

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

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