

Reading: Concepts about print	Reading: Phonics Phase & HFWs	Reading: Comprehension	Physical Developments: Gross motor	Physical Developments: Fine motor	Writing: Concepts about print	Writing: Phonics	Writing: Composition
<p>Children are taught to: Know the left page is before the right page Know where to start reading print Know which way to continue reading (left to right) Understand the concept of a word and a letter. Follow words one to one, while being read to.</p>	<p>Children are taught to: <i>Continue a rhyming string</i> <i>Segment and blend CVC and CCVC/ CVCC words</i> <i>Begins to read words and simple sentences</i></p> <p>Recognise: Set 1 sounds Recognise Set 2 sounds - ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Read all phase 3 tricky words: he, she, we, be, me, you, all are, her, was, they, my Read most phase 4 tricky words: Said, have, like, so, do, some, come, little, one, were, there, what, when, out</p> <p><i>Children read and understand simple sentences.</i> <i>They use phonic knowledge to decode regular words and read them aloud accurately.</i> <i>They also read some common irregular words.</i></p>	<p>Children are taught to: <i>Follow a story without pictures or props.</i> Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (words of the week focusing on books and words linked to topic) <i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</i> <i>Enjoys an increasing range of books</i> <i>Knows that information can be retrieved from books and computers</i> Can retell a simple story</p> <p><i>They demonstrate understanding when talking with others about what they have read.</i></p>	<p>Children are taught to: <i>Travels with confidence and skill</i> <i>Move confidently in a range of ways, safely negotiating space.</i></p> <ul style="list-style-type: none"> • Balance on one leg • Upper body strength • Bilateral movements • Crossing the midline • Squiggle Whilst You Wiggle moves 1-3 <p><i>Children show good control and co-ordination in large and small movements:</i></p> <ul style="list-style-type: none"> • <i>throwing,</i> • <i>aiming,</i> • <i>catching ...</i> <p><i>Show increasing control over an object:</i></p> <ul style="list-style-type: none"> • Use scissors appropriately 	<p>Children are taught to: <i>Form all letters correctly</i> <i>Hold a pencil using a tripod grip</i> <i>Use simple tools to effect changes changes to materials - developing strength in hand</i> <i>Handle equipment and tools effectively, including pencils for writing.</i> Dough disco to take place daily</p>	<p>Children are taught to: Concept of a word and a letter Begin to write on the line <i>Begin to use finger spaces</i></p> <p>Begin to discriminate between capital and lowercase letters</p> <p>- Begin to match capital letters to lowercase letters</p> <p>☐ Begin to use a capital at the beginning of a sentence.</p> <p>☐ Begin to use a full stop at the end of a sentence.</p>	<p>Children are taught to: <i>Continue to link sounds to letters, naming and sounding the letters of the alphabet, including some special friends</i> Segment and write CVC words containing Set 1 special friends Begin to use Set 2 sounds in their writing (ay, ee, igh, ow, oo, ar, or air, ir, ou, oy) Segment and write CVCC and CCVC words <i>Write most phase 3 tricky words: he, she, me, was, all, are, her, was, they, my</i></p> <p><i>Children use their phonic knowledge to write words in ways which match their spoken sounds.</i> <i>They also write some irregular common words.</i> <i>They write simple sentences which can be read by themselves and others.</i> <i>Some words are spelt correctly and others are phonetically plausible.</i></p>	<p>Children are taught to: Develop oral rehearsal - think it, say, write it, read it Use talking tins to rehearse oral composition of sentences <i>Begin to use finger spaces</i> <i>Attempt to write a short sentence in meaningful context(s)</i> - Begin to develop sentence construction, including simple punctuation (use colourful semantics) <i>Write short captions</i> ☐ Write for a range of purposes, for example,</p> <ul style="list-style-type: none"> - Message - Speech/thought bubbles - Simple instructions - Non-fiction captions