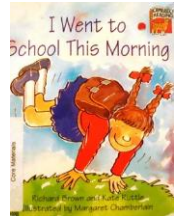
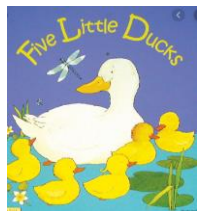
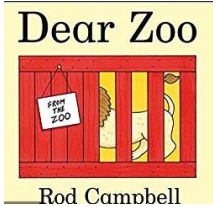




Reading Nursery / FS1			
Early Years Outcomes (AOL)	Learning Focus Concepts of Print	Possible Shared Read Text (subject to change based on interests of class) SIGHT VOCABULARY taught based on text	Possible notes for Shared, guided and independent session (if necessary)
ADVENT / AUTUMN 1			
<p>Listens to and enjoys rhythmic patterns in rhymes and stories.</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</p> <p>Listens with interest to the noises adults make when they read stories.</p> <p>Interested in books and rhymes and may have favourites</p> <p>Repeats words or phrases from familiar stories</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups</p>	<ul style="list-style-type: none"> - To listen to a story - To hold the book correct way up - To be exposed to new vocabulary - Focus on Key words including mum & dad 	<p>Shared Read Texts</p> <p>I went to school this morning</p>  <p>Five Little Ducks</p> 	<p>* Daily focus on reading...</p> <p>In addition to recognising print within the environment, names, signs, captions, labels, products, words and numbers.</p> <p>Understanding that all print carries meaning</p>
ADVENT / AUTUMN 2			
<p>Listens to and enjoys rhythmic patterns in rhymes and stories.</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</p> <p>Listens with interest to the noises adults make when they read stories.</p>	<ul style="list-style-type: none"> - To listen to a story - To hold the book correct way up - To be exposed to new vocabulary - To know the front of book and back of book - Focus on Key words including mum & dad 	<p>Dear Zoo</p>  <p>Rod Campbell</p>	N/A



Interested in books and rhymes and may have favourites
Repeats words or phrases from familiar stories

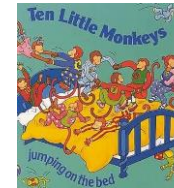
Listens to and joins in with stories and poems, one-to-one and also in small groups

Mrs Wishy Washy

Mrs Wishy-washy



Ten Little Monkeys

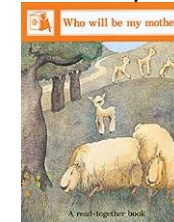


LENTEN / SPRING 1

Shows interest in illustrations and print in books and print in the environment.

- To identify between a print and the illustration
- To be exposed to new vocabulary
- Focus on Key words - **mum, dad & and**

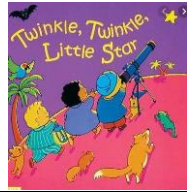
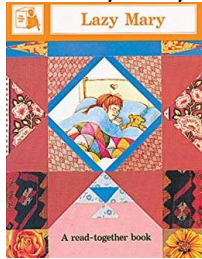

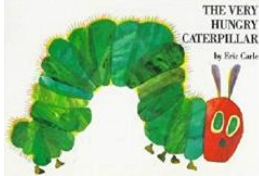
Shared Read Texts
Who will be my mummy?



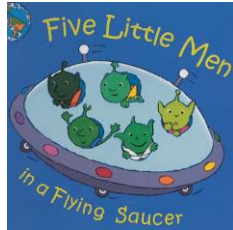
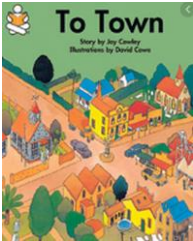
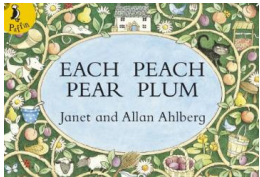
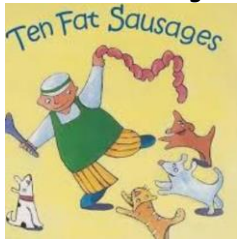
Hairy Bear





		<p>Twinkle, Twinkle</p> 	
LENTEN / SPRING 2			
<p>Shows interest in illustrations and print in books and print in the environment. Holds books the correct way up and turns pages.</p>	<ul style="list-style-type: none"> - To identify between a print and the illustration - To be exposed to new vocabulary - Which way to go when turning the pages (L-R) - Focus on Key words including mum, dad, I, and 	<p>Lazy Mary</p>  <p>(I)</p> <p>We're going on a bear hunt</p> <p><i>We're Going on a Bear Hunt</i></p> <p>Michael Rosen Helen Oxenbury</p>  <p>The Very Hungry Caterpillar</p> 	



		<p>Five Little Men</p> 	
PENTECOST / SUMMER 1			
<p>Listens to stories with increasing attention and recall.</p> <p>Handles books carefully.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<ul style="list-style-type: none"> - Where to start reading - We read left page before right page - Able to locate the title - Return sweep (when appropriate to text) - To be exposed to new vocabulary - Key words including mum, dad, I, and, in, to, a, as well as their own name. 	<p>To Town</p>  <p>Each Peach Pear Plum</p>  <p>Ten Fat Sausages</p> 	



PENTECOST / SUMMER 2

Listens to stories with increasing attention and recall.

