**Our Lady & St Thomas Catholic Primary School, Willington**

**BISHOP HOGARTH CATHOLIC EDUCATION TRUST**

**EYFS Curriculum Overview – Two year Cycle 2024 - 2026**

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|  | Autumn | Spring | Summer |
| Themes:Cycle ACycle B | Marvellous Me | Amazing Animals | Three Little Pigs | Discovering Dinosaurs | Fabulous Farms | Oh I Do Like to Be Beside the Seaside |
| This is Me! | Superheroes | Are We Nearly There Yet? | We’re Going on Safari | Jack & the Beanstalk |
| RE | Domestic Church- MYSELF Baptism - WELCOME Advent/ Christmas - BIRTHDAYS Other faiths - Judaism | Local Church - CELEBRATING Eucharist - GATHERING  Lent/Easter - GROWING  | Pentecost – GOOD NEWS Reconciliation - FRIENDS Our World – OUR WORLD Other faiths - Islam |
| RSHELife to the Full | Module 1Created and Loved by God Unit 1- Religious Understanding Unit 2- Me, My Body, My Health Unit 3- Emotional Well-Being Unit 4 – Life Cycles  | Module 2Created to Love Others Unit 1- Religious Understanding Unit 2- Personal Relationships Unit 3- Keeping Safe  | Module 3Created to Live in Community Unit 1- Religious Understanding Unit 2- Living in the Wider World  |
| Book focus | Autumn 1*Transition Texts:*The Tiger Who Came to Tea – Judith KerrRainbow Fish – Marcus Pfister*Theme: Marvellous Me and My Family* Author: Shirley Hughes\* Dogger\*Alfie and Annie Rose\* Lucy and Tom at the Seaside\* Alfie and his Very Best Friend\* Alfie and GrandmaAuthor: Jill Murphy\* Five Minutes Peace\* A Piece of Cake\* Mr Large in Charge\* A quiet Night In\* All in One Piece\*Whatever Next\*On the Way HomeAutumn 2*Superheroes*Behaviour Matters Books (PSED)\*Lions in a Flap\* Elephant learns to Share\* Lion’s in a Flap\* Cheetah learns to play Nicely\* Giraffe is Left Out\* Croc Needs to Wait\* Hippo Owns Up\* Monkey Needs to Listen\* Tiger has a Tantrum\* Rhino Learns to be Polite*Seasonal Change*\*Don’t Hog the Hedge*Inspiring the Imagination*Author: Julia Donaldson\* Room on the Broom\* The Gruffalo\*The Gruffalo’s Child\* Zog\*The Snail and the Whale\* The Smartest Giant in Town\* Charlie Cook’s Favourite Book\* What the Ladybird HeardThe Colour Monster – Anna Llenas Owl Babies – Martin WaddellTwas the Night Before Christmas – Clement C Moore - Poem | Spring *Theme: Are We Nearly There Yet?*The Train Ride – June CrebbinRusty’s Train Ride – Heather ameryFix it Duck –Jez AlboroughAuthor: Tony MittonTough TrucksTerrific TrainsAmazing AeroplanesRoaring Rockets Winnie’s Flying Carpet – Valerie ThomasVoices in the Park – Anthony Browne  | Summer 1*We’re Going on Safari* We’re Going on Safari to TanzaniaGiraffe’s Can’t Dance –Giles AndreaeCheeky Monkey – curtis JoblingTrunk Trouble – Felicity CarterExtracts from: Wombats at the Zoo – Roland Harvey*Seasonal Change:*The Very Hungry Caterpillar – Eric Carle*Behaviour Matters* \* Lions in a Flap\* Elephant learns to Share\* Lion’s in a Flap\* Cheetah learns to play Nicely\* Giraffe is Left Out\* Croc Needs to Wait\* Hippo Owns Up\* Monkey Needs to Listen\* Tiger has a Tantrum\* Rhino Learns to be PoliteSummer 2*Jack and the Beanstalk*Books: Traditional Tales\* Jack and the Beanstalk\*The Magic Porridge Pot\* The Three Billy Goats Gruff\* The Gingerbread Man\* Goldilocks and the Three Bears\* Little Red Riding Hood\* Cinderella\* Sleeping Beauty\* Snow White\* The Enormous TurnipWe’re Going on a Bear Hunt – Michael RosenThe Three Little Pigs – various versions, including a version from the 1950s.The True Story of the Three Little Pigs – John ScieszkaThe Three little Wolves and the Big Bad PigThe Jumblies – Edward Lear - Poem |
| PLOD (Possible lines of development) | Aspirations – what I would like to do/be when I grow up.  | Follow the life of Harry the tortoise – monitor growth, what and how much he eats. | Taking an interest in transport in our community. Kinds of vehicles we use and see in our village. | Look at inventors in terms of transport – aeroplanes trains, rockets and cars. | Contact with our link school in Tanzania – Upendu primary in the foothills of Mt Kilimanjaro. | Planting and growing our own flowers and vegetables. Learn to look after them and know what plants need to grow. |
