

## Simon de Senlis Primary School - NPAT - Reception - Literacy 2023-24

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). EYFS Programme of Study – Statutory Framework for EYFS 2021

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Link to Year 1 National Curriculum
Comprehension	_						
Comprehension							
Knowledge and Skills to be Taught	Books (including picture How to handle a book of Identify the key features Introduce character and  Questioning skills Know what a question is Show understanding thr Justifying using because  Vocabulary Vocabulary Vocabulary must be taug Children need a basic un It needs to be re-visited  Prediction Make a prediction e.g., v Anticipate key events  Inference Make simple inferences  Retrieval Retrieve key information  Sequence Retell stories in the corre  Making connections Link characters and setti Activate prior knowledg Identify previously taugh Make connections betwo  Clarify Identify areas of uncertain  Summarise (retell) To be able to summarise Discuss themes in books	are interlinked.  es, film, oral storytelling, drar orrectly is and structures of fiction/noral setting  s and how to answer a questic rough asking and answering we and explain their ideas relating ght explicitly inderstanding of the meaning of and consolidated through process what is going to happen next about character feelings and in - who, what, where, why, however the order beginning, middle and easings to other stories entry and seek information are the beginning, middle and easingty and seek information are the beginning, middle and easingty and seek information are the beginning, middle and easingty and seek information are the beginning, middle and easingty and seek information are the beginning, middle and easingty and seek information are the beginning, middle and easingty and seek information are the beginning, middle and easingty and seek information are the beginning, middle and easingty are the beginning.	na, continuous provision)  n-fiction book including front on appropriately ho, what, where, why and w ng to stories  of taught vocabulary oviding regular opportunities  actions  ow and when  and end  of (e.g., personal experiences	page and page numbers,  then questions  to use taught vocabulary (pla		of each other due to the	Pupils should be taught to: * develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear read to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: 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 * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far * 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.

Speech and Language   Groups   Speech and Language   Groups   Gr									
proper jumps on the properties of the properties	Possible Routes	Speech and Language	Speech and Lanauaae	Speech and Language	Speech and Lanauaae	Speech and Lanauaae	Speech and Language		
These are These are These are These are These are These are The control and during of a functioned and during accordance of a functioned and accordance of a functioned and accordance of a functioned as a function of a		·				1 '			
Small proup work. Therefore only appetition of the production of planeted by book planeted	Implementation	"	,	,	,	"			
sargestans only ordinated precentional state of precentional for dispatched precent for disp		Small group work	Adult led exploration of	Play increasingly	Play increasingly	Play increasingly	Acting out stories in role		
and must be paraconated by experimental processing processing by experimental	These are	Structured talk during	story structure – including	influenced by books (T4W	influenced by books (T4W	influenced by books (T4W	play (T4W texts evident		
device the process of the comprehension of the main accompanion of the main ac	suggestions only	snack time	characters, setting and	texts evident across the	texts evident across the	texts evident across the	across the setting)		
Li Trading time— comprehension quistioning dustioning d	and must be	Independent learning	story line.	setting)	setting)	setting)	Innovate a known story		
comprehension quistioning, Nursey Hymme (NL)— (Little Bernard Basepare? Stuffe Members of Massey Hymme (NL)— (Little Bernard Basepare? Stuffe Members of Massey Hymme (NL)— (Little Bernard Basepare? Stuffe Members of Massey Hymme (NL)— (Little Bernard Basepare? Stuffe Members of Massey Hymme (NL)— (Little Bernard Base) Black Sheepare? (NL)— (Little Bernard Basepare? (NL)— (Little Bernard Base) Black Sheepare? (NL)—	personalised by	Carpet time questions	Adult led exploration of	Drama conventions –	Book talk – what do they	Drama conventions	Drama conventions		
Ouestioning Nursery Riymers (KL)— Wind the Riabbia Lip, So Little Ducks Bas Reas Black Sheep History Dicksop violated Tomory Blumb Critical reading—Initially Critical reading—Initially Critical reading—Front a United Proposed on Security Place acide Tomory Blumb Critical reading—Front a United Proposed on Security Place acide Tomory Blumb Critical reading—Front a United Proposed on Security Place acide Tomory Blumb Critical reading—Front a United Proposed on Security Place acide Tomory Blumb Critical reading—Front a United Proposed on Security Place acide Tomory Blumb Critical reading—Front a United Proposed on Security Place acide Tomory Blumb Critical reading—Front a United Proposed on Security Place and Initial Tomory Blumb Critical reading—Front a United Proposed on Security Place and Initial Tomory Blumb Critical reading—Front a United Proposed on Security Place and Initial Tomory Blumb Critical reading—Front a United Proposed on Security Place and Initial Tomory Blumb Critical reading—Front a United Proposed on Security The Security T	each setting	1:1 reading time –	the main events in a story	Shakespearian language,	like and dislike	Develop story swoosh	e.g., using text		
Nursery Mymes (RL) -   Virtual reading - Four or School, The Corefus of Service - Interest of School and The Corefus of Service - Interest of School and Service - Interest of School and School and Service - Interest of School and Service - Interest of School and		comprehension	1:1 reading time –	drama boots / drama	Drama conventions:	1:1 reading time –	1:1 reading time –		
