and season / Art— famous artist significant people (Pier Mondrian, Vincent Van Gogh) , communicating their ideas when being creative / Design and Technology—using questions to extends reasoning. E.g. What does that do? What will happen if? Giving opinions / English—T4W, Instruction / role play / Maths—number talk / Shared reading—comprehension / sitting / listening / Music—singing songs and nursery rhymes, singing rhymes e.g. five little ducks, rhythm copy-clap of names, high and low sounds—voice sounds, performing rhymes. PHSE—discussion, confidence and positively describing themselves. RE—retelling stories about religious festivals. / safeguarding—gingerbread man story—not to trust everyone / 3 little pigs—do not open doors to strangers / little red riding hood—don't talk to stranger and safety walking.

Components Autumn Term

Supported through...

- Create shapes/lines which can been seen in letters.
- Beginning to form some or all of their name.
- Beginning to write some letters accurately.
- Beginning to give meaning to marks made.
- Beginning to orally blending.
- Beginning to orally segment.
- Beginning to hold a pencil—tripod grip.
- Beginning to use some taught GPC.
- Developing knowledge of letter names.
- Beginning to recognise and use some taught HFW.
- Recognising a full stops.
- Recognising some capital letters.

- Dough gym
- Different writing tools
- Building core—big moves / physical activities .
- Daily writing opportunities
- Phonics lessons
- Reading a range of simple stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Daily name writing
- Singing of songs and rhymes.
- Daily story reading
- HFW teaching
- Pencil control activities
- Play dough activities
- Writing area

Components Spring Term

Supported through...

- Holding pencil more comfortably - tripod grip.
- Consistently forming lower case letter correctly.
- Forming some upper case letters correctly.
- Developing and using taught GPC.
- Developing and using taught HFW.
- Re-reading with more confidence and less support.
- Spelling with greater plausible attempts.
- Writing beginning to sit on the line.
- Greater focus on capital letters and full stops in writing.
- Segmenting more independently.
- Recognising a full stops.

- Dough gym
- Different writing tools
- Building core—big moves / physical activities .
- Daily writing opportunities
- Phonics lessons
- Reading a range of simple stories.
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- Word of the day.
- Phonics—vocabulary building.
- Daily name writing
- Singing of songs and rhymes.
- Daily story reading
- HFW teaching
- Pencil control activities
- Play dough activities
- Writing area

Components Summer Term

Supported through...

- Writing recognisable letters, most of which are correctly formed.
- Spell more words by identifying sounds in them and representing the sounds with a letter of letters.
- Write simple phrases and sentences that can be read by others.
- Re-reading with more independence.

- Dough gym
- Different writing tools
- Building core—big moves / physical activities .
- Daily writing opportunities
- Phonics lessons
- Reading a range of simple stories.
- English Talk for Writing lessons.
- Word of the day.
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- Singing of songs and rhymes.
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- Writing area

Curriculum Objective

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.

Links Across the Curriculum

Science — weather, season, what happens if, I wonder / History — past and present toys, understanding of time e.g. before, after etc, yesterday, today / History—Marvellous machines—transport links autumn etc. / Geography — where we live, where is our class room from the big hall, what is our school, weather and season / Art— famous artist significant people (Pier Mondrian, Vincent Van Gogh) , communicating their ideas when being creative / Design and Technology—using questions to extends reasoning. E.g. What does that do? What will happen if? Giving opinions / English—T4W, Instruction / role play / Maths—number talk / Shared reading—comprehension / sitting / listening / Music—singing songs and nursery rhymes, singing rhymes e.g. five little ducks, rhythm copy-clap of names, high and low sounds—voice sounds, performing rhymes. PHSE—discussion, confidence and positively describing themselves. RE—retelling stories about religious festivals.

Components Autumn Term

Understanding the five key concepts about print.

Reading individual letters by saying the sounds for them.

Reading some letters groups that each represent one sound and say sounds for them. (digraph or tri-graph)

Repeat simple phrase and sentence from a known text.

Beginning to use some taught HFW.

Beginning to enjoy listening to a range of stories, poems and non-fiction text. I am starting to talk about what I hear.

Read own name.

Beginning to understand how words make sentence.

Orally blending and segmenting a word.

Beginning to develop phonic knowledge to decode words.

Supported through...

