

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Comprehension (Children will visit the library weekly)</p>	<p>Join in with rhymes and showing an interest in stories and repeated refrains.</p> <p>Having a favourite story or rhyme.</p> <p>Understand the 5 concepts of print.</p> <p>Sequencing familiar stories through the use of pictures.</p> <p>Engage conversations about stories, learning new vocabulary.</p> <p>Independently look at books holding it the correct way and turning pages.</p>	<p>Retell stories related to events through acting/ role play/ images.</p> <p>Sequence stories – use vocabulary of beginning, middle and end.</p> <p>Enjoy an increasing range of books.</p> <p>Point to front cover, back cover, blurb, illustration, author and title</p> <p>Begin to answer questions about the stories read to them.</p>	<p>Make up stories with themselves as main character.</p> <p>Encourage children to record stories through pictures/ mark making.</p> <p>Act out stories using recently introduced vocabulary.</p> <p>Record stories through pictures/ mark making.</p> <p>Begin to predict what may happen in the story.</p> <p>Suggest how a story might end.</p>	<p>Re-read books to build up children's confidence in word reading, their fluency and their enjoyment.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Be able to talk about the characters and setting in the books they are reading.</p>	<p>Retell a story with actions and / or picture prompts as part of a group.</p> <p>Use story language when acting out a narrative.</p> <p>Use vocabulary influenced by their book.</p> <p>Explain the main events of a story.</p> <p>Draw pictures of characters/ event/ setting in the story.</p> <p>Begin to answer questions about what they have read.</p>	<p>Listen to stores, accurately anticipating key events and respond to what they hear with relevant questions, comments and reactions</p> <p>Answer questions about what they have read.</p> <p>Know that information can be retrieved from books.</p>

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Word Reading	<p>Recognise their name.</p> <p>Recognise taught phase 2 sounds and phase 2 tricky words.</p> <p>Begin to blend sounds together to read words CVC words using the taught sounds.</p> <p>Continue a rhyming string.</p>	<p>Recognise taught phase 2 sounds and phase 2 tricky words.</p> <p>Blend sounds to read words using taught sounds.</p> <p>Read words ending in s.</p> <p>Begin reading captions and sentences using taught sounds.</p>	<p>Recognise taught Phase 2 and 3 Tricky words and sounds.</p> <p>Read words with double letters.</p> <p>Read longer words.</p> <p>Recognise taught digraphs in words and blend the sounds together.</p> <p>Read sentences containing tricky words and digraphs.</p> <p>Read books matching their phonics ability.</p>	<p>Read words with two or more digraphs.</p> <p>Read longer words words ending in –ing.</p> <p>Read compound words.</p> <p>Read longer words with double letters.</p> <p>Read words with s/z/ in the middle.</p> <p>Read words with -es/z/ at the end.</p> <p>Read words with s and s/z/ at the end.</p> <p>Read books matching their phonics ability.</p>	<p>Read longer words.</p> <p>Read compound words.</p> <p>Read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est).</p> <p>Read longer sentences containing Phase 4 words and Tricky Words.</p> <p>Name letters of the alphabet, distinguishing lowercase and capital letters,</p>	<p>Read longer sentences containing Phase 4 words and Tricky Words.</p> <p>Read books matching their phonics ability.</p> <p>Read root words ending in: –er, –est longer words.</p> <p>Read root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/.</p> <p>Read books matching their phonics ability.</p>

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Writing	<p>Name writing.</p> <p>Pre-Writing Patterns</p>	<p>As children secure their understanding of letter formation, they follow our school's progression map which includes the formation of single letters, words, tricky words, captions and sentences.</p> <p>When developmentally ready, children are taught to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>When ready, children are taught to write short sentences with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>				