Wind the Boobin Up. Trivinde Tavnike Humpty Dumpty Bas Bas Black Sheep Hickory Ucloary Bock Source and Bas Bas Black Sheep Hickory Ucloary Bock Bock Bock Source and Bas Bas Black Sheep Hickory Ucloary Bock Book Sheep are Intellege Source and Bock Book Sheep are Intellege Source and Bock Book Sheep Hickory Ucloary Bock Book Sheep are Intellege Source and Bock Book Sheep Hickory Ucloary Bock Book Sheep are Intellege Source and Bock Book Sheep Hickory Ucloary Book Sheep Hickory Ucloar		questioning	comprehension	conventions	Character acting or	comprehension	comprehension		
Twinter Twinter Humpty Dumpty Bas Bas Black Sheep Hickory Dickory Oct Oct Mother Hickory Dickory Oct		Nursery Rhymes (KL) –	questioning	Research – Who is William	emotions on faces /	questioning	questioning		
Source   S		Wind the Bobbin Up,	Nursery Rhymes (KL) -	Shakespeare?	freeze frames/ teacher in		Nursery Rhymes (KL) –		
Bas Bas Black Sheep Hickory Dickory Dock of 3 Blind Mirce Tolking Plackory Dock of 3 Blind Mirce				_	_	1 -			
Mickory Dickory Dock   Salind Mice   Utile Bor Pep   Pal-3-cake   Timy I'm Turn's		1		1 -	_		1		
Sallind Mice   Commy Thumb   Critical reading - Initially   Dark acake   S Currant Buns					1 -	1			
Tommy Thumb Critical reading – Initially books about starting school e.g. Harry and the Dinosaur Start School, Topsy and Tim Start School. The Gruffialo, We're Going on a Bear Hunt, Golidlocks and the Three Bear's All About Me' fact files— speaking and listening links too  The Wheels on the Bus 1,2,3,4,5 Once Lought a 1,2,4,5 Once Lought a 1,2,4,				1			1 '		
Critical reading – Initially books about starting schoole g. Harry and the Dinosaur's Starting schoole g. Harry and the Dinosaur's Starting School. For part of the Garden Dinosaur's Starting And Dinosaur's Starting College on the Bed Dinosaur's Starting College on the Garden on t			· ·	, ,	1		_		
books about starting school eg. Party and the Dinosaur Start School of The Rurry and the Dinosaur Start School Topsy and This Start School Top							-		
school e.g. Harry and the Pish Alwe Dinosaurs Star School. Topsy and Tim Start School. Topsy and Tim Start School. The Griffallo, We're Going of Control of Play Time Intelligence on a Bear Hurt, Goldlicute and the Three Bear's and the Three Bear's Albaout Me' fact files—speaking and listening links too  Key Vocabulary  Key Vocabulary  These are key words and phones of the Bear Stand understand understand understand where the Control of the Bear Stand and the Tricial reading vocabulary—See appendix for book overview Word Wixards to be added  Term 3 Critical reading you and the Horout of the Bear Stand Reading of the Play of					•		-		
Dinosaurs Start School. Topsy and Tim Start School. The Griffslo, We're Coing on a Bear Hunt, Goldilodes and the Three Bears  "All About Me" fact files—speaking and listening links too  Rey Vocabulary These are key words and phrases that Children need to know and understand  These are key words and phrases that Children need to know and understand  Term 1 Critical reading – Four a week to include a traditional story & a maths based one. (see appendix) Term 1 Critical reading – Four a week to include a traditional story & a maths based one. (see appendix) Talk for Writing Talk f		_	_						
Topsy and Tim Start School. The Gruffalo, We're Going on a Bear Hunt, Goldilots and the Three Bears  All About Me' fact files— speaking and listening links too  Key Vocabulary These are key words and phrases that to children need to hards sort of Marks and the Beans and Barley Grittel reading - Four a week to include a traditional story & a maths based one, (see appendix) Talk for Writing The Magic Porridge Pot / recipes  Hey Vocabulary The Sear key words and phrases that children need to hards stored and understond  The Talk for Writing The Magic Porridge Pot / recipes These are key words and phrases that children need to Marks Start on the Children need to Marks Start on Early and understond  The Talk for Writing The Magic Porridge Pot / recipes These are key words and understond  The Talk for Writing The Talk for Writing The Magic Porridge Pot / recipes These are key words and understond  The Talk for Writing The Magic Porridge Pot / recipes These are key words and understond  The Talk for Writing The Magic Porridge Pot / recipes These are key words and understond  The Talk for Writing The Magic Porridge Pot / recipes These are key words and understond  The Talk for Writing Talk for Writing The Magic Porridge Pot / recipes These are key words and understond to the Country of the Cou					1	_			
School. The Gruffalo, We're Going on a Bear Hunt, Goldilocks and the Three Bears All About Me' fact files – speaking and listening links too  Key Vocabulary  The Grand Iol Dukce of Peapod Oats and Beans and Barley Gritted reading – Four a week to include a moth based one. (see appendix) Talk for Writing Gingerbread Man Instructions / recipes  Key Vocabulary  The Grand Iol Dukce of Vocabulary All About Me' fact files – speaking and listening links too  Key Vocabulary  The Grand Iol Dukce of Vocabulary All Kor Writing Talk for Writing Talk for Writing Jack and the Beanstalk / Instructions for growing a plant Talk for Writing Jack and the Beanstalk / Instructions for planting a seed of Vocabulary  These are key words and phorses that children need to know and understand  Merital and and end, punctuation, full istory, auestion mark*, exclamation mark*, expital letter*, lower-case letter*  Term 1 Critical reading vocabulary – See appendix for book overview Word Wixards to be added  Term 2 Critical reading vocabulary – See appendix for book overview Word Wixards to be added  Term 3 Critical reading vocabulary – See appendix for book overview Word Wixards to be added  Term 3 Critical reading vocabulary – See appendix for book overview Word Wixards to be added  Term 3 Critical reading vocabulary – See appendix for book overview Word Wixards to be added  Term 3 Critical reading vocabulary – See appendix for book overview Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend		-	_	•		1			