| Communication & LanguageListening, Attention & UnderstandingSpeaking | Listening, Attention & UnderstandingEngage in story times, joining in as appropriateTo understand how to listen carefully for short periods of timeTo be able to follow simple instructions To answer a simple question appropriatelyTo begin to understand what a question isTo respond to instructions with more than one step To understand the importance of listening when an adult speaks.To be able to follow instructions with more than one stepSpeakingTo begin to speak out loud as part of a small groupTo begin to speak to adults in class  To begin to widen their vocabulary through stories shared, topic work and by talking about their own experiencesTo begin to speak out loud in front of the whole classTo speak to adults in class confidently using simple sentencesTo use new vocabulary learnt as part of their dayTalk to friends about what they are doing during play | Listening, Attention & UnderstandingTo be able to retell their favourite part of a story.To begin to understand humour  To ask own questions in order to find something out.To begin to understand how and why questions.To retell a story in a whole class situation, responding with questions and comments  To follow a story without pictures or props  To be able to listen attentively for longer periods To understand stories which use more complex language and a wider range of vocabularySpeakingTo speak confidently as part of a group and in front of the whole class, offering their own ideasTo speak in sentences, extending them by using conjunctions To be able to retell their favourite part of a story using story languageTo describe their own experience of Christmas showing an awareness of chronology and different tensesTo further extend vocabulary through topics taught, sharing stories, guided reading sessions and play situationsTo regularly talk about their own experiences, linking ideas logically and using recently introduced vocabulary | Listening, Attention & UnderstandingTo understand a wider variety of questions including ones that use words such as who, what, where, when, why and how To hold conversations with back and forth exchanges with adults and peersTo hold more complex and lengthier conversations with back and forth exchanges with adults and peers SpeakingTo develop the use of speaking in full sentences when talking about their ideas, experiences and feelingsTo develop confidence when talking to different adults around the school and preparing for transition into the next classTo talk about why things happen, making use of recently introduced vocabulary  To speak using more complex sentences using a range of tenses  |
| Physical DevelopmentFine Motor Skills andGross Motor Skills | Gross Motor SkillsTo begin to run with spatial awareness, negotiating space effectively.To move and stop safely in a space  To develop control when using equipment  To follow a path and take turns  To work cooperatively with a partnerTo balance on one foot for a moment.To change direction safely To jump and hop To explore different ways to travel using equipmentFine Motor SkillsTo have an established dominant hand  To mark make using different shapes  To begin to use a tripod grip when using mark making tools  To thread large beads  To begin to copy letters  To make snips in paper using scissors To begin to hold a fork correctlyTo hold a pencil effectively using a tripod gripTo begin to hold scissors correctly  To begin to form recognisable lettersTo accurately draw lines, circles and shapes to draw pictures  To begin to hold a knife and fork correctly and use them to cut up food | Gross Motor SkillsTo roll a ball towards a target To develop accuracy when throwing to a target  To throw and catch a large ball with a partner  To dribble a ball using feet  To kick a ball towards a targetTo create short sequences using shapes, balances and travelling actions  To balance and safely use apparatus To pedal a bike To jump and land safely from a height  To explore traveling around, over and through apparatusFine Motor SkillsTo use a tripod grip when using mark making tools  To hold scissors correctly and cut along a straight line  To thread small beads  To make patterns using small pegs  To write taught letters using correct formationTo hold scissors correctly and cut out large shapes  To write letters using the correct letter formation and control the size of letters | Gross Motor SkillsTo move safely with confidence  To move with control and coordinationTo move energetically using an increasing range of movements such as hopping, skipping, jumping and rolling.To develop increasing control when pushing and kicking a ballTo develop accuracy when throwing  To follow instructions and move safely when playing tagging games  To further develop coordination  To explore striking a ball To work cooperatively as part of a teamFine Motor SkillsTo hold scissors correctly and cut out small shapes  To paint using thinner paintbrushesTo hold scissors correctly and cut various materials  To create drawings with details  To write correctly formed letters independently  To independently use a knife, fork and spoon to eat a range of meals |
