



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic explorers	Come Outside	Where do we Live?	Fun at the Seaside
Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
Phonics and Sound Recognition	<p><u>Environmental Sounds</u> Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds.</p> <p><u>Instrumental Sounds</u> Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how play an instrument, discuss sounds, describe and compare them.</p>	<p><u>Body Percussion</u> Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Create their own sequences of body percussions. Join in with longer percussion. Describe body percussion.</p>	<p><u>Rhythm and Rhyme</u> Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Recognise that words rhyme. Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Introduce initial sounds games. Whose name begins with m. Explore initial sounds of words. Can you find an object that begins with a c.</p>	<p><u>Alliteration</u> Initial sounds focus. Select objects with a given initial sound from a choice of two. Identify initial sounds in words. Match two objects with the same initial sound. Explore alliteration.</p> <p><u>Voice Sounds</u> Explore different mouth movements and sounds. Copy different voice sounds and mouth movements. Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds. Describe and compare voice sounds. Create their own ideas for voices of characters/ imitating voices.</p>	<p><u>Read Write Inc. To begin</u> M,a,s,d,t</p> <p><u>Initial Sounds</u> Continue to identify the initial sounds that they hear in words and names.</p> <p><u>Oral Blending and Segmenting</u> Identify the initial sounds of words. Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. Segment CVC and VC words into their individual sounds.</p>	<p><u>RWI</u> Follow the RWI Program to introduce l,p,n,g,o</p> <p>Consolidate initial sounds, oral blending and segmenting.</p> <p>Taught sounds to go home over the summer with the children in preparation for the reception year.</p>

Vocabulary (including but not limited to) sound, object, loud, quiet, short, fast, long, instrument, drum, tambourine, bells, body, pattern, rhyme, beat, hear, begins with, match, sort, voice, mouth, tongue, Fred talk, blend.