The Gruffalo, We're Going on a Bear Hunt, Goldilots and the Three Bears on a Bear Hunt, Goldilots and the Three Bears and Barley Grow Week to include a traditional story & a maths based one. (see oppendix)  All About Me' fact files – speaking and listening links too  Talk for Writing Talk for Writing Talk for Writing Jack and the Beanstalk / Instructions for growing a plant recipes  Talk for Writing Jack and the Beanstalk / Instructions for growing a plant  Talk for Writing Jack and the Beanstalk / Instructions for growing a seed  Front cover/back cover, author, title, blurb, page numbers, question words, what, where, when, how, who, rhyme, fiction, non-fiction, setting, character, summarise, clarify, justify, inference, connections, sequence, retell, predict, flower-case letter*  These are key words and bruses that children need to Know and understand understand  The Three Bears and Barley Grow Grow And Three Bears and Barley Grow And Three Bears and Bears and Barley Grow And Three Bears and Bearley Grow And Three Bears and Three B				1 -		1	_		
on a Bear Hunt, Goldilocks and the Three Bears  All About Me' fact files — speaking and listening links too  Talk for Writing All About Me' fact files — speaking and listening links too  Talk for Writing All for Writing Talk for Writing Talk for Writing The Magic Porridge Pot / recipes  Talk for Writing The Magic Porridge Pot / recipes  Talk for Writing The Magic Porridge Pot / recipes  Talk for Writing The Magic Porridge Pot / recipes  Talk for Writing The Magic Porridge Pot / recipes  Talk for Writing The Magic Porridge Pot / recipes  Talk for Writing The Magic Porridge Pot / recipes  Talk for Writing The Magic Porridge Pot / recipes  Talk for Writing The Magic Porridge Pot / recipes  Talk for Writing The Magic Porridge Pot / recipes  Talk for Writing Talk for Writing Talk for Writing Talk for Writing The Magic Porridge Pot / recipes  Talk for Writing Nat Fantastic story Nor Feport Nor Feport Nor Feport Nor Femal Scale Reason and Barley Talk for Writing Nat Fantastic story Nor Feport Nor Female Reason Nor Feport Nor Female Reason Nor			1				-		
and the Three Bears  All About Me' fact files— speaking and listening links too  Talk for Writing Anaths based one, (see appendix) Talk for Writing Instructions / recipes  Talk for Writing Anaths based one, (see appendix) Talk for Writing Instructions for growing a plack and the Beanstalk / Instructions for planting a seed  Key Vocabulary These are key words and phrases that children need to know and understand  Talk for Writing Instructions for growing a plack and the Beanstalk / Instructions for planting a seed  Front cover/back cover, author, title, blurb, page numbers, question words, what, where, when, how, who, rhyme, fiction, non-fiction, setting, character, summarise, clarify, justify, inference, connections, sequence, retell, predict, favourite, beginning, middle and end, punctuation, full stop*, question mark*, exclamation mark*, capital letter*, lower-case letter*  Total reading vocabulary — See appendix for book overview Word Wizards to be added  Term 3 Critical reading vocabulary — See appendix for book overview Word Wizards to be added  Term 3 Critical reading vocabulary — See appendix for book overview Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend		_	1		1 .	ирренику	иррепиіх)		
Talk for Writing Singerbread Man Instructions / recipes Initial to Works Bused one. (see appendix) Fiction linked to Shakespeare unit Talk for Writing The Magic Porridge Pot / recipes  Front cover/back cover, author, title, blurb, page numbers, question words, what, where, when, how, who, rhyme, fiction, non-fiction, setting, character, summarise, clarify, justify, inference, connections, sequence, retell, predict, favourite, beginning, middle and end, punctuation, full stop*, question words, what, where, when, how, who, rhyme, fiction, non-fiction, setting, character, summarise, clarify, justify, inference, connections, sequence, retell, predict, favourite, beginning, middle and end, punctuation, full stop*, question words, what, where, when, how, who, rhyme, fiction, non-fiction, setting, character, summarise, clarify, justify, inference, connections, sequence, retell, predict, favourite, beginning, middle and end, punctuation, full stop*, question mark*, capital letter*, lower-case letter*  These are key words and phroses that children need to know and understand  The set of the cover/back cover, author, title, blurb, page numbers, question words, what, where, when, how, who, rhyme, fiction, non-fiction, setting, character, summarise, clarify, justify, inference, connections, sequence, retell, predict, favourite, beginning, middle and end, punctuation, full stop*, question mark*, capital letter*, lower-case letter*  Term 1 Critical reading vocabulary – See appendix for book overview Word Wizards to be added  Term 2 Critical reading vocabulary – See appendix for book overview  Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend		· ·		_	,	Talk for Writing	Talk for Writing		
**Critical reading — Four a general stand and listening links too  **Talk for Writing Talk for Writing Talk for Writing Talk for Writing The Magic Porridge Pot / recipes  **Front cover/back cover, author, title, blurb, page numbers, question words, what, where, when, how, who, rhyme, fiction, non-fiction, setting, character, summarise, clarify, justify, inference, connections, sequence, retell, predict, and phroses that children need to know and understand  **Talk for Writing Talk for Writing T		and the finee bears	emistrius stories						
**All About Me' fact files — speking and listening links too**  **Rey Vocabulary  These are key words and understand understand  **Totical reading vocabulary - See appendix for book overview Word Wizards to be added  **Tecipes**  **All About Me' fact files — speking and listening links too**  **Instructions / recipes**  **Fornt cover/back cover, author, title, blurb, page numbers, question words, what, where, when, how, who, rhyme, fiction, non-fiction, setting, character, summarise, clarify, justify, inference, connections, sequence, retell, predict, and