

Reception and Year 1

	Autumn		Spring		Summer	
Phonics	Reception - phase 1 Year 1 - phase 2 recap	Reception - phase 2 Year 1 - Phase 3	Reception - phase 2 Year 1 - phase 3	Reception - phase 3 Year 1 - Phase 4	Reception - phase 3 Year 1 - phase 4	Reception - phase 3 con. Year 1 - Phase 5

Curriculum links	Traditional Tales BHM	celebrations	London - Luna new year	Space	Growing and changing	
Assessment	VIPERS 1:1 running record phonics check	VIPERS 1:1 running record phonics check	VIPERS 1:1 running record phonics check	VIPERS 1:1 running record phonics check PIRA	VIPERS 1:1 running record phonics check	VIPERS 1:1 running record phonics check PIRA
Fiction	Goldilocks and the 3 bears The gingerbread man Pumpkin Soup Coming to England	Little Gleam we're going on a bear hunt We're going on an Elf Hunt	Paddington bear Rainbow Fish the Great Race (Luna new year)	Man on the moon How to catch a star	Tadpole's promise The queen's hat (jubilee)	Jack and the beanstalk dinosaur bones The day the crayons quit
Non-fiction	Porridge recipe	instructions directions	non fiction - london London landmarks - Charlie and Lola	space travel - non fiction	Lifecycle of a butterfly Life Cycle of a tadpole	lifecycle of a bean A range of dinosaur texts
Poetry	Autumn poems	Bonfire night poems Christmas poems	spring poems			summer poems

Year 1

<p>Word reading</p>		<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - re-read these books to build up their fluency and confidence in word reading.
<p>Understanding</p>		<p><i>Pupils should be taught to:</i> develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>
<p>Range of texts</p>	<ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	
<p>Sequencing/linking</p>	<ul style="list-style-type: none"> - being encouraged to link what they read or hear read to their own experience 	
<p>Vocabulary</p>	<ul style="list-style-type: none"> - recognising and joining in with predictable phrases - discussing word meanings, linking new meanings to those already known - drawing on what they already know or on background information and vocabulary provided by the teacher (understanding) 	
<p>Learning and performing</p>	<ul style="list-style-type: none"> - learning to appreciate rhymes and poems, and to recite some by heart 	
	<p><i>Pupils should be taught to:</i> understand what they read, in books they can read independently, by:</p>	
<p>Monitoring and developing understanding</p>	<ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events 	
<p>Inferring</p>	<ul style="list-style-type: none"> - making inferences on the basis of what is being said and done 	
<p>Predicting</p>	<ul style="list-style-type: none"> - predicting what might happen on the basis of what has been read so far 	
	<p><i>Pupils should be taught to:</i></p>	
<p>Discussion, explanation, Viewpoint</p>	<ul style="list-style-type: none"> - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them. 	

Reception

ELG Comprehension -Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary -Anticipate, where appropriate, key events in stories -Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play Word Reading -Say a sound of each letter in the alphabet & at least 10 digraphs -Read words consistent with their phonic knowledge by sound-blending -Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words								
Focus	Decoding	Range of reading	Familiarity with texts	Poetry & performance	Word meaning	Understanding & Inference	Prediction	Discussing reading
Prior learning (Nursery)	<ul style="list-style-type: none"> Understand print has meaning, can have different purposes, we read English text from left to right & from top to bottom, the names of the different parts of books & page sequencing Count or clap syllables in a word Recognise words with the same initial sound Recognises familiar words and signs such as own name, advertising logos and screen icons 	<ul style="list-style-type: none"> Shows interest in illustrations and words in print and digital books and words in the environment Looks at and enjoys print and digital books independently 	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to be aware of the way stories are structured, and to tell own stories Be able to talk about familiar stories & tell a long story 	<ul style="list-style-type: none"> Spot & suggest rhymes Sings to self and makes up simple songs Creates sounds, movements, drawings to accompany stories Sing a large repertoire of songs 	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary Builds up vocabulary that reflects the breadth of their experiences 	<ul style="list-style-type: none"> Beginning to understand why and how questions Uses talk to explain what is happening 	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Talks about events and principal characters in stories and suggests how the story might end 	<ul style="list-style-type: none"> Listens to others in one-to-one or small groups, when conversation interests them Listens to familiar stories with increasing attention and recall Be able to express a point of view & to debate when they disagree
Reception	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound & say sounds for them Read simple phrases & sentences made up of words with known 	<ul style="list-style-type: none"> Enjoys an increasing range of print & digital books, both fiction and non-fiction Knows that information can be retrieved from books, computers & mobile digital devices 	<ul style="list-style-type: none"> Describes main story settings, events & principal characters in increasing detail 	<ul style="list-style-type: none"> Re-enacts and reinvents stories / poems they have heard in their play Beginning to understand humour, e.g. nonsense rhymes Uses combinations of art forms, e.g. moving and singing, making and dramatic play 	<ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words 	<ul style="list-style-type: none"> Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text Uses talk to organise, sequence & clarify thinking, ideas, feelings and events Give explanation of why events happened in a story 	<ul style="list-style-type: none"> Understands a range of complex sentence structures including negatives, plurals and tense markers 	<ul style="list-style-type: none"> Is able to recall & discuss stories or information that has been read to them, or they have read themselves Listens & responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how

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	letter-sound correspondences & a few exception words							• Links statements & sticks to a main theme or intention
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