| Personal, Social and Emotional DevelopmentSelf-RegulationManaging SelfBuilding Relationships | Self-RegulationTo focus during short group sessions and whole class activities To follow simple instructions with one stepTo know and describe how they are feelingTo recognise different emotions through understanding facial expressionsTo begin to consider the feelings of others  To follow behaviour expectations in class and understand the rulesManaging SelfTo use the toilet and wash their hands independently  To put coat on at play time and home time independently  To get changed for P.E and manage taking jumpers on and off with support To explore different areas of our Class 1 environment showing independenceTo follow and respect all of our class rules and understand why they are in placeTo put on aprons for art and water play To change from shoes into wellies for outdoor playTo show more independence when trying new activities within the classroom and outdoor environmentBuilding RelationshipsTo begin to have the confidence to speak to peers and adultsTo seek support of adults when needed  To play alongside other children and be friendlyTo have good relationships with peers and adults To play and interact with children who are playing with the same activity To begin to understand the importance of turn taking | Self-RegulationTo focus during longer teaching sessions, showing interest by answering questions.To follow instructions with two stepsTo adapt behaviour to different situationsTo understand the feelings of others and behave accordinglyTo be able to wait politely for adult attention if the adult is busyManaging SelfTo enjoy the challenge of more difficult tasks, showing resilience To change for PE independently  To be able to fasten zips and buttons on coats at play time and home timeTo try a range of healthy food and be able to name fruits and vegetablesBuilding RelationshipsTo have formed strong friendshipsTo begin to listen to and take on board the ideas of others in playTo begin to show sensitivity and kindness to other childrenTo compromise with others and play cooperatively To be able to take turn without adult support | Self-RegulationTo control their emotions using a range of techniques To respond appropriately to an adult even if they are engaged in activity.To maintain focus during extended whole class teaching To follow instructions involving several stepsManaging SelfTo follow and respect whole school rules during assembly, lunch times and play timesTo show awareness of right and wrong and behave accordinglyTo be a confident. Year 1 ready, member of the classTo understand the importance of healthy eatingTo face new challenges withindependence, resilience, perseverance and a positive enthusiasmBuilding RelationshipsTo work and play cooperatively as a group and as a part of the class To begin to develop relationships with other adults around the school To show awareness of others needsTo have established relationships with other adults around school such as dinner ladies, TAs and the Year 1 teacher  To have established friendships |
| LiteracyComprehensionWord ReadingWriting | ComprehensionTo use pictures to tell stories To take home wordless books to read with their familyNursery to take home discussion boards To sequence familiar stories  To independently look at book, holding them the correct way and turning pages  To begin to answer questions about the stories read to themTo engage in story times, joining in with repeated phrases and actions  To begin to use a wider range of recently introduced vocabulary relating to stories read.To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes To talk about the characters in the books they are readingWord ReadingReception:To begin to recognise their own name.To begin to be able to read Read Write Inc sounds taught:Set 1: m a s d t i n p g o c k u b f e l hTo play initial sound gamesTo be introduced to CVC blending techniques – Fred TalkTo read their own name independently.To be able to read Read Write Inc sounds taught:Set 1: m a s d t i n p g o c k u b f e l h