Class 1 Nursery/ Reception	Autumn 1	Autumn 2	Autumn Poetry	Spring 1	Spring 2	Spring Poetry	Summer 1	Summer 2	Summer Poetry
THUR SCHOOL	STREAM	Peace at Last by Jill Murphy	Creepy Crawly by Anon & Busy Bugs by James Carter	The Three Little Pigs	CREEP CREEP CROCODILE CROCODILE CREEK	The Farmyard by A. A. Attwood		WHIO WAINTED MORE	Behold by Mary Kawena Pukui
Writing Outcome	Nursery outcome: Some pupils may choose to draw/mark make some of the story. Reception children: Oral retelling of story. Draw images and write labels to represent the story.	Nursery outcome: Use story images for pupils to join in with key events and phrases in a retelling of the story. Reception children: Oral retelling of story. Draw images and write labels to represent the story.	Class Performance Poem	Nursery outcome: A representation of a favourite character in the story. Able to say which character it is and express some information about the character. Reception outcome: To label a plan and attempt to write a simple caption.	Nursery outcome: To draw/make a crocodile and be able to describe some of its features to a familiar adult. Reception outcome: To create a story map of the journey and write labels/captions/sentences describing the crocodile. Compute/cation and Language	Performing for an audience	Nursery outcome: To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making Reception outcome: To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships Communication and language	Nursery outcome: To draw/paint/make a fish individually or in a small group. To be able to contribute orally to a short story about their fish Reception outcome: To rewrite a story	Observation Poem
Nursery	Communication and language Can start a conversation with an adult or a friend. Reading Understand the five key concepts about print: print has meaning, print can have different purposes. we read English text from left to right and from top to bottom. the names of the different parts of a book page sequencing. Non-negotiables Add some marks to their drawings, which they give meaning Enjoy drawing freely	Communication and language Know many rhymes. Use a wider range of vocabulary. Can start a conversation with an adult or a friend. Reading Understand the five key concepts about print: print has meaning, print can have different purposes. we read English text from left to right and from top to bottom. the names of the different parts of a book page sequencing. Non-negotiables Add some marks to their drawings, which they give meaning to e.g. "That says mummy" Enjoy drawing freely Make marks on their picture to stand for their print and letter knowledge in their early writing	Communication and Language Children in reception Begin to understand how to listen carefully and why listen and the Books Learn new vocabulary Articulate their ideas and thoughts Describe events in some detail Reading Children in reception Develop their phonological awareness so that they can spot rhymes count and clap syllables n a word and recognise words with the same initial sound.	Communication and language Enjoy listening to longer stories Use longer sentences of four to six words Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend Reading Understand the five key concepts about print: print has meaning, print can have different purposes. We read English text from left to right and from top to bottom. The names of the different parts of a book page sequencing. Non-negotiables Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Enjoy drawing freely Make marks on their picture to stand for their name Mastery Use some of their print and letter knowledge in their early writing	Communication and language Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns Reading Understand the five key concepts about print: print has meaning, print can have different purposes. we read English text from left to right and from top to bottom. the names of the different parts of a book page sequencing. Non-negotiables Use some of their print and letter knowledge in their early writing Mastery Use some of their print and letter knowledge in their early writing Write some or all of their name	Communication and Language Children in reception Understand how to listen carefully and why listening is important Use new vocabulary throughout the day Describe events in some Detail Begin to use talk to help work out problems and organize thinking and activities Begin to articulate their ideas and thought in well-formed sentences Learn rhymes poems and Songs Listen carefully to rhyme and songs paying attention to how they sound Reading Children in reception Read individual letters by saying the sounds for them Blend sounds into words so that they can read short words made up of known letter-sound correspondences and, where necessary, a few exception words	Communication and language Enjoy listering to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities) Reading Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother Non-negotiables Use some of their print and letter knowledge in their early writing Write some or all of their name Mastery Use some of all of their name	Communication and language Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play Reading Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary Non-negotiables Use some of their print and letter knowledge in their early writing Write some or all of their name Mastery Use some of their print and letter knowledge in their early writing Write some letters accurately	Communication and language Use new vocabulary in different contexts Articulate their ideas and thoughts in well- formed sentences Use talk to help work out problems and organize thinking and activities Articulate their ideas and thoughts in well- formed sentences Reading Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exceptions words Writing Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense

	Communication and	Communication and language		nmunication and language	Communication and language		Communication and language	Communication and language	
	language	Engage in story times	Liste	en to and talk about stories	Use new vocabulary through	Writing	Use new vocabulary through the	Articulate their ideas and thoughts	
	Engage in story times	Understand how to listen carefully	to bu	uild familiarity and	the day	Children in reception	day	in well-formed sentences	
	Understand how to listen	and why listening is important.		erstanding	Articulate their ideas and	Form lower case letters	Articulate their ideas and	Use new vocabulary in different	
Percention	carefully and why	Learn new vocabulary.		lerstand how to listen	thoughts	correctly	thoughts in well-formed	contexts	
Reception	listening is important.	Develop social phrases.	caref	fully and why listening is	Describe events in some detail	Spell words by identifying	sentences	Ask questions to find out more and	
	Learn new vocabulary.	Engage in non-fiction books.	impo	ortant	Listen to and talk about stories	the sounds and then	Describe events in some detail	to check they understand what has	
		Listen carefully to rhymes paying	Learn	n new vocabulary	to build familiarity and	writing the sound with	Listen to and talk about stories	been said to them	
	Reading	attention to how they sound.		age in story times	understanding	letter/s	to build familiarity and	Use talk to help work out problems	
	Read individual letters by		Enga	age in non-fiction books	Listen to and talk about		understanding	and organise thinking and activities	
	saying the sounds for	Reading			selected non- fiction to develop		Connect one idea or action to	Explain how things work and why	
	them.	Read individual letters by saying			a deep familiarity with new		another using a range of	they might happen	
		the sounds for them.	Read		knowledge and vocabulary		connectives	Connect one idea or action to	
		Blend sounds into words, so that		d individual letters by saying			Learn rhymes, poems and songs	another using a range of connectives	
		they can read short words made	the s	sounds for them	Reading		(add to unit)	Retell the story, once they have	
	Non-negotiables	up of known letter-sound	Blen	nd sounds into words, so	Blend sounds into words, so			developed a deep familiarity with	
	Use some of their print	correspondences	that	they can read short words	that they can read short words		Reading	the text; some as exact repetition	
	and letter knowledge in		made	le up of known letter-	made up of known letter-sound		Read simple phrases and		1
	their early writing	Non-negotiables		nd correspondences	correspondences		sentences made up of words	Reading	
		Use some of their print and letter	Read	d a few common exception	Read some letter groups that		with known letter- sound	Read simple phrases and sentences	
	Mastery	knowledge in their early writing		ds matched to the school's	each represent one sound and		correspondences and, where	made up of words with known	
	Spell words by identifying	e.g. writing a pretend shopping list	phor	nic programme	say sounds for them		necessary, a few exception	letter-sound correspondences and,	
	the sounds and then	that starts at the top of the page			Read simple phrases and		words	where necessary, a few exception	
	writing the sound with	write 'm' for mummy	Non-	-negotiables	sentences made up of words		Read some letter groups that	words	
	letter/s	Write some or all of their name	Uses	some of their print and	with known letter- sound		each represent one sound and	Read a few common exception	
		Write some letters accurately		er knowledge in their early	correspondences and, where		say sounds for them	words matched to the school's	
			writi	ing. For example: writing a	necessary, a few exception		Read a few common exception	phonic programme	
		Mastery		end shopping list that starts	words		words matched to the school's	Re-read these books to build up	
		Spell words by identifying the		ne top of the page; write 'm'	Read a few common exception		phonic programme	their confidence in word reading,	
		sounds and then writing the sound		nummy	words matched to the school's			their fluency and their	
		with letter/s		te some or all of their name	phonic programme		Non-negotiables	understanding and enjoyment	
		Form lower-case letters correctly	Write	te some letters accurately			Form lower-case letters		
					Non-negotiables		correctly	Non-negotiables	
			Masi	stery	Spell words by identifying the		Write short sentences with	Form lower-case and some capital	
				I words by identifying the	sounds and then writing the		words with known sound-letter	letters correctly	
				nds and then writing the	sound with letter/s		correspondences	Write short sentences with words	
				nd with letter/s	Form lower-case letters		Spell words by identifying the	with known sound-letter	1
				n lower-case letters	correctly		sounds and then writing the	correspondences	1
			corre	ectly	Re-read what they have written		sound with letter/s	Re-read what they have written to	
					to check that it makes sense		Re-read what they have written	check that it makes sense	1
							to check that it makes sense		1
					Mastery			Mastery	
					Form lower-case letters		Mastery	Form lower-case and capital letters	1
					correctly		Form lower-case and some	correctly	1
					Write short sentences with		capital letters correctly	Write short sentences with words	
					words with known sound-letter		Write short sentences with	with known sound-letter	1
					correspondences		words with known sound-letter	correspondences using a capital	
					Spell words by identifying the		correspondences	letter and full stop	1
					sounds and then writing the		Re-read what they have written	Re-read what they have written to	1
					sound with letter/s		to check that it makes sense	check that it makes sense	1
					Re-read what they have written				
					to check that it makes sense				