

## Autumn

## Spring

## Summer

### Phonics Taught using the *StoryTime Phonics* approach

#### YR

- Revise Phase 1 and begin to learn sounds in Phase 2 – s,a,t,p,i,n etc.
- Continue a rhyming string.
- Hear and say the initial sound in words.
- Give the sound when shown any Phase 2 letter
- Be able to orally blend and segment CVC words.
- Begin to read tricky words - the, to, I, no, go.

#### YR

- Revise Phase 2 and begin to learn sounds in Phase 3
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Be able to blend and read CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes).
- Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes).
- Be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are.
- Be able to spell the tricky words the, to, I, no, go.
- Write each letter correctly when following a model.

#### YR

- Give the sound when shown all or most Phase 2 and Phase 3 graphemes
- Be able to blend and read words containing adjacent consonants – Phase 4
- Be able to segment and spell words containing adjacent consonants – Phase 4
- Be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what.
- Be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are.
- Write each letter, usually correctly.

#### Y1

- Revise Phase 2 and 3 sounds – taught consonant and vowel digraphs (ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er)
- Begin to read and spell words with adjacent consonants (ff, ll, ss, zz, ck, nk) – Phase 4
- Use phonic knowledge to decode words
- Read words that contain taught GPC's
- Segment words into sounds and choose graphemes to represent sounds

#### Y1

- Revise Phase 4 blends – continue to read and spell words with adjacent consonants (ff, ll, ss, zz, ck, nk)
- Begin to read words of more than one syllable that contain taught GPC's
- Segment words into sounds and choose graphemes to represent sounds
- Begin to learn Phase 5 sounds – taught consonant and vowel digraphs, trigraphs (ay, ou, ie, i-e, ea, oy, ir, are, ear, a-e,e-e, u-e, o-e, ew, au, aw)
- Use phonic knowledge to decode words
- Blend sounds in unfamiliar words based on known GPC's

#### Y1

- Recognise all 40+ phonemes
- Learn all Phase 5 sounds – taught consonant and vowel digraphs, trigraphs (ay, ou, ie, i-e, ea, oy, ir, are, ear, a-e,e-e, u-e, o-e, ew, au, aw)
- Read and spell words with adjacent consonants (ph, wh)
- Begin to read words with alternative pronunciations (g/j, le/l, a/ai, e/ee, i/igh, o/oa, u/y, y/igh/ee, ow/oa, ur/er, ir/or)
- Begin to spell words with alternative spellings (j/dge, sh/ch, m/mb, n/kn/gn, r/wr, ar/a/al)
- Use phonic knowledge to decode words
- Blend sounds in unfamiliar words based on known GPC's
- Begin to divide words into syllables
- Begin to know that words can have omitted letters and that an apostrophe represents the omitted letters
- Read some compound words

<b>Spelling</b>					
<b>Y1</b> <ul style="list-style-type: none"> <li>• Spell unknown words using phonemes</li> <li>• Use the suffix ing to spell some verbs</li> <li>• Begin to spell some common exception words</li> </ul>		<b>Y1</b> <ul style="list-style-type: none"> <li>• Learn to spell some common exception words</li> <li>• Use the suffix ed and er to spell some words</li> <li>• Spell words with the ch sound spelt tch</li> </ul>		<b>Y1</b> <ul style="list-style-type: none"> <li>• Spell most common exception words including days of the week</li> <li>• Use letter names to show alternative spellings of the same phoneme</li> <li>• Spell plurals adding s or es</li> <li>• Use the prefix un</li> <li>• Spell compound words</li> </ul>	
<b>Vocabulary, Grammar &amp; Punctuation</b>					
<b>YR</b> <b>Communication and Language (3-4 years)</b> <b><i>Listening, Attention and Understanding</i></b> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> </ul>	<b>Y1</b> <ul style="list-style-type: none"> <li>• Use the personal pronoun ‘I’</li> <li>• Leave spaces between words</li> <li>• Use a capital letter for the start of a sentence</li> </ul> <i>letter, capital letter, word, sentence, punctuation,</i>	<b>YR</b> <b>Communication and Language (4-5 years)</b> <b><i>Listening, Attention and Understanding</i></b> <p>Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<b>Y1</b> <ul style="list-style-type: none"> <li>• Use a full stop accurately</li> <li>• Begin to use other punctuation such as question marks</li> </ul> <i>punctuation, full stop, question mark,</i>	<b>YR</b> <b>Communication and Language (ELG)</b> <b><i>Listening, Attention and Understanding</i></b> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<b>Y1</b> <ul style="list-style-type: none"> <li>• Use ‘and’ to join ideas within a sentence</li> <li>• Begin to use some adjectives to add detail to sentences</li> <li>• Use capital letters for the names of people, places and days of the week</li> <li>• Begin to use other punctuation such as exclamation marks</li> </ul> <i>Conjunction, adjective, capital letters, exclamation marks.</i>