- Which way to go when reading the print
- To know that illustrations aid print understanding
- One to one matching (spoken word matched a group of letters)
- Completed phase 1 phonics – able to blend orally and beginning to segment
- To be exposed to new vocabulary
- **Key words including mum, dad, I, and, in, to, a, you,** as well as their own name.

The Red Rose



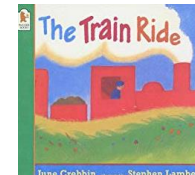
Jaspers Beanstalk



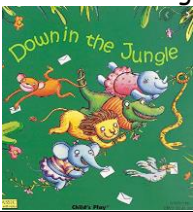
Yes Ma'am



The Train Ride





		Down in the Jungle 	
Writing Nursery / FS1			
Early Years Outcomes (AoL)	Learning Focus Concepts of Print	Possible Shared Write Focus SIGHT VOCABULARY taught based on shared write	Possible Notes for guided writing session (if necessary)
ADVENT / AUTUMN			
Distinguishes between the different marks they make	<ul style="list-style-type: none"> - To make marks - To be able to distinguish between different marks they make - To be able to distinguish which mark represents a picture and which mark represents writing <u>Name</u> <ul style="list-style-type: none"> - Recognise the initial letter of their name 	Include name signing in most shared writes <ul style="list-style-type: none"> • Regular hand strengthening activities in continuous provision. I.e. dough gym/ playdough/ fine motor. • Model correct pencil hold • Modelling left to right when writing • Signing some key words and instructions • Recognising and writing names • Modelling name/ list writing/ class rules signing, Shopping lists/ Santa lists 	



		<ul style="list-style-type: none"> Writing invitations/cards at Christmas/ Diwali- Key words including mum, dad, and as well as their own name. 	
LENTEN / SPRING			
<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools.</p>	<ul style="list-style-type: none"> To sometimes give meaning to marks they are writing To know that the ascribed meaning of marks remains the same <p><u>Name</u></p> <ul style="list-style-type: none"> Recognise their whole name Can match letters of their name to their name card Make the initial letter of their name Write the initial letter of their name with the correct formation 	<p>Include name signing in most shared writes</p> <ul style="list-style-type: none"> Regular hand strengthening activities in continuous provision. I.e. dough gym/ playdough/ fine motor. Model correct pencil hold Modelling left to right when writing Signing some key words and instructions Recognising and writing names Modelling name/ list writing Ingredients/ baking lists- Porridge Recipes -Fruit salad/ playdough/ Mother's Day Cards Writing/copying/ recognising signs in the environment Focus on Key words including mum, dad, I, and as well as their own name. 	



PENTECOST / SUMMER			
<p>Writes own name</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb</p>	<ul style="list-style-type: none"> - To hold a pencil correctly / effectively <p><u>Name</u></p> <ul style="list-style-type: none"> - To make the second letter of their name - To write the second letter of their name with correct formation - To write their whole name with the correct formation 	<ul style="list-style-type: none"> • Regular hand strengthening activities in continuous provision. I.e. dough gym/ playdough/ fine motor. • Model correct pencil hold • Modelling left to right when writing • Signing some key words and instructions • Recognising and writing names • Modelling name/ list writing/ Postcards/ Holiday packing lists/ Ingredients • Writing/copying/ recognising signs in the environment • Modelled writing through play and shared writing sessions. • Key words including mum, dad, I, and, in, to, a, you, as well as their own name. 	



PHONICS PHASE OVERVIEW **Nursery / FS1**

ASPECT Letters and Sounds

Daily / Weekly Rotation of aspects

Include lots of exposure to Rhymes, songs and music.

Information

Activities taken from
Phase 1 letters and sounds and Playing
with Sound Documents

ADVENT / AUTUMN

Phase 1

- Environmental sounds
- Instrumental Sounds
- Voice Sounds
- Body Percussion
- Rhythm

Initial Phase 1 baseline assessment within
first 3 weeks

ASSESSMENTS

Children grouped based on assessments

LENTEN / SPRING

Phase 1

- Environmental sounds / Instrumental Sounds
- Voice Sounds
- Body Percussion
- Rhythm
- Alliteration

Assessments and regroup

PENTECOST / SUMMER

Phase 1

- Environmental sounds / Instrumental Sounds
- Voice Sounds / Body Percussion
- Rhythm and rhyme
- Alliteration
- Orally blending and segmenting

Assessments and regroup

FINAL ASSESSMENT PASSED TO RECEPTION