

Literacy and Communication Language	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Nursery</p> <p>Communication and Language</p> <p>Skills</p>	<p>To sing rhymes and look at picture books.</p> <p>To talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</p> <p>Develop communication that can be understood by others.</p>	<p>To talk about celebrations at home.</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated.</p> <p>To listen to, and follow simple instructions.</p>	<p>To learn and talk about being healthy/ materials..</p> <p>To begin to use a wide range of vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p> <p>To talk in short sentences that others can understand.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use adverbials of time e.g. Once upon a time and then.</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence.</p>
<p>Nursery</p> <p>Communication and Language</p> <p>Knowledge</p>	<p>To know that stories have different characters which could be real and pretend.</p> <p>To know to sing words clearly so that they are audible.</p> <p>To know that it is OK to talk to others about wants and needs.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to understand simple instructions.</p>	<p>To be able to differentiate and categorise objects based on their properties.</p> <p>To remember new words I am learning when talking to others.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to use vocabulary learnt to have a conversation with others.</p>	<p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.</p> <p>To use the words they know appropriately to organise themselves and their play.</p> <p>(</p>

Reception Communication and Language Skills	<p>To talk about themselves and others.</p> <p>To sing songs.</p> <p>To speak about a range of texts.</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p>	<p>To describe features of traditional stories.</p> <p>To talk about the role of healthy food and exercise in staying healthy.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.</p>	<p>To label and sort living things.</p> <p>To begin to research using a search engine.</p> <p>To describe habitats.</p>	<p>To be able to order a range of life cycles.</p> <p>To be able to give facts about a specified subject.</p>
Reception Communication and Language Knowledge	<p>To know about others.</p> <p>To know familiar songs.</p> <p>To describe different story and non-fiction texts.</p>	<p>To know about different festivals.</p> <p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt</p>	<p>To know different traditional stories.</p> <p>To know a range of healthy food and exercise.</p> <p>Express their ideas and feelings about their experiences.</p>	<p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p>	<p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats.</p> <p>To engage in meaningful conversations with others.</p>	<p>To know different life cycles.</p> <p>To know a range of facts.</p> <p>To engage in meaningful conversations with others</p>
Phonics Nursery	Baseline	Little Wandle Letters and Sounds FOUNDATION OF PHONICS				
Phonics Reception	Baseline / phase 2	Phase 2	Phase 2 /start 3	Phase 3	Phase 3/4	Phase 4 (occasionally 5)
Literacy Nursery Skills	<p>To be able to mark make and identify their marks.</p> <p>To recognise familiar logos and labels within the environment.</p>	<p>To talk about and retell a range of familiar stories.</p> <p>To begin to explore initial sounds in familiar words.</p> <p>To be able to mark make and give meaning to their marks.</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>Adults will consistently model correct formation.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p>	<p>To begin to attempt writing familiar letters, e.g letters in their name.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p>	<p>Children will begin to identify some sounds during oral blending games.</p> <p>begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p> <p>To begin to identify the pictures linked to phonic sound</p>	<p>Lots of games focusing on oral blending.</p> <p>Children are able to identify initial sounds and blend familiar CVC words.</p> <p>Make predictions about a story using the relevant vocabulary with independence.</p>

						To mark make for a purpose and be able to talk about the marks.
Knowledge	<p>To know that text can be used as a form of identification.</p> <p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To learn a range of Nursery Rhymes.</p>	<p>To know that letters are used to make up words.</p> <p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To join in with repetition within stories</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To begin to acknowledge initial sounds and their relevance in the environment</p>	<p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To join in with repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p>	<p>To be able to talk about their marks with confidence.</p> <p>To talk about the sounds they have identified</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p> <p>To learn that stories have a sequence; beginning, middle and end.</p>	<p>To know that blending sounds makes words.</p> <p>To identify the pictures with corresponding phoneme</p> <p>To be able to talk about different parts of the story.</p>	<p>To begin to identify CVC words orally.</p> <p>To begin to be able to segment sounds in CVC words.</p> <p>To know that letters make sounds.</p> <p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p>