<b>Handwriting</b> Taught using the <i>Penpals</i> Scheme of Work					
<p><b>YR (3-4 Years)</b></p> <p><b><i>Physical Development</i></b></p> <p><b><i>Fine Motor Skills</i></b></p> <ul style="list-style-type: none"> <li>• Use large - muscle movements to wave flags and streamers, paint and make marks</li> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>• Show a preference for a dominant hand</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form digits 0-9</li> </ul>	<p><b>YR (4-5 Years)</b></p> <p><b><i>Physical Development</i></b></p> <p><b><i>Fine Motor Skills</i></b></p> <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form digits 0-9</li> </ul>	<p><b>YR (ELG)</b></p> <p><b><i>Physical Development</i></b></p> <p><b><i>Fine Motor Skills</i></b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Form capital letters</li> <li>• Hold a pencil effectively in preparation for fluent writing- using a tripod grip in most cases.</li> </ul>

## Writing – Transcription & Composition

Taught using the *Power of Reading (CLPE)* approach

### YR (3- 4 years)

#### **Communication and Language**

##### **Speaking**

- Know many rhymes and songs, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘hippopotamus’.
- Use longer sentences of four to six words.
- 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.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus. you sit there... I’ll be the driver.”

##### **Literacy : Writing**

Use some of their print and letter knowledge in their early writing, eg. writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name.

### Y1

- Compose a sentence orally before writing it
- Discuss what has been written with others

### YR (4-5 years)

#### **Communication and Language**

##### **Speaking**

Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Learn rhymes, poems and songs. Engage in non-fiction books.

##### **Literacy: Writing**

Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

### Y1

- Plan own writing by saying what they want to write about
- Read own writing aloud so it can be heard by others and check for sense

### YR (Early Learning Goals)

#### **Communication and Language**

##### **Speaking**

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

##### **Literacy: Writing**

Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

### Y1

- Sequence sentences to form short narratives – beginning, middle, end
- Use sequence sentences in chronological order to recount an event/experience
- Re-read what has been written to check that it makes sense

