		Reception								
	Throughout Reception	articipate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ffer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Apress their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, wit Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. (Being Imaginative)								
	Week 1	Week 2	Week 3		Week 4	Week 5	Week 6			
Term 1	Stay and Play sessions	My Class is a Family	Colour Monster		Kind	Super Duper You!	When I was a child			
	Mark Making materi CP	als To discuss the marks they make.	To attempt to write their name in a way that they or others can recognise.		To attempt to write their name in a way that they or others can recognise.	To discuss the marks they make.	To discuss the r they make.			
Progression	Literacy – Compret	nension		Litera	Literacy - Writin					
	,		ters from a familiar story. soun Say t		dentify an object when given the initial ound. ay the initial sound in a given word. Clap the syllables in a word.		Attempt to v way that the recognise. Discuss the r "this is a car"			
	Reception									
	Week 1	Week 2	Week 3		Week 4	Week 5	Week 6			
Term 2	Goldilocks and the 3 Bear	s Goldilocks and the 3 Bears	Hansel and Gretel!		Hansel and Gretel!	The Gingerbread Man	The Gingerbread M			
	To be able to write the initial sound of CVC words. To begin to make recognisable letter shapes.	he To begin to write their name with recognisable letters. To begin to make recognisable letter shapes.	To begin to make recognisable lett shapes. To be able to wri initial sound of C words.	er te the	To be able to write the initial sound of CVC words.	To be able to speak in sentences using 4-6 words. To be able to write the initial sound of CVC words.	To be able to sp sentences using words. To be able to w initial sound of words.			

2. with modelling and support from their teacher Week 7 ild! You Choose! To discuss the marks e marks they make. ing write their name in a hey or others can marks they make, e.g. ar'' Week 7 l Man Christmas Time To be able to write speak in their name using the ing 4-6 correct formation. To begin to make write the recognisable letter of CVC shapes. To be able to write the initial sound of CVC words.

Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it.	Say a sound for all Phase 2 GPCS. Blend CVC words verbally. Read some Phase 2 CEWs	Write their formation Form Pha
Begin to use language from the story when discussing	,	
	Read some Phase 2 CEWs	Form Pha
it.		
		Segment
		Write the
		for a CVC

Writing

eir name with correct on.

ase 2 letters recognisably.

nt CVC words verbally.

e initial and middle sounds

/C word.

				Reception				
	Text / Genre		Reception Objectives					
Term 3	We're going on a Bear Hunt by Michael Rosen	Listenin g, attentio n and underst anding		evant questions, comments and actions when being read to and duri estions to clarify their understanding. Hold conversation when engag	•			
		Writing	Write recognisable letters most of which are correctly fo Spell words by identifying sounds in them and represent					
		Compre hension	Use and understand recently introduced vocabulary duri	ng discussions about stories, non-fiction, rhymes and poems and dur	ing role play.			
		Being imagina tive	Invent, adapt and recount narratives and stories with per	ers and their teacher.				
	On a Sudden Hill by Lind Sarah and Benji Davies	Listenin g, attentio n and underst anding		evant questions, comments and actions when being read to and duri iestions to clarify their understanding. Hold conversation when enga	-			
		Writing	Write recognisable letters most of which are correctly fo Spell words by identifying sounds in them and represent					
		Compre hension	Use and understand recently introduced vocabulary duri	ng discussions about stories, non-fiction, rhymes and poems and dur	ing role play.			
		Being imagina tive	Invent, adapt and recount narratives and stories with per	ers and their teacher.				
	One Springy Day by Nick Butterworth	Listenin g, attentio n and underst anding	Listen attentively and respond to what they hear with re comments about what they have heard and ask questior	•				
		Writing	Write recognisable letters most of which are correctly fo	med. Spell words by identifying sounds in them and representing the	e sounds with a letter or			
		Compre hension	Use and understand recently introduced vocabulary duri	ng discussions about stories, non-fiction, rhymes and poems and dur	ing role play.			
		Being imagina tive	Invent, adapt and recount narratives and stories with per	ers and their teacher.				
				Grammar Focus				
			 Going on a Bear Hunt: To use adjectives to describe To understand what an adjective is To describe using a range of senses 	 On a Sudden Hill: To understand that verbs describe an action (past tense) To use adjectives to describe 	One Springy Day: To use adject To begin to u To understan (introduction			

ions and small group interactions. xchanges with their teachers and peers
ions and small group interactions.
exchanges with their teachers and peers
ions and small group interactions. Make
ges with their teachers and peers
or letters
ectives to describe o use prepositional language and that words can represent sounds on to onomatopoeia)

