

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																														
<p>All about me!</p>	<p>Let's celebrate!</p> <p>the christmas story</p>	<p>Traditional tales</p>	<p>Superheroes/People who Help Us</p>	<p>All aboard!</p>	<p>Summer time!</p>																																														
<ul style="list-style-type: none"> Daily phonics following 'Read Write Inc'. Weekly focus story read daily with a weekly focus task to match cohort. Sound walk. Daily funky fingers activities, e.g. Threading, name writing, cutting, etc. 'Nip it, flip it, grip it' focus for pencil grip. Listening to a story with enjoyment. Name recognition and 	<table border="1"> <tr> <td>1</td> <td>Not now bernard</td> </tr> <tr> <td>2</td> <td>Mr Benn Zookeeper</td> </tr> <tr> <td>3</td> <td>We're going on a bear hunt.</td> </tr> <tr> <td>4</td> <td>Penguin</td> </tr> <tr> <td>5</td> <td>The pink panther (animation)</td> </tr> <tr> <td>6</td> <td>Pop eye (animation)</td> </tr> </table> <ul style="list-style-type: none"> Listening and talking to learning partners. Say and write the new sounds/CVC words depending on level in phonics programme. Blend sounds to read VC and CVC words for example, 'a-t' or 'p-a-t'. Listen to stories with attention and recall. 	1	Not now bernard	2	Mr Benn Zookeeper	3	We're going on a bear hunt.	4	Penguin	5	The pink panther (animation)	6	Pop eye (animation)	<table border="1"> <tr> <td>1</td> <td>Jack and the beanstalk</td> </tr> <tr> <td>2</td> <td>The Little Red Hen</td> </tr> <tr> <td>3</td> <td>The 3 little pigs</td> </tr> <tr> <td>4</td> <td>Road runner (animation)</td> </tr> <tr> <td>5</td> <td>The Gingerbread Man</td> </tr> <tr> <td>6</td> <td>Hansel and Gretel</td> </tr> </table> <ul style="list-style-type: none"> Read and write HFW. Talk about the characters and main events in familiar stories that have been read to them. Write words and captions to match a picture for 	1	Jack and the beanstalk	2	The Little Red Hen	3	The 3 little pigs	4	Road runner (animation)	5	The Gingerbread Man	6	Hansel and Gretel	<table border="1"> <tr> <td>1</td> <td>Farmer Duck</td> </tr> <tr> <td>2</td> <td>Bat Fink (animation)</td> </tr> <tr> <td>3</td> <td>Zog and the Flying Doctors</td> </tr> <tr> <td>4</td> <td>The Magic Roundabout (animation)</td> </tr> <tr> <td>5</td> <td>Supertato and the valley of doom</td> </tr> </table> <ul style="list-style-type: none"> Links sounds to letters naming and sounding letters of the alphabet. Uses phonic knowledge to write words in ways, which match their spoken sounds. Reading simple captions and sentences. Writing sentences using simple punctuation and form lower case and capital letters correctly. 	1	Farmer Duck	2	Bat Fink (animation)	3	Zog and the Flying Doctors	4	The Magic Roundabout (animation)	5	Supertato and the valley of doom	<table border="1"> <tr> <td>1</td> <td>The Hundred decker bus</td> </tr> <tr> <td>2</td> <td>Wacky Races (animation)</td> </tr> <tr> <td>3</td> <td>Lost and Found</td> </tr> <tr> <td>4</td> <td>Whatever Next</td> </tr> <tr> <td>5</td> <td>Fieldtrip to the moon.</td> </tr> <tr> <td>6</td> <td>The Flintstones (animation)</td> </tr> </table> <ul style="list-style-type: none"> Write sentences that can be read by themselves and others. Write a series of sentences in sequence. Becoming more independent in reading and writing. Uses phonic knowledge to decode. Shows an understanding of what they have read. Re-tell a story in sequence. 	1	The Hundred decker bus	2	Wacky Races (animation)	3	Lost and Found	4	Whatever Next	5	Fieldtrip to the moon.	6	The Flintstones (animation)	<ul style="list-style-type: none"> Write a series of sentences in sequence. Becoming more independent in reading and writing. Some words are spelt correctly and others are phonetically plausible. Uses phonic knowledge to decode. Shows an understanding of what they have read. Read/write some HFW. Use new vocabulary in context.
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<p>learning to write name.</p> <ul style="list-style-type: none"> • Speaking and listening about me, my family and our experiences. • Distinguish between the different marks we make. • Say and write the initial sounds in words. 	<ul style="list-style-type: none"> • Use story language when retelling a story. • Begin to articulate and write simple phrases and sentences. • Begin to understand the purpose capital letters, full stops and finger spaces. • Introduction to fiction and non-fiction texts. • Use new vocabulary in context. 	<p>example, "Wanted!" posters and superhero descriptions.</p> <ul style="list-style-type: none"> • Hot seat different characters from stories and freeze frame key scenes. • Re-tell a story in sequence. • Ask special visitors questions to find out more about their jobs. • Give attention to what others say and respond appropriately. • Discuss different occupations. • Use new vocabulary in context. • Discuss rhymes and poems. 	<ul style="list-style-type: none"> • Read/write some HFW. • Use new vocabulary in context. <ul style="list-style-type: none"> • Discuss different occupations. • Use new vocabulary in context. <p>Discuss rhymes and poems.</p>	<ul style="list-style-type: none"> • Be able to ask/answer questions about what they have read. • Read/write some HFW. • Show awareness and discuss the feelings of different characters. • Use new vocabulary in context. • Discuss rhymes and poems. 	
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