- Home reading book and record
- Building HFW
- Shared reading
- Guided reading
- Phonics lessons
- Reading a range stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Daily story reading
- HFW teaching
- HFW display
- Children able to access books
- Childs' name in provision

Components Spring Term

Beginning to understand stories have a beginning, middle and end.

Understanding how words make captions and sentences.

Re-read a sentence if I have stopped to work out a word with support.

Reading aloud simple sentences—with support

Beginning to show awareness of full stops.

Beginning to read words that have more than one syllable and am developing strategies to 'break them down'.

Recognise more HFW.

Orally blending and segmenting a words.

Re-reading books to build confidence and develop understand of the text.

Supported through...

- Home reading book and record
- Building HFW
- Shared reading
- Guided reading
- Phonics lessons
- Reading a range stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Daily story reading
- HFW teaching
- HFW display
- Children able to access books

Components Summer Term

Beginning to self-correct when reading.

Show more awareness of full stops.

Re-read a sentence if I have stopped to work out a word more independently.

Confidently use phonics knowledge to blend and segments words

Use and recognised reception HFW more confidently.

Saying a sound for each letter of the alphabet and at least 10 digraphs

Reading aloud simple sentences independently .

Supported through...

- Home reading book and record
- Building HFW
- Shared reading
- Guided reading
- Phonics lessons
- Reading a range stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Daily story reading
- HFW teaching
- HFW display
- Children able to access books

Curriculum Objective

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, non-fiction, rhymes and poems and during role-play.

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Components Autumn Term

Make comments on what I hear and see when sharing a book with an adult.

Beginning to recognise rhyming words in stories and join in with repeated refrains in familiar text.

Engage in extended conversation about stories, learning new vocabulary.

Enjoy listening to stories, non-fiction, rhymes and poems

Answer simple questions—who, what, when, where and why.

Join in nursery rhymes with actions

Develop role play around favourite stories

Make simple predictions with support

Beginning to understand stories have a main character.

Beginning to use story language

Supported through...

- Home reading book and record
- Building HFW
- Shared reading
- Guided reading
- Phonics lessons
- Reading a range stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Daily story reading
- HFW teaching
- HFW display
- Children able to access books
- Childs' name in provision
- Role play provision

Components Spring Term

Beginning to make pictures in my head when someone reads to me.

Beginning to understanding stories have a beginning , middle and end.

Predict and share ideas what might happen next more independently

Ask and answer simple who, what, why, when and how questions.

Developing understanding of stories having a main character/s and setting

Develop being able to tell stories to others.

Using story vocabulary more independently

Enjoy listening to stories, non-fiction, rhymes and poems and have an opinion.

Beginning to anticipating what might happen next.

Supported through...

- Home reading book and record
- Building HFW
- Shared reading
- Guided reading
- Phonics lessons
- Reading a range stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Daily story reading
- HFW teaching
- HFW display
- Children able to access books
- Childs' name in provision
- Role play provision

Components Summer Term

Retelling stories with more confidence and story details.

Comment on stories and linking stories to own experiences.

Listening to a range of stories, poems, and non-fiction text. I am starting to talk about what I hear and think.

Anticipating key event in stories

Supported through...

- Home reading book and record
- Building HFW
- Shared reading
- Guided reading
- Phonics lessons
- Reading a range stories.
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Vocabulary