To begin to be able to read sounds taught:sh r j v y w th z ch qu x ng nkTo begin to identify initial sounds of wordsTo develop CVC blending skills using Fred Talk To read books containing sounds taught and CVC blending as they become readyWritingTo sometimes give meaning to the marks they make when they draw and paintAscribes meaning to signs, symbols and words they see around the classroom.To attempt to write their own name using lines, circles and letter type shapes.To demonstrate mark making when playingTo sometimes give meaning to the marks they make when they draw, paint and write.Ascribes meaning to signs, symbols and words they write/draw themselves.To copy their name from a name card or write their name independently.To begin to identify and write initial sounds in wordsTo mark make for a range of purposes as part of their play | ComprehensionTo retell part of a storyTo act out stories  To begin to predict what may happen in the story  To suggest how a story might endTo retell a story  To follow a story without pictures or props  To talk about the characters in more detail using descriptive languageWord ReadingReception:To read Set 1 sounds taught more confidently and consistentlyTo read digraphs sh, th, ch, ng, nk.To identify initial sounds of wordsTo continue to develop CVC blending skills using Fred Talk To read books containing sounds taught and CVC blending as they become readyTo begin to recognise Read Write Inc Set 2 sounds:ay ee igh ow oo oo Begin to identify ‘special friends’ in words.To read ‘red’ word: I and theTo read books matching their phonics ability and linked to work completed in class.To read words ending with s To read words ending with s /z/ e.g. his, bagsWritingTo write their nameTo write taught lowercase letters attempting to use the correct letter formation.To identify and write initial sounds in wordsTo begin to segment the sounds in words and blend them together.To begin to write labels using sounds taught.To write for a wider range of purposes as part of their playTo begin to write simple sentences using finger spaces To write lowercase letters more accuratelyTo be able to use a full stop To spell a few ‘red’ words correctly in sentences.I, said, theTo begin to use capital letters in writing for their name To become more independent when blending CVC words | ComprehensionTo begin to answer questions about what they have read  To use vocabulary that is influenced by their experiences of booksTo answer questions about what they have read  To know that information can be retrieved from booksWord ReadingReception:To begin to recognise Read Write Inc Set 2 sounds:ar or air ir ou oyTo identify some ‘special friends’ in words.To read ‘red’ words: I, the, put, my, ofTo read simple sentences and captions using sounds taught.To read books matching their phonics ability and linked to work completed in class.To begin to read Read Write Inc Set 2 sounds:ay ee igh ow oo, oo ar or air ir ou oyTo read some special friends/taught digraphs in wordsTo read ‘red’ words: I, the, put, my, to, no, for, heTo read books matching their phonics ability and linked to work completed in class.To read longer words including those with double lettersWritingTo write taught lowercase letters using the correct letter formation.To be able to use a full stop at the end of a sentenceTo begin to form capital letters at the start of sentences.To be able to have a go at writing longer words which are spelt phonetically  To begin to read their work backTo be able to read over their writing and spot any errors.To write simple sentences which show knowledge of capital letters, finger spaces and full stops.To form lowercase letters correctly  To begin to write longer words and compound words which are spelt phonetically  To spell some taught tricky words correctly |
| MathsNumberNumerical PatternsShape, Space and Measure | Nursery:Number songsColoursMatchingSortingComparing amountsComparing size, mass & capacitySimple PatternsSimple ShapesReception:Match ObjectsMatch pictures and objectsIdentify a setSort objects to a typeExplore sorting techniquesCreate sorting rulesCompare amountsComparing sizeCompare mass Compare capacityExplore simple patternsCopy and continue simple patternsCreate simple patternsFind 1, 2 & 3Subitise 1, 2 & 3Represent 1,2& 31 more and 1 lessComposition of 1, 2 and 3Identify and name circles & trianglesCompare circles and trianglesShapes in the environmentDescribe positionFind 4 and 5Subitise 4 and 5Represent 4 