the second of the sequence o			Talk for Writing	· -		1	· · · · · · · · · · · · · · · · · · ·		
speaking and listening links too    Instructions / recipes   Fiction linked to   Shakespeare unit   Shakespeare unit   Talk for Writing   Instructions for growing a plack and the Beanstalk / Instructions for planting a seed   Shakespeare unit   Talk for Writing   Jack and the Beanstalk / Instructions for planting a seed   Shakespeare unit   Talk for Writing   Jack and the Beanstalk / Instructions for planting a seed   Shakespeare unit   Talk for Writing   Jack and the Beanstalk / Instructions for planting a seed   Shakespeare unit   Talk for Writing   Jack and the Beanstalk / Instructions for planting a seed   Shakespeare unit   Shakespeare unit   Talk for Writing   Jack and the Beanstalk / Instructions for planting a seed   Shakespeare unit   Talk for Writing   Jack and the Beanstalk / Instructions for planting a seed   Shakespeare unit   Talk for Writing   Jack and the Beanstalk / Instructions for planting a seed   Shakespeare unit   Talk for Writing   Jack and the Beanstalk / Instructions for growing a place unit   Talk for Writing   Jack and the Beanstalk / Instructions for growing a place unit   Talk for Writing   Jack and the Beanstalk / Instructions for growing a place unit   Talk for Writing   Jack and the Beanstalk / Instructions for growing a place unit   Talk for Writing   Jack and the Beanstalk / Instructions for growing a place unit   Talk for Writing   Jack and the Beanstalk / Instructions for growing a place unit   Talk for Writing   Jack and the Beanstalk / Instructions for growing a place unit   Talk for Writing   Jack and the Beanstalk / Instructions for growing a place unit   Talk for Writing   Jack and the Beanstalk / Instructions for growing a place unit   Talk for Writing   Jack and the Beanstalk / Instructions for growing a place unit   Talk for Writing   Jack and the Beanstalk / Instructions for growing a place unit   Talk for Writing   Jack and the Beanstalk / Instructions for growing a place unit   Talk for Writing   Jack and the Beanstalk / Instructions for growing a place unit   Talk		'All About Me' fact files –	_	· ·	_		•		
Shakespeare unit   Talk for Writing   The Magic Porridge Pot / recipes   Talk for Writing   Talk for Writing   Talk for Writing   Jack and the Beanstalk / Instructions for planting a seed			1 -	1					
Talk for Writing The Magic Porridge Pot / recipes    Front cover/back cover, author, title, blurb, page numbers, question words, what, where, when, how, who, rhyme, fiction, non-fiction, setting, character, summarise, clarify, justify, inference, connections, sequence, retell, predict, favourite, beginning, middle and end, punctuation, full stop*, question mark*, capital letter*, lower-case letter*    Talk for Writing   Jack and the Beanstalk / Instructions for planting a seed   Instructions for prowing a plant   Instructions for growing a plant   Instructions for prowing a plant   Instructions for growing a plant   Instructions for planting   Instructions for plant				Shakespeare unit	maths based one. (see				
Talk for Writing The Magic Porridge Pot / recipes    Talk for Writing The Magic Porridge Pot / recipes   Talk for Writing Jack and the Beanstalk / Instructions for planting a seed   Seed					1				
Key Vocabulary  These are key words and phrases that children need to know and understand  Term 1 Critical reading vocabulary – See appendix for book overview Word Wizards to be added  Term 2 Critical reading vocabulary – See appendix for book overview Word Wizards to be added  Term 3 Critical reading vocabulary – See appendix for book overview Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend				Talk for Writing	Instructions for growing a				
Key Vocabulary  These are key words and phrases that children need to know and understand  Talk for Writing  Jack and the Beanstalk / Instructions for planting a seed  Front cover/back cover, author, title, blurb, page numbers, question words, what, where, when, how, who, rhyme, fiction, non-fiction, setting, character, summarise, clarify, justify, inference, connections, sequence, retell, predict, favourite, beginning, middle and end, punctuation, full stop*, question mark*, exclamation mark*, capital letter*, lower-case letter*  *Children will encounter these in reading, so they are introduced to the vocabulary  Term 1 Critical reading vocabulary – See appendix for book overview  Word Wizards to be added  Term 2 Critical reading vocabulary – See appendix for book overview  Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend				The Magic Porridge Pot /	plant				
Skey Vocabulary   Jack and the Beanstalk / Instructions for planting a seed				recipes					
Instructions for planting a seed					Talk for Writing				
Key Vocabulary  These are key words and phrases that children need to know and understand  Term 1 Critical reading vocabulary – See appendix for book overview Word Wizards to be added  Term 3 Critical reading vocabulary – See appendix for book overview Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend					Jack and the Beanstalk /				
Key Vocabulary  These are key words and phrases that children need to know and understand  Term 2 Critical reading vocabulary – See appendix for book overview Word Wizards to be added  Term 3 Critical reading vocabulary – See appendix for book overview Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend					Instructions for planting a				
favourite, beginning, middle and end, punctuation, full stop*, question mark*, capital letter*, lower-case letter*  *Children will encounter these in reading, so they are introduced to the vocabulary  *Children will encounter these in reading, so they are introduced to the vocabulary  Term 1 Critical reading vocabulary – See appendix for book overview  Word Wizards to be added  Term 2 Critical reading vocabulary – See appendix for book overview  Word Wizards to be added  Term 3 Critical reading vocabulary – See appendix for book overview  Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend					seed				