Writing		
<b>Cycle A</b>		
<p>Focus on discussion of the characters and practise sequencing key events. Encourage child initiated writing in all areas.</p> <p><b>Aut 1:</b> Share books on the themes of Starting School and Ourselves, e.g. <i>Billy and the Big New School</i>, <i>The Colour Monster</i>, <i>Happy Birthday Maisy</i>, <i>The Last Noo-Noo</i>, <i>If I could be and What's inside my body?</i> (Roald Dahl Day in September)</p> <p><b>Aut 2:</b> Share book and poems on the theme of Toys eg. <i>Baggy Brown</i>, <i>Pearl Power and the Toy Problem</i>, <i>Traction Man</i>, <i>Kipper's Toy Box</i>, <i>Lost in the Toy Museum</i>, <i>Brown Paper Bear</i>, <i>The Naughty Bus</i> and lots of Christmas books, eg. <i>Ruby the Christmas Donkey</i> (Nursery Rhyme Week in November)</p> <p><b>Writing to entertain</b> Sequence story pictures; label with captions; write a simple character description; write a sentence about a key event (EYFS: scribed or emergent writing.) Practise reciting poems by heart.</p> <p><b>Writing to inform</b> Label body parts; write a list; write descriptions of themselves (appearance, hobbies) and of toys, old and new; make a poster; write about an author.</p>	<p>Use drama to re-enact parts of the story and explore different characters actions and feelings. Encourage child initiated writing in all areas.</p> <p><b>Spring 3:</b> Share books and poems on the theme of Homes, eg. <i>The Jolly Postman</i>, <i>Peepo</i>, <i>Peace at Last</i> and <i>The World came to my place today</i>.</p> <p><b>Spring 4:</b> Share books and poems on the theme of <i>Fur Feet and Feathers</i>, eg. <i>Farmer Duck</i>; <i>The Great Goat Chase</i>, <i>Farmyard Hullabaloo</i>, non fiction books about animals. (World Book Day in March)</p> <p><b>Writing to entertain</b> Re-tell a story in their own words and perform; write own versions of repetitive stories and poems, by changing a character and/or event;</p> <p><b>Writing to inform</b> Label/ list household items then animals; write instructions about pet care; write a letter/ postcard using an address.</p>	<p>Explore the characters, setting and key events of the story. Encourage child initiated writing in all areas.</p> <p><b>Summer 5:</b> Share books and poems on theme of Into the Woods, eg. <i>The Gruffalo</i>, <i>The Minpins</i>, <i>Tree and How do plants grow?</i></p> <p><b>Summer 6:</b> Share books and poems on the theme of Dinosaur Roar, eg. <i>Harry and the Bucketful of Dinosaurs</i>, <i>Gigantosaurus</i>, <i>Dinosaurs love Underpants</i> and non fiction books about dinosaurs.</p> <p><b>Writing to entertain</b> Write character descriptions; plan and write own stories with a beginning, middle and end; Practise reciting poems by heart and write own versions.</p> <p><b>Writing to inform</b> Write a recount of a trip/visit; Write a letter to a museum. Write a Dinosaur fact file.</p>

## Cycle B

Focus on discussion of the characters and practise sequencing key events. Encourage child initiated writing in all areas.

**Aut 1:** Share books on the themes of Starting School and All About Me e.g. *Splat the Cat at School, The Day the Crayons Quit, Little Lumpty and non fiction books about My Body (Roald Dahl Day in September)*

**Aut 2:** Share book and poems on the theme of Material World eg. *The Three Little Pigs, On Sudden Hill, Stanley's Stick, Biscuit Bear* and lots of Christmas books, eg. *Stick Man (Nursery Rhyme Week in November)*

### Writing to entertain

Sequence story pictures; label with captions; write a simple character description; write a sentence about a key event (EYFS: scribed or emergent writing.) Practise reciting poems by heart.

### Writing to inform

Label body parts; write a list; write descriptions of themselves ; (appearance, hobbies) sequence/ write instructions for a recipe; write about an author.

Use drama to re-enact parts of the story and explore different characters actions and feelings. Encourage child initiated writing in all areas.

**Spring 3:** Share books and poems on the theme of Frozen, eg. *The Emperor's Egg, Little Polar Bear, Blue Penguin, Jack Frost and non fiction books about polar lands*

**Spring 4:** Share books and poems on the theme of Gardener's World, eg. *The Very Greedy Bee, Norman the Slug, Rosie plants a Radish, Oliver's Vegetables and non-fiction books, eg Grow it, Eat it. (World Book Day in March)*

### Writing to entertain

Re-tell a story in their own words and perform; write own versions of repetitive stories and poems, by changing a character and/or event;

### Writing to inform

Label/ list plants and polar animals; write instructions on how to plant a seed; write a diary entry as a polar explorer.

Explore the characters, setting and key events of the story. Encourage child initiated writing in all areas.

**Summer 5:** Share books and poems on theme of Hot Places eg. *Anna Hibiscus, Lila and the Secret of Rain, `Elephant Dance and Koala Bare.*

**Summer 6:** Share books and poems on the theme of Buckets and Spades eg. *Commotion in the Ocean, Sharing a Shell, The Singing Mermaid, Billy's Bucket and non fiction books about sea creatures.*

### Writing to entertain

Write character descriptions; plan and write own stories with a beginning, middle and end; Practise reciting poems by heart and write own versions.

### Writing to inform

Write a recount of a trip/visit; Write a postcard from the seaside or a hot place; Write a sea creature fact file.