and 51 more and 1 lessComposition of 4 and 5Composition of 1 – 5Identify and name shapes with 4 sidesCombine shapes with 4 sidesShapes in the environmentMy day and night | Nursery:Representing 1CirclesWeight – Heavy or LightRepresenting 2Representing 3Length and HeightRepresenting 4Reception:Introducing zeroComparing numbers to 5Composition of 4 & 5Compare Mass 2Compare capacity 2Numbers 6,7 & 8Combining two amountsMaking pairsLength and HeightTime 2Counting to 9 & 10Comparing numbers to 10Bonds to 103-D shapesSpatial awarenessPatterns | Nursery:Representing 51 more and 1 lessShapesMy DayCapacityPositional languageReception:Building numbers beyond 10Counting patterns beyond 10Spatial Reasoning 1Adding moreTaking awaySpatial reasoning 2DoublingSharing and groupingEven and oddSpatial reasoning 3Patterns and relationshipsSpatial reasoning 4Recognising coins |
| Understanding the WorldPast and Present People, Culture and Communities The Natural World | Past & PresentTo know about their own life-story To know how they have changed To understand the love and care shown within a family by grandparents who are older to siblings who are a similar age to themTo know about the lives of people around them such as family members and other members of groups they belong to in the communityTo know some similarities and differences between things in the past and now, drawing on experiences.To read about the past in books, both fictional and factual and talk about how things are different now. (Marvellous Me, This is Me! - Families) People, Culture and CommunitiesTo know their way around school and be able to describe the different areasTo be able to draw a simple map of their school(Marvellous Me, This is Me! – Can I find my way around school?)To know that they live in a house, in a street, in a village called WillingtonTo explore Willington and be able to describe some human and physical featuresTo continue to explore the school environment – indoors and outdoorsTo create maps of the different areas of school(Can I find my way around school?)To know about the lives of people around them such as family members and other members of groups they belong to in the communityTo know that Christians celebrate Christmas and to be able to talk about how it is celebrated (RE Curriculum – Come and See)The natural WorldTo know about and recognise the signs of Autumn To explore and find out about the natural World around them during Autumn, making observations (Seasonal Change)To respect and care for the natural environment around them(Forest School/ Can I find my way around school?)To identify parts of our body and explore our senses(Marvellous Me, This is Me!/Ten Ten)To know about and recognise the signs of Autumn turning into Winter(Seasonal Change)To identify and describe uk mammals and learn facts about them. To observe and draw hedgehogs(Amazing Animals/Weekly Forest School) | Past & PresentTo talk in more detail about the lives of the people around them.(Three Little Pigs - Houses and Homes, Are We Nearly There Yet?)To learn more about the people they meet in school, people in their church family and people in their community.(RE Curriculum – Come and See)To know about the past through settings, characters and events encountered in books read in class and storytelling To know about people from the past and to understand the past better as a result of reading stories about their lives (Dinosaurs – Mary Anning, Superheroes – Florence Nightingale)To recognise key religious figures from the past such as Jesus and the disciples(RE Curriculum – Come and See)People, Culture and CommunitiesTo create maps based on a storyTo explore aerial maps of our village(Three Little Pigs)To talk about the lives of the people around them including people who are special and help us within our local community (RE Curriculum – Come and See, Superheroes, Ten Ten)To know that their country is called England and is in the UK and that the UK is surrounded by sea.To know that Christians celebrate Easter and to be able to talk about how it is celebrated(RE Curriculum – Come and See)The natural WorldTo know about and recognise the signs of Winter (How are animals affected by the seasons?)To know some important processes and changes in the natural world including states of matter (Seasonal Change - freezing) To be able to name and describe some common everyday materials from their environment (natural and man-made)(What do I know about everyday materials?, Are We Nearly There Yet?)To know about and recognise the signs of Winter turning into Spring (How are humans affected by the seasons?)To learn about rocks/fossils(Mary Anning) | Past & PresentKnow some similarities and differences between places in the past and now, drawing on their life experience and books explored in class. To know about Pentecost, the birthday of the church.