favourite, beginning, middle and end, punctuation, full stop*, question mark*, capital letter*, lower-case letter*  *Children will encounter these in reading, so they are introduced to the vocabulary  *Children will encounter these in reading, so they are introduced to the vocabulary  Term 1 Critical reading vocabulary – See appendix for book overview  Word Wizards to be added  Term 2 Critical reading vocabulary – See appendix for book overview  Word Wizards to be added  Term 3 Critical reading vocabulary – See appendix for book overview  Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend									
**Children will encounter these in reading, so they are introduced to the vocabulary words and phrases that children need to know and understand  **Term 1 Critical reading vocabulary – See appendix for book overview Word Wizards to be added  **Term 2 Critical reading vocabulary – See appendix for book overview Word Wizards to be added  **Term 3 Critical reading vocabulary – See appendix for book overview Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend	Key Vocabulary						aracter, summarise, clarify, ju	stify, inference, connections, sequence, retell, predict,	
words and phrases that children need to know and understand  Term 2 Critical reading vocabulary – See appendix for book overview Word Wizards to be added  Term 2 Critical reading vocabulary – See appendix for book overview Word Wizards to be added  Term 3 Critical reading vocabulary – See appendix for book overview Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend	_,				ation mark*, capital letter*, ic	wer-case letter*			
Term 1 Critical reading vocabulary – See appendix for book overview  Word Wizards to be added  Term 2 Critical reading vocabulary – See appendix for book overview  Word Wizards to be added  Term 3 Critical reading vocabulary – See appendix for book overview  Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend	-	*Children will encounter these in reading, so they are introduced to the vocabulary							
Children need to know and understand  Term 2 Critical reading vocabulary – See appendix for book overview Word Wizards to be added  Term 3 Critical reading vocabulary – See appendix for book overview Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend		Term 1 Critical reading vocabulary – See annendix for book overview							
know and understand  Term 2 Critical reading vocabulary – See appendix for book overview Word Wizards to be added  Term 3 Critical reading vocabulary – See appendix for book overview Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend	•								
Term 2 Critical reading vocabulary – See appendix for book overview  Word Wizards to be added  Term 3 Critical reading vocabulary – See appendix for book overview  Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend		now and							
Word Wizards to be added  Term 3 Critical reading vocabulary – See appendix for book overview  Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend									
Term 3 Critical reading vocabulary – See appendix for book overview  Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend	unuerstunu			on oter field					
Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend									
Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend		Term 3 Critical reading voca	abulary – See appendix for bo	ook overview					
		_			ly, peer, pretend				
		, , , , , , , , , , , , , , , , , , , ,	, 0,	,					
Term 4 Critical reading vocabulary – See appendix for book overview		Term 4 Critical reading voca	abulary – See appendix for bo	ook overview					
Furious, chopped, squash, fancied, cosy, handsome, amble, nibble, immediately, disappointed, gasped, continue		Furious, chopped, squash, fa	ancied, cosy, handsome, amb	le, nibble, immediately, disap	pointed, gasped, continue				

	Term 5 Critical reading vocabulary – See appendix for book overview  Dissatisfied, collision, amazed, astounded, energy, squirm, mope, chuckled, lingered, dangling  Term 6 Critical reading vocabulary – See appendix for book overview  Ghastly, weep, dilemma, enchanting, brave, splendid, curious, rascal. lumbers, vanishes							
Ongoing	Demonstrates listening skills- see NPAT Framework fo	<u> </u>						
throughout the	_	· · · · · · · · · · · · · · · · ·	nension using the key questions from the six domains of reading	especially prediction,				
year	Daily story to include micro drama to demonstrate co	mprehension.						
These are	Weekly vocabulary to be re visited every day.  Children with EAL and children who scored low in SAL	T corooning to have regular language interventions						
suggestions only	Small group work	i screening to have regular language interventions.						
and must be	Joins in with nursery rhymes							
personalised by	Joins in repeated refrains of repetitive stories							
each setting		tc – show a good comprehension of text by knowing stor	ies in depth and being able to verbalise this knowledge. (Talk for	writing)				
	Reading 1:1 to an adult at least once a week to include	e, once past the blending stage, questions about comprel	nension using the key questions from the six domains of reading	especially prediction				
		e: thumbs up / down, Yes / No, answering questions, ans	wering questions in full sentences, answering questions and justi	fying answer egbecause)				
	Small world and role play							
	Talk for writing texts evident within the setting so chil		1					
Assessment	Developed listening skills with body posture, eyes	Uses story language both incidental and explicitly	Early Learning Goal					
Checkpoint	looking, ears listening and uses appropriate questions/answers.	taught e.g., in D4W in role-play and discussions. Able to voice an opinion e.g., a character or setting.	Demonstrate understanding of what has been read to them					
i.e., what a child	Joins in at story time e.g., repeated refrains.	Able to voice an opinion e.g., a character of setting.	by retelling stories and narrative using their own words and					
on track should	Able to answer direct questions around a text.  recently introduced vocabulary.							
be able to do by								
the end of this	Anticipate- where appropriate- key events in stories.							
