

<p><u>Literacy</u> <u>Reading</u></p>	<p><b>Nursery Skills</b></p>	<p><u>Development Matters 30-50months</u> Enjoys rhyming and rhythmic activities.</p> <ul style="list-style-type: none"> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning</li> </ul>	<p><b>Reception Skills</b></p>	<p><u>Development Matters 40-60months</u> Continues a rhyming string.</p> <ul style="list-style-type: none"> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul> <p><b>Early Learning Goal</b> <b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p>
<p><u>Autumn 1</u>  Environment</p>	<p>To hear sounds in environments/linked to understanding of the world</p> <p>To be able to have conversations</p>	<p>Fact and fiction books in all areas, e.g. construction area as well as the book area.</p> <p>Environment rich in print where children can learn about words, e.g. using names, signs, posters.</p> <p>Books</p> <p>Visual aids e.g. Golden Rules</p> <p>Tray Labels</p> <p>Names for registration</p> <p>Display - each child</p>	<p>Talk about features of a fiction book</p> <p>Continuing a rhyming stream</p> <p>To be able to hear initial sounds</p> <p>To try and predict - what happens next</p>	<p>Topic: We've got the Whole World in Our Hands Tray name labels</p> <p>Set 1 and 2 sounds around the classroom</p> <p>Sound mats in each area of the classroom</p> <p>Access to a range of books including core books, fiction and non-fiction and decodable texts</p> <p>Books linked to topic- fiction and non-fiction</p> <p>Hanging goldilocks words in the classroom linked to topic not too tricky/ not too easy/ just right.</p>
<p>Activities</p>	<p>To be able to share stories</p>	<p>Listening and Attention games / listening for your name e.g. to get your home times things</p> <p>What's in the bag/box</p>	<p>To extend vocabulary</p>	<p>Listening and Attention games / listening for your name through rhyming e.g. bax, tax, rax... MAX</p> <p>What is the box - objects linked to hearing initial sound</p>

	<p>To sing nursery rhymes</p> <p>To use musical instruments</p> <p>To change to different tones of voice</p>	<p>Musical instruments</p> <p>Small group / 1:1 reading sessions</p> <p>Whole class story a day</p> <p>Making playdough</p> <p><b>Key Vocabulary: box, tray, book, rules</b></p>		<p>Match the object to the sound on the sound mat/ phonic cards</p> <p>Whole class story time- key questioning about feature of the book e.g. title, author, illustrator</p> <p>Reading stories from around the world about different cultures.</p> <p><b>Key Vocabulary: title, author, illustrator, word, label, fiction, non-fiction</b></p>	
What you will see		<p>Children talking to each other / adults.</p> <p>Vocabulary based on experiences.</p> <p>Vocabulary based on what is in front of them.</p> <p>Children asking questions.</p> <p>Children using visual prompts to support with classroom organisation e.g. tidy up time and tray labels.</p> <p>Self-registration</p> <p>Story time</p> <p>Children using and handling books the right way.</p>		<p>Children accessing their own trays independently.</p> <p>Children accessing the book area exploring a wide range of texts.</p> <p>Children learning single sounds in phonics and small group work to consolidate.</p> <p>Whole class snack and story time.</p> <p>Children spotting goldilocks word, when coming across the 6 key words for the topic.</p>	
<b>Autumn 2</b>	Environment	<p>To understand repetition and rhyming</p>	<p>Child-made books and adult-scribed stories in the book area.</p> <p>Nursery rhyme props.</p> <p>A range of fiction and nonfiction books.</p>	<p>To be able to describe Scene, Setting, Characters</p> <p>To begin orally blending</p> <p>To learn graphemes</p>	<p>Topic: Let's Celebrate!</p> <p>Children playing orally blending phonic games on interactive whiteboard or phonics table - trash or treasure.</p> <p>Exposure to more complex stories linked to topic e.g. Diwali story in the classroom.</p> <p>Exposure to simple CVC words in the environment e.g. writing area.</p>

