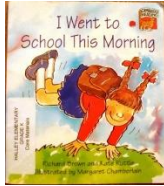
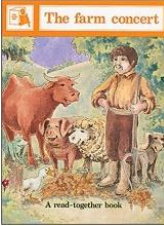


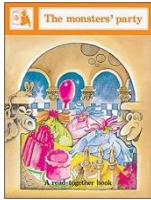
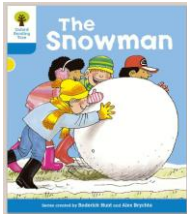


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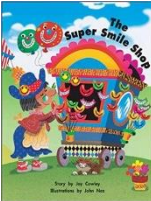
Reception / F2

Reading  
Reception / F2

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)
<b>ADVENT / AUTUMN 1</b>			
<p>Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations Listens with interest to the noises adults make when they read stories. 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</p>	<ul style="list-style-type: none"> <li>- To reinforce all of Nursery's expectations.</li> <li>- To be exposed to new vocabulary</li> </ul>	<p>I Went to School This Morning</p>  <p>The Farm Concert</p> 	<p><u>Questions</u> Show me the right way up / front cover / back cover? How do I turn the page? Can you find the sight word__?</p>
<b>ADVENT / AUTUMN 2</b>			

<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> <p>Shows interest in illustrations and print in books and print in the environment.</p> <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> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Holds books the correct way up and turns pages.</p>	<ul style="list-style-type: none"> <li>- To reinforce all of Nursery's expectations.</li> </ul> <p><u>Reception</u></p> <ul style="list-style-type: none"> <li>- To know what a letter is and what a word is.</li> <li>- One to one matching (spoken word matched to printed words)</li> <li>- Read sight words: <i>I / to / like / mum / dad / can / the / said / a / and /</i> (some additions/amendments based on shared read texts)</li> <li>- Begin to locate familiar words in text and use them to help them read.</li> <li>- To be exposed to new vocabulary</li> </ul>	<p>The Monster's Party</p>  <p>The Snowman</p> 	<p><u>Questions</u></p> <p>Show me the right way up / front cover / back cover?</p> <p>How do I turn the page?</p> <p>Can you find the sight word__?</p> <p>Can you show me letter/word?</p>
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**LENTEN / SPRING 1**

<p>Hears and says the initial sound in words.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p>	<ul style="list-style-type: none"> <li>- Read sight words: <i>I / to / like / mum / dad / can / the / said / a / and / you</i> (some additions/amendments based on shared read texts)</li> <li>- Locate familiar words in text and use them to help them read.</li> <li>- Begin to look at the first letter, make the sound and cross check with the picture.</li> </ul>	<p>The Super Smile Shop</p>  <p>Smarty Pants</p>	<p><u>Shared/Guided Texts</u></p> <p>Mrs Wishy Washy</p> <p>Hairy Bear</p> <p>Dan the Flying Man</p> <p>Lazy Mary</p> <p>Whatever the Weather</p> <p>Walking Through the Jungle</p> <p>Bear Hunt</p>
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- To be exposed to new vocabulary



Dan the Flying Man



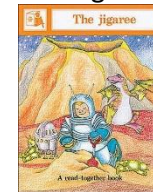
Questions  
What strategy did you use to read that word?

**LENTEN / SPRING 2**

Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  
Links sounds to letters, naming and sounding the letters of the alphabet.  
Begins to read words and simple sentences.

- Look at the first letter, make the sound and cross check with the picture.
- Be able to read 20 out of the first 45 sight words from Letters and Sounds.
- Know that a sentence begins with a capital letter.
- Know that a full stop comes at the end of a sentence and we take a breath when reading.
- Completed Phase 2 Phonics and using it confidently when trying to decode words when reading.
- To be exposed to new vocabulary

The Jigaree



Meanies



Chicks (PPT Digital book)



**Shared/Guided (Guided for HAPs)**

- Mrs Wishy Washy
- Hairy Bear
- Dan the Flying Man
- Lazy Mary
- Whatever the Weather
- Walking Through the Jungle
- Bear Hunt

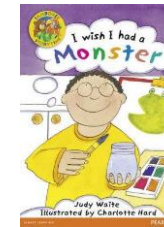
Questions  
What strategy did you use to read that word?  
Can you show me a C/L F/S?

