

FS	My World		All About Me		In the Garden	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Narrative	Non-fiction				
Main Book/Texts						
Reading for Pleasure						
Vipers						
Reading	<p>Hear and say initial sound in words</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Use vocabulary and forms of speech that are increasingly influenced by experience of books</p>	<p>Hear and say the initial sound in words</p> <p>Segment the sounds in simple words and blend them together and know which letters represent some of them</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Begin to read words</p> <p>Enjoy an increasing range of books</p>	<p>Continue a rhyming string</p> <p>Hear and say initial sound in words</p> <p>Segment the sounds in simple words and blend them together and know which letters represent some of them</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Enjoy an increasing range of books</p> <p>Read and understand simple sentences</p> <p>Read some common irregular words</p>	<p>Read and understand simple sentences</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Demonstrate understanding when talking to others about what has been read to them</p>	<p>Read and understand simple sentences</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Read some common irregular words</p> <p>Demonstrate understanding when talking to others about what they have read</p>	<p>Read and understand simple sentences</p> <p>Read some common irregular words</p> <p>Demonstrate understanding when talking to others about what they have read</p>
Communication & Language	<p>Listen and respond to ideas expressed by others in conversation or discussion</p> <p>Extend vocabulary, exploring the meaning and sounds of new words</p>	<p>Listen and respond to ideas expressed by others in conversation or discussion</p> <p>Extend vocabulary, exploring the meaning and sounds of new words</p>	<p>Maintain attention, concentrates and sit quietly during appropriate activity</p> <p>Listen and respond to ideas expressed by others in conversation or discussion</p>	<p>Listen to stories, responding with relevant comments, questions or actions</p> <p>Use past, present and future forms accurately when talking about events</p>	<p>Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</p> <p>Answer how and why questions in response to</p>	<p>Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</p> <p>Answer how and why questions in response to speaking</p>

	Use language to imagine and recreate roles and experiences in play Introduce a storyline or narrative into play	Use language to imagine and recreate roles and experiences in play situations Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduce a storyline or narrative into play	Extend vocabulary, exploring the meaning and sounds of new words Use language to imagine and recreate roles and experiences in play situations Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduce a storyline or narrative into play Develop narratives and explanations	that have happened or are to happen in the future Develop narratives and explanations by connecting ideas or event	stories Use past, present and future forms accurately when talking about events that have happened or are to happen in the future Develop narratives and explanations by connecting ideas or events	Develop narratives and explanations by connecting ideas or events
Writing Outcome	Oral retelling of story Draw images and write labels to represent the story	list	recount	Retell/ rewrite story	Retell/ rewrite story	Wanted poster - Character description
	Development matters 40-60 months	Development matters 40-60 months	Development matters 40-60 months/ ELG	Development matters 40-60 months/ ELG	ELG	ELG- supporting transition into year 1
Writing	<ul style="list-style-type: none"> • Give meaning to the marks as they draw, write and paint • Hear and say the initial sounds in words • Link sounds to letters, naming and sounding the letters of the alphabet • Use some clearly identifiable letters to communicate meaning representing some sounds currently and in sequence • Write labels 	<p>Begin to break the flow of speech into words</p> <ul style="list-style-type: none"> • Hear and say the initial sound in words • Link sounds to letters, naming and sounding the letters of the alphabet • Write labels and captions • Write CVC words 	<p>Begin to break the flow of speech into words</p> <ul style="list-style-type: none"> • Write labels and captions • Attempts to write short sentences in meaningful contexts • Use phonic knowledge to write words in way which match their spoken sounds • Spell some common irregular words • Write CVC words 	<p>Attempts to write short sentences in meaningful contexts</p> <ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match spoken sounds • Apply taught digraphs into writing 	<p>Use phonic knowledge to write words in ways which match spoken sounds</p> <ul style="list-style-type: none"> • Spell some common irregular words • Write simple sentences which can be read by themselves and others • Apply taught digraphs and trigraphs into writing • Begin to write words with adjacent consonants 	<p>Use phonic knowledge to write words in ways which match spoken sounds</p> <ul style="list-style-type: none"> • Spell some common irregular words • Write simple sentences which can be read by themselves and others • Write phonetically plausible words • Use key features of narrative in own writing (EXC) • Have an awareness of a capital letter and full stop when writing a simple sentence
Spelling		Ninja phase 2 words	Ninja phase 3 words			Ninja phase 4 words

		I, no, go, the, to, into	He, she, we, me, be, you, are, her			said, have, like, so, do, some, come, little, one, there, were, what, when, out
Handwriting	phase 2 sounds		phase 3			phase 4