term								
			Use and understand recently introduced vocabulary during					
			discussions about stories, non-fiction, rhymes and poems and during role-play					

"Within the EYFS profile the ELG for Communication and Language and for Literacy must be assessed in relation to the child's competency in English" - Taken from 2021 EYFS Profile Handbook





Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Link to Year 1 National Curriculum			
Word Reading/										
Phonics										
	Unlocking Letters and So	ounds								
Knowledge and Skills to be taught  This will need to	How to hold a book the correct way and turn pages  Print carries meaning	High Frequency Words/ fluency words*  CVC words (blending)	High Frequency Words/ fluency words* CVCC words	High Frequency Words/ fluency words*  Revisit GPCs and CEW for mastery	High Frequency Words/ fluency words*  CVCC and CCVC words	High Frequency Words/ fluency words*  Polysyllabic CVCC, CCVC, CCVCC and CCCVCC words	Pupils should be taught to: * 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			
be adapted to fit with the sequence and structure of the school phonics programme *HFW appendix will be created	English is read from left to right  Oral blending  Initial sounds		Phrases  Sentences  Revisit GPCs and CEW for mastery  Read words with 's' ending	Multisyllabic CVCC CCVC Compound words Sentences Read words containing 'ing' endings	Read words containing 'ed' endings Read words with 'ing' endings Consolidation of previous knowledge and skills  Children to read applying all phonic, comprehension and	Compound words  Consolidation of previous knowledge and skills  Children to read applying all phonic, comprehension and HFW	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			
Dossible Poutes	Structured phonics	Structured phonics	Structured phonics	Structured phonics	Structured phonics cossions	Structured phonics cossions	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			
Possible Routes of	Structured phonics sessions	Structured phonics sessions	Structured phonics sessions	Structured phonics sessions	Structured phonics sessions Structured critical reading	Structured phonics sessions Structured critical reading				
Implementation in addition to the systematic daily teaching of phonics	Structured critical reading sessions Structured HFW approach 1:1 reading weekly Sound recognition	Structured critical reading sessions Structured HFW approach 1:1 reading weekly Sound recognition games Rhyming games and stories	Structured critical reading sessions Structured HFW approach 1:1 reading weekly Sound recognition	Structured critical reading sessions Structured HFW approach 1:1 reading weekly Sound recognition games HFW games	sessions Structured HFW approach 1:1 reading weekly Sound recognition games HFW games Rhyming games and stories	sessions Structured HFW approach 1:1 reading weekly Sound recognition games HFW games Rhyming games and stories				
These are suggestions only and must be personalised by each setting	games Rhyming games and stories Learning Nursery Rhymes to repeat from memory	Learning Nursery Rhymes to repeat from memory Identify taught sounds and HFW in texts	games HFW games Rhyming games and stories Learning Nursery Rhymes to repeat from memory Precision Teaching Identify taught sounds	Rhyming games and stories Learning Nursery Rhymes to repeat from memory Precision Teaching Identify taught sounds and HFW in texts Blending games	Learning Nursery Rhymes to repeat from memory Precision Teaching Identify taught sounds and HFW in texts Blending games	Learning Nursery Rhymes to repeat from memory Precision Teaching Identify taught sounds and HFW in texts Blending games				
Key Vocabulary	Phoneme, granheme dia	graph, trigraph, nseudo words	and HFW in texts Blending games	s. high frequency words, initial	sound, blend, segment, decod	e				
These are key words and phrases that children need to know and understand	r noneme, grapheme, dig	grapii, trigrapii, pseudo words,	synables, compound words	, mgn nequency worus, milla	Journa, Jierra, Beginetti, uetou					

Ongoing	Daily phonics							
throughout the	Reading 1:1 to an adult at least once a week.							
year	Weekly vocabulary displayed.							
,	Role-play corner to include appropriate signs, labels et	tr						
These are	Access to library/reading for pleasure							
suggestions only	Books and reading areas to reflect the needs/interests	of the children						
	_							
and must be		on/non-fiction, child-made books, dual heritage books,						
personalised by	Two home reading books to include taught sounds.							
each setting	Stories read to the children regularly.							
	Nursery rhymes learnt							
	High frequency words							
	Story maps							
	Talk for writing stories evident throughout the setting							
Assessment	Says the sounds for taught letters and either	Can blend CVC words and attempting longer words.	Early Learning Goal					
Checkpoint	blending or blending with support e.g., simple CVC							
	words.	Can sight read some HFWs.	Say a sound for each letter in the alphabet and at least 10					
i.e., what a child			digraphs.					
on track should	Has a positive attitude towards reading?	Enthusiastic to read and enjoys a range of books.	Read words consistent with their phonic knowledge by					
be able to do by	sound- blending.							
the end of this	Hears and says the initial sound in word.  Real aloud simple sentences and books that are consistent							
-	Treats and says the initial sound in word.							
term	Con continue a describe atria		with their phonic knowledge, including some common					
	Can continue a rhyming string.		exception words.					

<sup>&</sup>quot;Within the EYFS profile the ELG for Communication and Language and for Literacy must be assessed in relation to the child's competency in English" - Taken from 2021 EYFS Profile Handbook





Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Link to Year 1 National Curriculum			
Writing										
	Unlocking Letters & Sounds. Kinetic Letters.									
Knowledge and	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Handwriting - Pupils should be taught to: * sit correctly at a			
Skills to be	Phonics sounds to be	Phonics sounds to be	Phonics sounds to be	Recap all of Phase 3 and	Begin phase 4 – children	Phase 4 – CVCC, CCVC words	table, holding a pencil comfortably and correctly * begin to			
taught	taught:	taught	taught	ensure blending and	using all of Phase 2 and 3	with blending of adjacent	form lower-case letters in the correct direction, starting and			
	Phase 2	Phase 3	Remainder of Phase 3	segmenting with Phase 2	sounds to build up longer	consonants that contain	finishing in the right place * form capital letters * form			
This will need to	s/a/t/p/i/n/m/d/g/o/c/	j,v,w,x,y,z,zz,qu,ch,sh,th,	ow, oi, ear, air, ure, er	and 3 sounds is secure.	words in reading and	graphemes taught in Phase	digits 0-9 * understand which letters belong to which			
be adapted to fit	k/ck/e/u/r/h/b/f/ff/l/ll	ng,ai,ee,igh,oa,oo, ar,or,			writing.	3 and polysyllabic CVCC,	handwriting 'families' (i.e., letters that are formed in similar			
with the sequence	/ss	ur	Recap all of Phase 3 and	Revisit Phase 3 GPCs and		CCVC words.	ways) and to practise these.			