**PENTECOST / SUMMER 1**

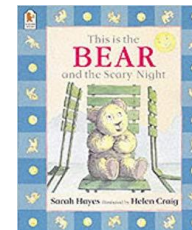
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  
Links sounds to letters, naming and sounding the letters of the alphabet.  
Begins to read words and simple sentences.

- When appropriate look at the first letter, make the sound and cross check with the picture.
- Decode unfamiliar words using blending as a prime approach (look at the letters, make the sounds, blend them together – and cross check with the picture)
- Begin to know that the names of things in reading and writing begin with capital letters.
- To be exposed to new vocabulary

I wish I had a monster



This is the Bear



**Guided**

PM Books 1 – 8

**Questions**

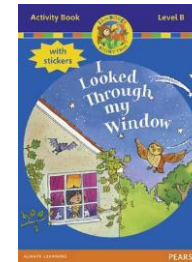
What strategy did you use to read that word?  
Can you show me a C/L F/S?  
Can you read that again like you're talking?  
You said \_\_\_ did that make sense?  
I wonder why that word has a C/L?

**PENTECOST / SUMMER 2**

Reading ELG  
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

- To know that the names of things in reading and writing begin with capital letters.
- Should be able to read 35/45 of the first 45 sight words from Letters and Sounds.
- Working confidently in the middle of Phase 3 phonics and using it in their reading to decide unknown words,
- Repeat words, phrases and sentences to check, confirm or modify own reading
- To be exposed to new vocabulary

I Looked through my window



**Guided**

PM Books 1 – 8

**Questions**

What strategy did you use to read that word?  
Can you show me a C/L F/S?  
Can you read that again like you're talking?  
You said \_\_\_ did that make sense?  
I wonder why that word has a C/L?

**Writing**

**Reception / FS2**

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)
<b>ADVENT / AUTUMN</b>			
<p>Distinguishes between the different marks they make</p> <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>Writes own name</p> <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> <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> <p>Writes own name and BEGINS to write other things such as labels, captions.</p>	<ul style="list-style-type: none"> <li>- To make marks</li> <li>- To be able to distinguish between different marks they make</li> <li>- To be able to distinguish which mark represents a picture and which mark represents writing</li> <li>- To sometimes give meaning to marks they are writing</li> <li>- To know that the ascribed meaning of marks remains the same</li> <li>- To hold a pencil correctly / effectively</li> </ul> <p><u>Name</u></p> <ul style="list-style-type: none"> <li>- Recognise the initial letter of their name</li> <li>- Recognise their whole name</li> <li>- Can match letters of their name to their name card</li> <li>- Make the initial letter of their name</li> <li>- Write the initial letter of their name with the correct formation</li> <li>- To make the second letter of their name</li> <li>- To write the second letter of their name with correct formation</li> <li>- To write their whole name with the correct formation</li> </ul>	<ul style="list-style-type: none"> <li>- Class rules signing</li> <li>- What I like to do in class - School related – At school I ...</li> <li>- At the farm I saw a ....</li> <li>- Dinovember recount</li> <li>- Party invite</li> <li>- Santa lists</li> <li>- <b>Link to shared reads / topic / interest</b></li> </ul>	<p>N/A</p>
<b>LENTEN / SPRING</b>			
<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p>	<ul style="list-style-type: none"> <li>- To Form most letters correctly</li> <li>- To know we write from left to right</li> </ul>	<ul style="list-style-type: none"> <li>- Link to OST Reinvent</li> <li>- Dan Flying man link - A pic of a certain transport and write a</li> </ul>	<p>LAP</p> <ul style="list-style-type: none"> <li>- Building and sequencing the correct sentence structure with adult support and scaffolding</li> </ul>