<p>RECEPTION</p> <p>Literacy Skills</p>	<p>BASELINE – Autumn 1</p> <p>Listening to and identifying sounds in the environment.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p>	<p>To think of and write a short, simple word.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple caption.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary. Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>
<p>Literacy Knowledge</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters look like.</p> <p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters. Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters. Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a conjunction</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters. Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective</p> <p>Uses learnt words and phrases to discuss</p>

					<p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words.</p>	familiar stories or during role play
UNIT BOOKS FOR hooks	<p>C1: Mirror Mirror (Reflections)</p> <p>Fiction: Brown Bear Brown Bear, Polar bear polar bear, Goat goes to play group, Where's my teddy? We're going on a bear hunt, Eric carle –</p>	<p>C1: Why do leaves go crispy?</p> <p>Leaf Man</p>	<p>C1: Let's get physical (Why can't I have chocolate for breakfast?)</p> <p>Fiction: supertato, Olivers milkshake, vegetable, Max sandwich, pass the jam jim, each peach pear plum</p>	<p>C1: Chick Chick Chick (signs of SPring)</p> <p>Doras eggs Megs eggs Rosie's walk Where oh Where is Rosie's Chick?</p>	<p>C1: Did Dragons exist?</p> <p>Fiction: The crocodile who didn't like water, Zog, Zog and the flying doctors, Dragon Jelly</p> <p>Harry and his bucketful of dinosaurs</p> <p>Dinosaur roar,</p> <p>Dinosaurs in the supermarket</p>	<p>C1: Why do Spiders eat flies?</p> <p>Nonfiction: Plants and Minibeasts</p> <p>Fiction: The Tiny Seed, Spinderella, The hungry caterpillar, What the ladybird heard, super worm, the busy spider</p>
	<p>C2: Why do you love me so much?</p>	<p>C2: How many colours in the rainbow?</p> <p>Wow said the Owl</p> <p>Nonfiction: Books about seasons</p>	<p>C2: I'll huff and I'll puff (How does that building stay up?)</p> <p>Three Little Pigs Six Dinner Sid</p>	<p>C2: How does your garden grow?</p> <p>Jack and the Beanstalk The Enormous Turnip</p>	<p>C2: Why can't I have a dog yet?</p> <p>The great pet sale</p> <p>Some dogs do</p>	<p>C2; The Wheels on the bus (Can we explore it?)</p> <p>Bear on a bike Duck in a truck Train ride</p>

Traditional Stories	Goldilocks and the three bears	Celebrations: Sparks in the Sky, Rama and Sita Stick Man Nativity Story, Jolly Christmas Postman	3 little pigs Billy Goats Gruff this is the house that jack built, PSHE: Love monster Jungle Run	Ugly duckling Little Red Hen Mother's Day - My Mum/ My mum is fantastic Comic Relief World Book Day		
Seasonal	Ugly duckling					
Poetry Basket	Chop Chop Wise old Owl Falling Apples basket of apples	Leaves are falling 5 Little Pumpkins Pointy hat Breezy Weather	Popcorn A little House Pancakes Let's put on our mittens	I can build a snowman Furry Furry Squirrel Hungry Birdies A little seed Mrs Bluebird	Oh dinosaur I want to be a dinosaur The Fox	I have a little frog A little shell Under the stone Insects and minibeasts section
Reading aloud	Story time each day (picture books and other genres)					
Adults reading with children	Nursery: choose a library reading book and take one home a week / read with an adult in a small group					
	Reception : Little Wandle Letters and Sounds reading plan. School library book taken home weekly for sharing.					
Continuous provision opportunities during discovery time.	<p>Reading: signs in the environment, instructions in environment, book corner,</p> <p>Writing: climbing frame / monkey bars , Riding bikes, playing tennis and basketball, throwing and catching, rolling hoops, mark making, painting, mud kitchen, gardening, finger gym, playdoh, cutting, threading, paper and writing equipment available throughout – ie: chalk boards, notebooks, sticks!</p> <p>Speech and listening and attention: role play, small world, PSHE session, Music sessions,</p>					