and structure of			ensure blending and	CEW for mastery	Phase 4 – CVCC, CCVC words	CCVCC and polysyllabic				
the school	'Writing' – hear and	HFW	segmenting with Phase 2		with blending of adjacent	words.	Writing - write sentences by: * saying out loud what they			
phonics	say initial sounds, may	Phase 2 CEW introduced	and 3 sounds is secure.	HFW	consonants that contain	CCCVCC words	are going to write about * composing a sentence orally			
programme	use own grapheme			Writes Phase 3 CEW	graphemes taught in Phase		before writing it * sequencing sentences to form short			
	representation at this	SDS 100 HFW list	Revisit Phase 3 GPCs and		2	HFW	narratives * re-reading what they have written to check			
	point	introduced	CEW for mastery	SDS 100 HFW list / next		Writes Phases 2/3/4 CEW	that it makes sense * discuss what they have written with			
				200 word list introduced	HFW		the teacher or other pupils * read aloud their writing clearly			
	Early writing skills	Early writing skills	HFW	when required	Writes Phase 4 CEW	SDS 100 HFW list / next 200	enough to be heard by their peers and the teacher			
	Name writing	Name writing continued	Writes Phase 2 CEW	NA fortation on	SDS 400 UEW Est / 200	word list introduced when	Develop their understanding of the concepts set out in			
	Mark making (Own formations at	Initial sounds	Darsanalisad wark on	Writing -	SDS 100 HFW list / next 200 word list introduced when	required (EOY Expectation	English Appendix 2 by: * leaving spaces between words *			
	•	VC, CVC words used to	Personalised work on SDS 100 HFW list	Learning to hold a phrase/sentence in		to write at least 50 HFW)	joining words and joining clauses using and * beginning to			
	this point)	label e.g. man, cat, fox.	2D2 100 ULAN 1121	memory – think – say-	required	Talk for Writing (All skills	punctuate sentences using a capital letter and a full stop,			
	Talk for Writing	Talk for Writing	Writing - write captions,	write- check/hold a	Talk for Writing (All skills	together by now)	question mark or exclamation mark * using a capital letter			
	Talk in full sentences	Talk in full sentences	labels and phrases	sentence.	together by now)	Writing – form sentences	for names of people, places, the days of the week, and the			
	Recite nursery rhymes	Verbally retell stories	(CVC and non-CVC)	Spaces between words	Writing – form sentences	orally, retain and write with	personal pronoun 'I' * learning the grammar for year 1 in			
	,	Label parts of story - VC,	Learning to hold a	Name writing continues as	orally, retain and write with	capital letters and full stops,	English Appendix 2 * use the grammatical terminology in			
	Kinetic Letters	CVC words used to label	phrase/sentence in	an intervention as needed	capital letters and full stops,	correct spacing. This may	English Appendix 2 in discussing their writing.			
	*Gross motor skills –	e.g. man, cat, fox.	memory – think – say-		correct spacing. This may	be in a simple narrative or				
	crawl, kneel, balance	Draw story map	write- check/hold a	Talk for Writing	be in a simple narrative or	non-fiction structure. Read				
	etc		sentence. Spaces	Talk in full sentences using	non-fiction structure. Read	the writing back to check.				
	*KL movements –	Kinetic Letters	between words	conjunctions, and correct	the writing back to check.	Talk in full sentences using				
	scarves etc – push,	*recap movements,	Name writing continues	tenses	Talk in full sentences using	conjunctions, correct tenses				
	pull, down, bump, up,	positions, lines, ascenders	as an intervention as	Writing – form a sentence	conjunctions, correct tenses	and adjectives				
	flick. Brave Bounce	/ descenders – family	needed	orally, memorise it and	and adjectives	Verbally retell stories				
	branch, Scared Skip	dependent		write it (with a capital	Verbally retell stories	Innovate stories to change				
	branch.	*Keep practising correct	Talk for Writing	letter and full stop and	Innovate stories to change	characters, setting,				
	*KL positions	pencil hold	Talk in full sentences	spacing.)	characters, setting, problem,	problem, animal etc				
	Gorilla sitting, penguin	*exercises e.g pincer grip	using conjunctions and	Verbally retell stories /	animal etc	Kinetic Letters				
	standing, meerkat kneeling, lizard laying,	towers, walk fingers up pencil etc	correct tenses Verbally retell stories	non-fiction text	Kinetic Letters					
	stone lions	Formations to learn	Phonetically plausible	Phonetically plausible spellings using known	*recap movements,	*recap movements, positions, lines, ascenders /				
	*Correct pencil hold	Kinetic Letters	spellings using known	Phase 2 and 3 sounds	positions, lines, ascenders /	descenders – family				
	*Sand trays – mark	*recap movements,	Phase 2 and 3 sounds	Draw story map	descenders – family	dependent				
	making, learning the	positions, lines, ascenders	Draw story map	Features of fiction and non	dependent	*Keep practising correct				
	actions eg "Start at	/ descenders – family	Attempts simple	fiction being written (story	*Keep practising correct	pencil hold				
	Brave Bounce branch,	dependent	(dictated) sentences	features, instructional	pencil hold	Formations have now all be				
	down, bump, flick" etc	*Keep practising correct	Introduction of finger	writing features)	Formations have now all be	taught for all lower case,				
		pencil hold	spacing, capital letters,		taught for all lower case,	upper case and numbers.				
