

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Reception	<p>Topics: Starting School All about Me Diwali</p> <p>KEY TEXTS:</p> <p>Harry and the Dinosaurs go to School – Ian Whybrow</p> <p>The Family Book – Todd Parr</p> <p>All About Families – Felicity Brooks</p> <p>What I Like About Me – Allia Zobel-Nolan</p> <p>The Lion Inside By Rachel Bright</p> <p>The Huge Bag of Worries – Virginia Ironside</p> <p>Ferdie and the Falling Leaves – Julia Rawlinson</p> <p>The Snail and the Whale by Julia Donaldson</p> <p>Yak and Dove Kyo Maclear</p> <p>The Squirrels Who Squabbled – Rachel Bright</p>	<p>Topics: Autumn Remembrance Day Anti- Bullying week/Rights Respecting Articles Winter/Christmas</p> <p>KEY TEXTS</p> <p>Rama and Sita- The story of Diwali</p> <p>Squirrels Autumn Search – Anita Loughrey</p> <p>Goodbye Autumn, Hello Winter – Kenard Pak</p> <p>One Snowy Night – Nick Butterworth</p> <p>Sammy Spider’s first Hannukah by Sylvia Rouss</p> <p>The Nativity</p> <p>A Letter to Santa by Gabby Goldsack</p> <p>A Penguin Story – Antoinette Portis</p> <p>The Bear by Raymond Briggs</p> <p>Harry and the Dinosaurs make a Christmas wish By Ian Whybrow</p>	<p>Topics: Night-time Space/moon/planets/ rockets Light and Dark/ light sources Nocturnal Animals Our safety (Road & Online)</p> <p>KEY TEXTS</p> <p>Peace at Last – Jill Murphy</p> <p>Whatever Next – Jill Murphy</p> <p>The Way Back Home – Oliver Jeffers</p> <p>Q-Pootle 5 – Nick Butterworth</p> <p>The gift of Ramadan By Rabiah York Lumbard</p> <p>Matilda’s Morning Adventures (road safety) – Kim Chute</p> <p>After the Storm – Nick Butterworth</p> <p>The Shark in the Dark – Peter Bently</p> <p>Come to Tea on Planet Zum Zee by Tony Mitton</p>	<p>Topics: Environments Town/City/Countryside Forest Under the Sea Savannah Mothers’ Day Easter Healthy eating</p> <p>KEY TEXTS</p> <p>Oliver’s Wood – Sue Hendra</p> <p>Imagine – Alison Lester</p> <p>Monkey Puzzle – Julia Donaldson</p> <p>Handa’s Surprise – Eileen Browne</p> <p>Country Kid, City Kid – Julie Cummins</p> <p>Rainbow Fish – Marcus Pfister</p> <p>There’s a Tiger in the Garden – Lizzy Stewart</p> <p>The Koala who Could by Rachel Bright</p> <p>The Tiger who Came to Tea by Judith Kerr</p>	<p>Topics: Life-cycles Minibeasts Father’s day</p> <p>KEY TEXTS</p> <p>The Very Hungry Caterpillar – Eric Carle</p> <p>The Bear and the Bees – Ella Richardson</p> <p>Aaaarrgghh Spider! – Lydia Monks</p> <p>Superworm – Julia Donaldson</p> <p>What the ladybird heard at the seaside by Julia Donaldson</p> <p>The Boy on the Beach – Niki Daly</p> <p>Bee My Friend – Caroline Richards</p> <p>Spinderella – Julia Donaldson</p> <p>Pirates Love Underpants by Claire freedman</p>	<p>Topics: Growing Flowers Ramadan/Eid</p> <p>KEY TEXTS</p> <p>Chick gets lost- Bugclub</p> <p>Non-fiction books based on chickens</p> <p>The Tiny Seed- Eric Carle</p> <p>Oliver’s Vegetables – Vivian French</p> <p>Jasper’s Beanstalk – Nick Butterworth</p> <p>How to Grow a Dinosaur – Caryl Hart</p> <p>Sharing a Shell by Julia Donaldson</p> <p>When I grow up by Wes Hargis</p> <p>Oliver’s Fruit Salad – Vivian French</p>

WORD READING

(Based on 'Letters and Sounds')

Phase 1

Blend VC words orally e.g. at, it, in, up,

Blend CVC words orally e.g. top, run, bed, rat

Phase 2

Blend VC words using phonemes s, a, t, p, i, n
- e.g. at, in, is, it

Blend CVC words using phonemes s, a, t, p, i, n
- e.g. sit, pit, pat, pan, tip

Blend CVC words using all above and m, d, g, o
- e.g. dog, mad, gap

Blend CVC words using all above and c, k, ck, e, u, r
- e.g. sock, neck, rack

Blend CVC words using all above and h, b, f, ff, l, ll, ss
- e.g. huff, hiss, bill

Phase 3

Blend CVC words using all above and j, v, w, x, y, z, zz, qu
- e.g. jack, buzz, vet, quick

Blend CVC words using all above and ch, sh, th, ng
- e.g. chip, shop, this, thin, song

Blend CVC words using all above and ai, ee, igh, oa, oo
- e.g. rain, teeth, night, coat, boot, good

Blend CVC words using all above and ar, or, ur, ow, oi
- e.g. cart, fork, curt, down, soil

Blend CV, CVV and CVC words using all above and ear,
air, ure, er
- e.g. hear, fear, chairs, sure, cure, shower, tower

Phase 4

Blend CVCC words using all phonemes covered in
Phase 2 and 3 e.g. paint, tights, bolts, shelf, toast

Blend CCVC words using all phonemes covered in
Phase 2 and 3 e.g. spoon, clown, float, sweet

Blend CCVCC, CCCVC, CCCVCC words using all
phonemes covered in Phase 2 and 3 e.g. frost, street,
scrunch

Blend words with more than one syllable
e.g. turnip, sister, cooking

Read common irregular words from Phases 2 to 4

READING

(Note: bold text is taken from 'Development Matters')

22 - 36 months

Has some favourite stories, rhymes, songs, poems or
jingles

Repeat words or phrases from familiar stories

Fill in the missing word or phrase in a known rhyme,
story or game, e.g. 'Humpty Dumpty sat on a ...'

30 - 50 months

Enjoy rhyming and rhythmic activities

Show awareness of rhyme and alliteration

Recognise rhythm in spoken words

Listen to and join in with stories and poems, one-to-
one and also in small groups

Join in with repeated refrains and anticipate key events
and phrases in rhymes and stories

Begin to be aware of the way stories are structured

Suggest how the story might end

Listen to stories with increasing attention and recall

Describe main story settings, events and principal
characters

Show interest in illustrations and print in books and
print in the environment

Recognise familiar words and signs such as own name
and advertising logos

Look at books independently

Handle books carefully

Know information can be relayed in the form of print

Hold books the correct way up, turn pages and
recognise front and back cover

Know that print carries meaning and, in English, is
read from left to right and top to bottom

40 - 60 months

Continue a rhyming string

Hear and say the initial sound in words

Segment the sounds in simple words and blend them
together and know which letters represent some of
them

Link sounds to letters, naming and sounding the letters
of the alphabet

Begin to read words and simple sentences, reading
texts in line with their developing phonic ability

Use vocabulary and forms of speech that are
increasingly influenced by their experiences of books

Enjoy an increasing range of books (including those from
the school's identified YR 'core texts')

Know that information can be retrieved from books and
computers

Sequence/retell a simple, well-known story, event or
rhyme using actions