<p>Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>	<ul style="list-style-type: none"> <li>- To know we start writing at the top of a page or if it is a caption we write underneath the picture</li> <li>- To begin to know finger spaces go between words</li> <li>- To use sight words in their writing</li> <li>- To write initial letters of words and move to writing dominant consonants</li> </ul>	<p>sentence to say where Dan is going on it (e.g. hovercraft</p> <ul style="list-style-type: none"> <li>- <b>Link to shared reads / topic / interest</b></li> </ul>	<ul style="list-style-type: none"> <li>- Choosing sight words children encouraged to write at least initial sound ind and further sounds with support.</li> </ul> <p>MAP</p> <ul style="list-style-type: none"> <li>- Verbalising and Holding a simple sentence with support</li> <li>- Choosing sight word from a choice / writing sight words using sight word memory or copying</li> <li>- Children encouraged to say the word, robot the word and write with some support for segmenting.</li> <li>- Initial sounds / end sounds</li> </ul> <p>HAP</p> <ul style="list-style-type: none"> <li>- Verbalising and holding a sentence</li> <li>- Writing sight words using sight word memory or copying</li> <li>- Children encouraged to say the word, robot the word and write with key sounds in sequence and phonetically plausible</li> </ul>
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**PENTECOST / SUMMER**

<p>Writing ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others.</p>	<ul style="list-style-type: none"> <li>- To write with return sweep</li> <li>- To know finger spaces, go between words</li> <li>- To begin to know that a sentence starts with a capital letter and ends in a full stop</li> </ul>	<ul style="list-style-type: none"> <li>- Trip plan or reflection</li> <li>- <b>Link to shared reads / topic / interest</b></li> </ul>	<p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>- Recognise sight words</li> <li>- Write sight words by copying</li> <li>- Write sight words by memory</li> <li>- Hear INITIAL sounds in words</li> <li>- Write INITIAL sounds in words</li> </ul>
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<p>Some words are spelt correctly and others are phonetically plausible</p>	<ul style="list-style-type: none"> <li>- To know what is said is represented by words and those words are written to be read</li> <li>- To use sight words in their writing and know where to find these words in class to either check or copy</li> <li>- To move from wiring dominant consonants to writing words phonetically</li> <li>- To use the strategy for writing "I say the word, robot the word and write the word"</li> <li>- I begin to know that if I make a mistake, I can cross it out and rewrite it</li> </ul>		<ul style="list-style-type: none"> <li>- Hear KEY sounds in words</li> <li>- Write KEY sounds in words</li> <li>- Beginning to use finger spaces</li> <li>- Read sentence back</li> </ul>
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## PHONICS PHASE OVERVIEW

### Reception / FS2

<p><b>ASPECT Letters and Sounds</b> Daily / Weekly Rotation of aspects Include lots of exposure to Rhymes, songs and music.</p>	<p><b>Information</b> Activities taken from Phase 1 letters and sounds and Playing with Sound Documents</p>
<p><b>ADVENT / AUTUMN</b></p>	
<p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>- Environmental sounds / Instrumental Sounds</li> <li>- Voice Sounds / Body Percussion</li> <li>- Rhythm and rhyme</li> <li>- Alliteration</li> <li>- <b>Orally blending and segmenting – SIGNIFICANT</b></li> </ul> <p><b>Phase 2</b> <b>Phonics Phase 2 – up to 'k' (first 12 sounds)</b> (x3 Sounds a week)</p>	<p><u>Initial Phase 1 baseline assessment</u> Carried out within first 3 weeks</p> <p><u>PHASE 1 AfL – ongoing.</u> Children grouped based on assessments – oral blending and segmenting support</p> <p><u>Phase 1 Assessment</u> Children grouped in ability rows based on oral blending and segmenting</p>

## LENTEN / SPRING

### Phonics Phase 2 continued...

- (4/5 weeks) – Initial review, consolidation and continue teaching rest of phase 2 till 'ss''
- (2 weeks) – Assess and Revise until at least 85% are secure - Teach phase 2 **revision lesson plan** for 2 weeks to embed sounds in reading and writing

### Phonics Phase 3

- (6 weeks) - Teach phase 3 sounds (x10 sounds j – th (**but still using phase 2 lesson plan**) until **th** – then assess, reteach and revision lesson plans

### Phase 2 sound assessments and regroup

Phonics interventions begin for those struggling

### PHASE 2 AfL – ongoing.

Children grouped/supported based on assessments

### Phase 2 Assessments and regroup

## PENTECOST / SUMMER

### Phonics Phase 3

- Teach phase remaining 3 sounds (ng - oo) **using phase 3 lesson plan** – long vowel sounds (15 sounds = x2 a week then review until end of term.

### Phase 3 Assessments and regroup

FINAL ASSESSMENT completed end of Pentecost and passed onto Year 1