

		Nursery						Reception						
Term	Aspect	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Reading		<ul style="list-style-type: none"> general sound discrimination on activities 	<ul style="list-style-type: none"> general sound discrimination on activities including voice sounds activities 	<ul style="list-style-type: none"> general sound discrimination activities 	<ul style="list-style-type: none"> general sound discrimination activities including voice sounds activities 	<ul style="list-style-type: none"> hearing initial sound linking a few letters to sounds oral blending of CVC words continuing a rhyming string 		<ul style="list-style-type: none"> match capitals to lowercase letters hearing initial sound linking a few letters to sounds recognising own name recognising a few high frequency words 	<ul style="list-style-type: none"> recognise familiar words and signs such as logos/symbols hearing initial sound and know which letters represent some of the sounds reading simple CVC words begin to show understanding of words read recognising a few high frequency words 	<ul style="list-style-type: none"> hearing sounds in words and know which letters represent some of the sounds reading longer words such as CVCC and CCVC show understanding of words read read some high frequency words introduction to reading simple sentences 	<ul style="list-style-type: none"> hearing sounds in words and know which letters represent the sounds naming and sounding the letters of the alphabet reading longer words such as CVCC, CCVC and CCCVC show understanding of words/sentences read read some high frequency words introduction to reading simple sentences 	<ul style="list-style-type: none"> naming and sounding the letters of the alphabet and some digraphs hearing sounds in words and know which letters represent the sounds read a range of high frequency words reading sentences with some fluency show understanding of sentences read 	<ul style="list-style-type: none"> naming and sounding the letters of the alphabet and some digraphs read a range of high frequency words reading longer words such as blanket and rabbit reading sentences with some fluency, beginning to take note of punctuation show understanding of sentences read 	
		<ul style="list-style-type: none"> Focussing on key reading skills and habits: see below 												
		<i>Continuously learning throughout the year</i>	<ul style="list-style-type: none"> showing awareness of rhyme (particularly nursery rhymes and songs) showing awareness of alliteration (sound of the week) listen to and join in with stories/poems and join in one-to-one and in small groups begin to be aware how stories are structured i.e. first, then, next, last suggest how a story may end describe characters, events, settings etc. in books use vocabulary influenced by books hold books the correct way look at books and turn pages independently introduction to vocabulary of title, author, illustrator etc. know that print carries meaning know that print is read from left to right recognise familiar words such as own name and signs such as logos/symbols 						<ul style="list-style-type: none"> hear rhyme and continue rhyming string oral blending of CVC, CVCC, CCVC word understand that print carries meaning know that print is read from left to right Introduction to vocabulary of title, author, illustrator, blurb etc. describe characters, events, settings etc. in books use vocabulary influenced by books look at books and turn pages independently concept of word awareness 					

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Writing		<ul style="list-style-type: none"> Focussing on key writing skills and habits: see below 					<ul style="list-style-type: none"> hearing initial sound linking a few letters to sounds representing some sounds as letters (i.e. writing CVC words or some sounds as letters in sequence) 		<ul style="list-style-type: none"> hearing and writing initial letter sound linking a few letters to sounds 		<ul style="list-style-type: none"> writing a few high frequency words representing sounds as letters, sometimes in sequence 		<ul style="list-style-type: none"> writing a few high frequency words writing simple CVC words representing sounds as letters in sequence introduction to writing simple sentences 		<ul style="list-style-type: none"> writing some high frequency words writing longer words such as CVCC and CCVC spelling words ending with double consonants 'zz', 'll', 'ss' and 'ff' correctly making phonetically plausible attempts at writing words introduction to writing and reading own simple sentences introduction to punctuation 		<ul style="list-style-type: none"> writing some high frequency words spelling words ending with double consonants 'zz', 'll', 'ss' and 'ff' correctly making phonetically plausible attempts at writing words, particularly at sounding out longer words writing and reading own sentences 		<ul style="list-style-type: none"> writing a range of high frequency words making phonetically plausible attempts at writing words, particularly at sounding out longer words writing and reading own sentences beginning to use connectives and wow words in writing showing awareness of different types of writing i.e. stories, letters, instructions etc. 	
			<ul style="list-style-type: none"> give meaning to marks as they draw, write and paint correctly forming letters writing own name from memory ascribing meaning to marks that they see in different places 																	
		Continuously learning throughout the year	<p>Attempt writing for different purposes such as:</p> <ul style="list-style-type: none"> lists i.e. for shopping, booking appointments instructions i.e. prescriptions, recipes letters i.e. invites, post cards, cards, messages signs i.e. posters, labels, notices captions i.e. speech bubbles, explanations narratives i.e. fiction (fairy tales, comic), nonfiction (news, fact books, logs/diaries, police reports, maps) 																	