Activities		<p>Rhyming name games e.g. which name rhymes with ten, den....Ben!</p> <p>Introduction to goldilocks words.</p> <p>Helicopter stories - where children scribe a story and the children in the class are given the opportunity to take part in acting it out.</p> <p><b>Key Vocabulary: story, rhyme, repeat</b></p>	To decode simple CVC words	<p>Whole class/ group reading of texts teacher lead with questioning skills.</p> <p>Orally blending games e.g. who is coming over the bridge.</p> <p><b>Key Vocabulary: scene, setting, character, blending,</b></p>
What you will see		<p>Children being able to hear rhyming words.</p> <p>Children joining in with key refrains from well-known nursery rhymes e.g. Humpty Dumpty Sat on the... 'wall'.</p>		<p>Children able to tell you about the characters and details about the setting and scene in key texts</p> <p>Children attempting to blend CVC words in phonics focus groups and through independent tasks</p> <p>Reading books sent home with children twice a week.</p>
<p><u>Spring 1</u></p> <p>Environment</p>	<p>To be able to differentiate between text and illustration</p> <p>Recognising name</p> <p>To listen and comment about poetry</p> <p>To be able to retell core stories</p>	<p>Stories for all children with a range of visual cues and story props.</p> <p>Provide some simple poetry, song, fiction and non-fiction books.</p> <p>Introduce children to books and other materials that provide information or instructions.</p> <p>Carry out activities using instructions, such as reading a recipe to make a cake.</p> <p>Clear book display.</p> <p>Core books/book of the week evident.</p> <p>Role Play area - linked to cooking.</p>	<p>To explain features of a Nonfiction book</p> <p>To read irregular words</p> <p>To decode words with digraphs</p> <p>Retrieval comprehension</p>	<p>Topic: A Helping Hand</p> <p>Non-fiction texts for all children linked to our topic.</p> <p>Exposure to tricky words around the environment e.g. writing area.</p> <p>Set 1 and 2 sound mats in all areas of the classroom.</p> <p>Goldilocks words (key vocabulary) hanging linked to topic.</p>
Activities		<p>Small world linked to stories</p> <p>Story sacks</p> <p>Group story time</p> <p><b>Key Vocabulary: poem, name, story</b></p>		<p>Whole class snack and story time -talking about the key features of non-fiction text such as contents and page numbers.</p> <p>Playing phonic games e.g. splat with irregular words.</p> <p><b>Key Vocabulary: digraph, fred talk, contents page</b></p>

What you will see		Children using props to retell familiar stories.  Children using resources to tell stories/support with role play.		Teachers listening to children read -decoding words with digraphs and irregular words.  Phonic groups using resources such as green words and RWI books.  Children trying to decode words with digraphs.
<u>Spring 2</u>  Environment	To be able to listen and clap syllables  To listen and comment on basic alliteration	Music corner or area with a variety of musical instruments.	To understand and decode words with trigraphs in  To read alternate spellings	Topic: Let it Grow Having a range of trigraphs displayed around the classroom.  Sound mats around the classroom with digraphs and trigraphs in.  Having a phonics table set up to link to the sound of the day.
Activities		Clapping syllables in their names.  Music instruments to help children to recognise syllables in words.  Singing nursery rhymes and learning basic alliteration phrases. e.g. she sell seashells on the seashore <b>Key Vocabulary: music, sounds, beat</b>		Children playing phonics games to support blend with trigraphs e.g. "diagraph detective".  Children reading to the teacher more challenging home reader books (yellow).  Children reading real and alien words.  <b>Key Vocabulary: triagraph, rule breakers, trick words</b>
What you will see		Children's developing language.  Children talking about patterns in stories.  Children making musical patterns.		Children learning the sound of the day in phonic groups.  Children learning alternative spellings for words and digraphs that sound the same but are spelt differently.
<u>Summer 1</u>  Environment	To understand what it means to retell and attempt to do so	Children having mystery objects placed during snack times.  Show and tell box with interesting objects from home.	Consolidating Set 1 and 2  Inference Comprehension	Topic: Fairy Tales Inference picture displayed on the board in the morning.  Inference pictures on the snack table to spark interesting conversations
Activities		Show and tell  Mystery object		Morning starter- inference picture on the IWB to discuss. Adults using effective questioning.

	Start to ask key questions	<b>Key Vocabulary:</b> Who, what, where		Revisiting and consolidating set 2 sounds using the RWI PowerPoints.  Puppet shows linked to fairy tales.  <b>Key Vocabulary:</b> beginning, middle, end
What you will see		Increasingly thoughtful questions.  Adults using effective questioning skills to support and extend children's language.		Children answering open questions linked to the picture of the day.  Children using their phonic knowledge to be reading decodable texts.
<b>Summer 2</b>		Books being used to support/ develop play e.g. role play area.		Topic: Under the sea Range of fiction and nonfiction books.
Environment	To start to hear initial sounds of names and basic objects	Clearer pictures with letters being used to convey meaning.	To be able to read with expression and fluency	Books linked to sea creatures - decodable and more challenging texts
Activities	Oral blending games	Small group work learning sounds.  Linking sounds to letters in their name.  Books to develop small world areas.  Sorting objects by hearing the initial sound. <b>Key Vocabulary: sound, letter, blend</b>		Guided reading with groups of children  Whole class reading  Reading sentences off the IWB during phonics.
What you will see		Small focus phonics groups where children will be learning single sounds and sorting objects by hearing initial sounds in words.		<b>Key Vocabulary: full stop, commas, capital letter</b>  Children starting to read simple sentence independently in decodable books.