(RE Curriculum – Come and See)To know some similarities and differences between places in the past and now, drawing on experiences and what has been read in class (Seaside towns in the past)To know about how transport has changed over time and about inventors and inventions from the past.(Are We Nearly There Yet?)Understand the past through settings, characters and events read about in class(Grace Darling, Florence Nightingale)People, Culture and CommunitiesTo know what a farm is and that there are different kinds of farmTo know that we can use a map to find our way around a farmTo know that the seasons affect life on a farmTo know that life on a farm is different to life in our village(Fabulous Farms)To know that Seaham and other seaside towns have similarities and differences to Willington and to be able to make comparisonsTo locate places on a simple map:UK, England, Willington, Seaham, Africa, TanzaniaTo know that simple symbols are used to identify features on a map (Oh I do like to be beside the seaside, Going on Safari)The Natural WorldTo know about and recognise the signs of spring(Seasonal Change)To know that plants are living things that grow and to know how to care for growing plants To identify parts of plants To identify a range of treesTo plant a range of seeds and care for them as they change and grow(Which plants/trees can I identify?)To know about the animals that live in Tanzania(Going on Safari)To know about and recognise the signs of Spring turning into Summer(How are our lives affected by the day being longer?)To continue to care for seeds plantedTo know some similarities and differences between the natural world around them in Willington and then in Seaham as a contrasting environment (Oh I do like to be beside the seaside) |
| Expressive Arts and DesignCreating with MaterialsBeing Imaginative and Expressive | Creating with MaterialsTo identify colours  To draw and colour with pencils and crayons To share things they have created To create simple representations of people and objects  To explore different techniques for joining materials (Glue Stick) To use natural objects to make a piece of art (Clay, sticks and a variety of tools) To role play using given props and costumes To paint portraits using large brushesTo use colours for a particular purpose  To experiment with mixing colours To explore different techniques for joining materials -Glue Stick, PVA, tape To know how to use tools safely To use some cooking techniques – cutting/chopping Maths -Repeating patterns – fruit kebabs To use a range of construction materialsTo begin to use own ideas to construct when using junk modelling equipment/duploTo explore printing techniques using printing equipment such as stampers and rollersBeing Imaginative and ExpressiveTo learn to sing nursery rhymes and join in with actions To sing for their parents at the welcome assembly and within family story times To begin to join in singing with the whole school  To experiment with different instruments and their sounds  To use costumes and resources to act out narratives with an adultTo perform a number of songs in our Christmas Play  To begin to build up a repertoire of songs and actions | Creating with MaterialsTo experiment with different mark making tools such as art pencils, pastels, chalk  To explore different techniques for joining materialsGlue Stick, PVA, Masking Tape, Tape  To share creations and talk about the process To know how to work safely  To know the names of tools To begin to create for a purposeRole Play – crown, hat, costumeTo explore different techniques for joining materials Glue Stick, PVA, Masking Tape, Tape, Split Pins To make a hand puppet by using a simple sewing techniqueTo make props and costumes for different role play scenarios  To know how to work safely  To use some cooking techniquescutting, mixingTo add detail to paintings by using smaller brushesBeing Imaginative and ExpressiveTo join in singing with the whole school To create musical patterns using untuned instruments  To begin to create costumes and resources for role play To talk about whether they enjoy a piece of music