

Aldermaston CE Primary School



Wrens

Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
AUTUMN	Author	Julia Donaldson						Mick Inkpen					
	Reading	Stories about starting school – Harry and his Dinosaurs			Safari – Handa’s Surprise, We’re going on a Lion Hunt			Fairy Tales – Goldilocks and the Three Bears, The Three Little Pigs			Letters - The Jolly Postman, The Christmas Postman		
	Writing	Write own name Mark making			Letter Formation – lower case VC and CVC words			CVC words and labelling Sequencing stories Retelling verbally			CVC words and labelling Writing cards – To and from, Mum and Dad		
	Phonics	Phase 1	Phase 2 satp inmd gock ckeur fbhl					Phase 2 ss ll ff tricky words			Phase 3 jvw x, z zz qu		
SPRING	Author	Eric Carle						Oliver Jeffers (Book Week)					
	Reading	Hungry Caterpillar One Tiny Seed			Fairy Tales – Little Red Riding Hood, Jack and the Beanstalk			Up and Down Lost and Found			Here we are What we’ll build		
	Writing	Labelling – multi words Sequencing Retelling			Writing phrases Sequencing			Writing phrases Sequencing			Write a simple sentence Use capital letters		
	Phonics	Phase 3 ch sh th ng nk ai ee igh oa oo oo			Phase 3 ar or ur ow oi ear air er ure			Phase 3 Words with double letters			Phase 3 Plurals Tricky words		
SUMMER	Author	Chris Wormell						Anthony Browne					
	Reading	George and the Dragon			The Sea Monster Oceans Fact Books			Hansel and Gretel, Piggy Back, Sleeping Beauty			Into the Forest Kings and Queens Fact Books		
	Writing	Write a simple sentence Use capital letters			Write a simple sentence Use capital letters			Spell words independently using phonic knowledge			Write simple sentences independently that can be read		
	Phonics	Phase 3 Revision and tricky words			Phase 4 Short vowels with adjacent consonants			Phase 4 Long vowels with adjacent consonants			Phase 4 Compound words Tricky word revision		

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Early Learning Goals

Communication and Language

1. Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

2. Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

8. Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

9. Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

10. Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.