		Formations to learn	full stops.	Kinetic Letters	upper case and numbers.	Second half of the year,				

	Simple motions as	Window cleaner family –		*recap movements,	Second half of the year,	recap all and apply to	
	above introduced to KL whiteboards Formations to learn Jumper family – r,n,m,p,h,b	l,i,t,u Special squirter letter – e Abracadabra family – c,a,d,g,q,o,s Fisher family – y,j,f,g Slider family – k,v,w,x,z Pulling numbers – 0,1,4,6,9,8 Pushing numbers – 2,3,5,7	*recap movements, positions, lines, ascenders / descenders – family dependent *Keep practising correct pencil hold Formations to learn Straight line capital letters – I,L,E,F,H,T Curved line capital letters – C,O,S,G,Q Lines then curves group of capital letters – D,P,B,R,J,U Sliding lines capital letters – A,M,N,V,W,Z,X,K,Y	positions, lines, ascenders / descenders – family dependent *Keep practising correct pencil hold Formations have now all be taught for all lower case, upper case and numbers. Second half of the year, recap all and apply to words / HFW etc Jumper family – r,n,m,p,h,b Window cleaner family – l,i,t,u Special squirter letter – e Abracadabra family – c,a,d,g,q,o,s Fisher family – y,j,f,g Slider family – k,v,w,x,z Pulling numbers – 0,1,4,6,9,8 Pushing numbers – 2,3,5,7	recap all and apply to words / HFW etc – apply capital letters to proper nouns: Straight line capital letters – I,L,E,F,H,T Curved line capital letters – C,O,S,G,Q Lines then curves group of capital letters – D,P,B,R,J,U Sliding lines capital letters – A,M,N,V,W,Z,X,K,Y	words / HFW etc – Window cleaner family – I,i,t,u Special squirter letter – e Abracadabra family – c,a,d,g,q,o,s Fisher family – y,j,f,g Slider family – k,v,w,x,z Pulling numbers – 0,1,4,6,9,8 Pushing numbers – 2,3,5,7	
Possible Routes of Implementation in addition to the systematic daily teaching of phonics  These are suggestions only and must be personalised by each setting	Writing names independently Practise correct letter formation for both lower case and capital letters Practise correct KL positions and pencil hold  Segmenting games Listening games Practise writing / copying names Writing sounds in phonics Writing the first sounds in words Segmenting/writing simple CVC words Drama conventions Opportunities for free choice writing / mark making	Segmenting Games Story mapping and re telling Writing names independently Writing lists, labels and beginning to write simple captions in response to stories Building words Drama conventions Phoneme frames / sound buttons Opportunities for free choice writing / mark making Talk for writing opportunities available for independent rehearsal of skills	Writing captions and simple sentences and beginning to write own using phonic knowledge Colourful Semantics or similar Learning to hold a phrase/sentence in memory – think – saywrite- check/hold a sentence Shakespeare Traditional tales Drama conventions Phoneme frames / sound buttons Opportunities for free choice writing / mark making Talk for writing opportunities available for independent rehearsal of skills	Write simple sentences and read back to sense check Write HFW independently Writing dictated sentences, Writing instructions, report Drama conventions Opportunities for free choice writing / mark making Talk for writing opportunities available for independent rehearsal of skills	Write simple sentences using capital letters, finger spaces and full stops. Innovation of known stories and writing own version Drama conventions Opportunities for free choice writing / mark making Talk for writing opportunities available for independent rehearsal of skills Look at bold, italics, use of callouts, !, ? ""	Write simple sentences using capital letters, finger spaces and full stops. Innovation of known stories and writing own version Drama conventions Opportunities for free choice writing / mark making Talk for writing opportunities available for independent rehearsal of skills Structure of a story beginning, middle and end Report writing Drama conventions	
Key Vocabulary  These are key words and	Letter, word, phrase, sen pronoun	itence, label, caption, capital l	etter, full stop, spaces, hand	lwriting scheme specific vocab	(e.g., snuggling), adjective, rhy	me, story map, sequence, begin	ning, middle, end, punctuation, noun, verb, adjective,

phrases that									
children need to									
know and									
understand									
Throughout the	Ensure explicit teaching of grammatical terms e.g., Vo	erbs/ pronouns etc							
Year									
	Handwriting/letter formation taught and embedded v	within Kinetic Letters sessions- see physical development							
These are	Phonetic spellings taught and embedded within struct	tured phonics sessions							
suggestions only	Innovation of known stories and writing own version								
and must be	Drama conventions								
personalised by	Opportunities for free choice writing / mark making								
each setting	Talk for writing opportunities available for independer	nt rehearsal of skills							
	Regular storytelling and re-telling by children.								
	Multiple writing opportunities in role-play and across	provision e.g., notepads, post its, note papers etc							
	Adults encouraging children to write in different conte	exts during independent learning e.g., drawing a map, wr	iting lists or messages						
	Direct teaching of HFWs								
	Talk for Writing								
	Different genres – instructions, poetry, nursery rhyme	s, letter writing, narrative, fact files, reports							
Assessment			Early Learning Goal	See NPAT Writing Assessment Framework Year 1					
Checkpoint	Give meaning to marks that they write.	Confidently segments and writes CVC words and							
	Can hear and say some of the sounds in words e.g.,	attempts phrases.	Write recognisable letters, most of which are formed						
i.e., what a child	beginning or end sound.	Writes a short list.	correctly.						
on track should	Remembers how to write the taught sounds  Attempts to use phonic knowledge to sound out  Spell words by identifying sounds in them and representing								
be able to do by	(phoneme- grapheme correspondence), forming	unfamiliar words.	the sounds with a letter or letters.						
the end of this	most of these letters correctly.	Can write some HFWs	Write simple phrases and sentences that can be read by						
term			others						

<sup>&</sup>quot;Within the EYFS profile the ELG for Communication and Language and for Literacy must be assessed in relation to the child's competency in English" - Taken from 2021 EYFS Profile Handbook