and to say whyTo use costumes and resources to act out narratives To perform more complex songs and poems for our family story times To begin to move in time to the rhythm of a range of music To create costumes and resources for role play To participate in the Little Fingers Programme(Durham County Music Services) | Creating with MaterialsTo know which prime colours you mix together to make secondary colours  To plan what they are going to construct construction, junk modelling  To draw more detailed pictures of people and objects  To know how to work safely  To use some cooking techniques spreading, cutting, mixing, adding flavoursTo be able to use a colour wash as a background to paintingsTo know some similarities and differences between materials  To express their ideas and feeling through the things they create To share creations, talk about process and evaluate their work  To adapt work where necessaryTo develop drawing techniquesTo create observational drawings To be able to use all introduced tools correctly in the creation of their workBeing Imaginative and ExpressiveTo learn dance routines  To join in with whole school singing assemblies  To act out well know stories  To follow a musical pattern when playing untuned instruments To listen to poems and create their own  To join in with whole school singing assemblies  To create their own compositions using untuned instruments  To create their own narratives based around stories  |
| Cultural Capital | Forest school - weeklyGrandparents visit to talk about toys & their lives from the pastPantomime at the Gala TheatreWhole school seaside tripHarry the Tortoise visitChristmas productionVisits from emergency services | Orchestral concertBrass concertSport project – Ready Sett GoForest schoolLittle Fingers Music – Durham Music ServiceFossil Hunter visit Church visits for Mass | Visit to Hall Hill Farm/HaystaxOLST Music FestivalDurham Brass festival visitOLST has talentCricket coachingChurch visit for Mass |
| Phonics/Phonological Awareness | Nursery:The seven aspects of phonics are covered in line with children’s age and level of development:Environmental soundsInstrumental soundsBody PercussionRhythm and RhymeAlliterationVoice SoundsOral Blending and SegmentingChildren will begin Read write Inc in the Summer Term before they start Reception.Reception:To begin to be able to read Read Write Inc sounds taught:Set 1: m a s d t i n p g o c k u b f e l hTo begin to be able to read sounds taught:sh r j v y w th z ch qu x ng nkTo play initial sound gamesTo be introduced to CVC blending techniques – Fred TalkTo read books containing sounds taught and CVC blending as they become ready. | Nursery:The seven aspects of phonics are covered in line with children’s age and level of development:Environmental soundsInstrumental soundsBody PercussionRhythm and RhymeAlliterationVoice SoundsOral Blending and SegmentingChildren will begin Read write Inc in the Summer Term before they start Reception.Reception:To read Set 1 sounds taught more confidently and consistentlyTo read digraphs sh, th, ch, ng, nk.To identify initial sounds of wordsTo continue to develop CVC blending skills using Fred Talk To read books containing sounds taught and CVC blending as they become ready.To begin to recognise Read Write Inc Set 2 sounds:ay ee igh ow oo oo Begin to identify ‘special friends’ in words.To read ‘red’ word: I and theTo read books matching their phonics ability and linked to work completed in class.To read words ending with s To read words ending with s /z/ e.g. his, bags | Nursery:The seven aspects of phonics are covered in line with children’s age and level of development:Environmental soundsInstrumental soundsBody PercussionRhythm and RhymeAlliterationVoice SoundsOral Blending and SegmentingChildren will begin Read write Inc in the Summer Term before they start Reception.Reception:To begin to recognise Read Write Inc Set 2 sounds:ar or air ir ou oyTo identify some ‘special friends’ in words.To read ‘red’ words: I, the, put, my, ofTo read simple sentences and captions using sounds taught.To read books matching their phonics ability and linked to work completed in class.To begin to read Read Write Inc Set 2 sounds:ay ee igh ow oo, oo ar or air ir ou oyTo read some special friends/taught digraphs in wordsTo read ‘red’ words: I, the, put, my, to, no, for, heTo read books matching their phonics ability and linked to work completed in class.To read longer words including those with double letters |