Autumn	Spring	Summer
Pencil grip , capital letter, finger space Look at the letters, make the sound and blend the sounds together Say the word, robot the word, write the word See the word, say the word	Pencil grip , capital letter, finger space, full stop Look at the letters, make the sound and blend the sounds together Say the word, robot the word, write the word See the word, say the word	Pencil grip , capital letter, finger space, full stop, Writing on the line Look at the letters, make the sound and blend the sounds together Say the word, robot the word, write the word See the word, say the word
Lets explore school rules—good sitting, listening ears turned on, lips zipped, hands on laps. Home, school, classroom, big hall, small hall, toilets, book bag, playground, carpet space.	Long ago Tradition tales—once upon a time, Before, after, long ago, then, past and present.	Animal safari Animals names from farm, safari, rainforest, artic. Animal babies, habitats, diet—carnivore, herbivore, omnivore.
Marvellous Machines Before, after, long ago, then, past and present. Transport—bus, car train etc. Electronics devises—washing machine, Hoover, televisions etc. Toys—spinning tops, plop into top toys etc, iPad, game boys etc.	Ready stead grow Little, big, short, long, grow, plant, seasons, tall, bloom, hot, cold, water4, sun, soil, pot, seed, bulb, watering can, fork, spade, hoe, rack	On the beach Clear, blue, sky, salt sea, shark, whale, mermaid, sealion, seagull, dolphin crab, dogfish, catfish. Splash, splash, damp, splosh, seaweed, Hermit crab, anemone, bristle worm, rock pool, shell, storm, paper cup, ice cream tub, friend, sea, whelk shell.
We're going on a bear hunt Stumble, trip, tiptoe, squelch, swishy grass snowstorm, cave, Bear, scared, frightened, prepositional language.	The gingerbread man Character names—little old man, little old woman, boy, girl, cockerel, pig, cow, horse, dog, cat, fox. Oven, baked, gingerbread man, fast, slow, sly, happy, scared.	Where the wild things are Mischievous, wild, hang, tumble, private, sail, almost, rare, terrible, gnash, roll, still, tame, stare, blink, frighten, rumpus.
Santa comes to Leicester Santa, Leicester, clock tower Presents, chimney, sleigh, reindeer, red nose, winter, snow, fog, roof, fly, clouds, North Pole, work-shop, wrapping, elves.	Cinderella Characters names—Cinderella , ugly sisters, fairy god mother, prince, Step mother Coach, invitation, horse, glass slipper, clock, chime, door man, wand, pumpkin, 12 o'clock.	Trip recount Animals—cow, sheep, horse, pig, chicken, rabbit,
	The enormous turnip Character names—the man, the wife, boy, girl, dog, cat, mouse. Little, big, short, long, grow, plant, seasons, tall, bloom, hot, cold, water, sun, soil, pot, seed, bulb, watering can, fork, spade, hoe, rack, turnip, pull, heave, breakfast, lunch and dinner.	Sharing a shell Character names—crab, brush, fish, gull, blob Hermit crab, anemone, bristle worm, rock pool, shell, storm, paper cup, ice cream tub, friend, sea, whelk shell.
	Leon and Bob Character names—Leon, Bob, dad, mum Imaginary, friend, lonely, sad, excited, happy, together.	What the ladybird heard at the seaside. Clear, blue, sky, salt sea, shark, whale, mermaid, sealion, seagull, dolphin crab, dogfish, catfish. Splash, purr, bark, cunning, plan, campervan, wicked, wig, wailed, gnash, splash, snap, shriek, damp, splosh, seaweed.

Preparing for the National Curriculum

English	Understanding of a variety of stories, listen and focus on one thing at a time, understand what a sentence/question is, building vocabulary linked with topics and stories. Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion.
All subjects	Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion. Have a developing understanding of various vocabulary.
Science	Discuss different properties e.g. waterproof, strong, weak, hard and soft. Changes in the season and developing weather vocabulary (e.g windy, rainy, showering, foggy, frosty, sunny) and discussing what the season it is. Discuss different properties e.g. waterproof, strong, weak, hard and soft.
Geography	Discussing where they live and what is local to them (e.g. local shops and park) other road/streets they know.
Art	Discuss the art work and begin to have an opinion on it—Famous artist (Pier Mondrian and Vincent Van Gogh)

Outcomes / Composites	Stickability	WOW	Diversity in the Curriculum
Playout whole stories using puppets and role play using talk to direct and guide others. Be confident to start conversations and discuss stories/ideas/ thoughts, providing exploration and reasoning. Liston to stories and non-fiction texts, sharing their own ideas, making changes to make the story their own. Independently ask questions to find out more and check their own understanding. Writing and reading own name independently Writing and reading HFW. Forming letters correctly Writing sitting on the line. Writing phonetically plausible words creating sentences. Retelling a range of stories To have listened to and understand a range of text	T4W units / revisit learning / learning wall / school role play / small world / use of props or real objects / oracy display / story sacks / farm visit <div>Character Traits</div> <div>Curiosity Resilient Ambitious Kind Articulate Respectful</div>	Role play opportunities — kitchen/home corner /Santa's toy shop/baby clinic/fruit and veg stall/vet/picnic area. Santa visit. Story sacks Trips—Farm, traveling toy box Hook sessions within T4W — adult dressing up, imaginary friends, the three little pigs visit. Reading class buddies Author visit	Leon and Bob — diversity in characters. No outsiders — Moma, mummy and me—Author. Visual aids — showing a range or ability, race and culture. Celebration of festivals — Eid, Christmas, Holi, Diwali, Easter etc. Mixed collection of books Small world characters