	•	To begin to notice when words begin with the same	•	To understar
		sound (Introduction to alliteration)		

tand that verbs describe an action (past tense)

				Reception			
	Text / Genre		Reception Objectives				
Term 4	Katie's and the Sunflowers by James Mayhew	Listenin g, attentio n and underst anding	Listen attentively and respond to what they hear with relevant questions, c Make comments about what they have heard and ask questions to clarify t Hold conversation when engaged in back and forth exchanges with their te	nd small group interactions.			
		Writing	Write recognisable letters most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with Write simple phrases and sentences that can be read by others.				
		Compre hension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during roleplay.				
		Being imagina tive	Invent, adapt and recount narratives and stories with peers and their teach				
	Sam and Dave dig a Hole by Mack Barnett	Listenin g, attentio n and underst anding	Listen attentively and respond to what they hear with relevant questions, c Make comments about what they have heard and ask questions to clarify t Hold conversation when engaged in back and forth exchanges with their te	-	nd small group interactions.		
		Writing	Write recognisable letters most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with Write simple phrases and sentences that can be read by others.	a letter or letters.			
		Compre hension	Demonstrate understanding of what has been read to them by retelling sto Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions abo	ries and narratives using their own words and recently introduced vocabulary. ut stories, nonfiction, rhymes and poems and during roleplay.			
		Being imagina tive	Invent, adapt and recount narratives and stories with peers and their teach				
	Oliver's Vegetables by Alison Bartlett and Vivian French (Non-Fiction -	Listenin g, attentio n and underst anding	Listen attentively and respond to what they hear with relevant questions, c Make comments about what they have heard and ask questions to clarify t Hold conversation when engaged in back and forth exchanges with their te	-	nd small group interactions.		
	instructions)	Writing Compre	Write simple phrases and sentences that can be read by others. Demonstrate understanding of what has been read to them by retelling sto	by identifying sounds in them and representing the sounds with a letter or lett ries and narratives using their own words and recently introduced vocabulary.			
		hension Being imagina tive	Use and understand recently introduced vocabulary during discussions abo	ut stories, nonfiction, rhymes and poems and during roleplay.			
				Grammar Focus			
			Katie and the Sunflowers	Sam and Dave dig a hole	Oliver's Vegetables		
			 To use adjectives to describe To identify and use verbs appropriately within a sentence To use onomatopoeia To describe using a range of senses 	 To use senses to describe To identify and use verbs in sentences To use adjectives to describe To use prepositional language 	 To use orga genre To use adject To begin to To begin to 		

es
ganisational and structural devices for the
ljectives to describe
to use imperative verbs to use time connectives

		 To use a speech bubble to define what is being said by a character To describe feelings 	
Progression	Literacy – Comprehension	Literacy – Word Reading	Literacy - W
	Sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions.	Say a sound for each letter in the alphabet Blend and read VC/CVC words. Read all Phase 2 and some Phase 3 CEWs Read simple phrases using known sounds	Form all I Write VC read by t Begin to known so

Writing

I letters of the alphabet. C/CVC words that can be themselves or others. write simple phrases with sounds

			Recept	tion			
	Text / Genre		Reception Objectives				
Term 5	The Proudest Blue by Ibtihaj Mohammad	Listenin g, attentio n and underst anding	Listen attentively and respond to what they hear with relevant questions, comments and actions who 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 teachers and peers.	en being read to and during whole class discussions and small group interactions.			
		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.				
		Compre hension	Demonstrate understanding of what has been read to them by retelling stories and narratives using t Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhys				
		Being imagina tive	Invent, adapt and recount narratives and stories with peers and their teacher.				
	Penguins (Non- Fiction: Fact File)	Listenin g, attentio n and underst anding	Listen attentively and respond to what they hear with relevant questions, comments and actions who 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 teachers and peers	en being read to and during whole class discussions and small group interactions.			
		Writing	Write recognisable letters most of which are correctly formed. Spell words by identifying sounds in the Write simple phrases and sentences that can be read by others.	hem and representing the sounds with a letter or letters.			
		Compre hension	Demonstrate understanding of what has been read to them by retelling stories and narratives using to Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhy				
		Being imagina tive					
			Grammar	Focus			
			 The Proudest Blue To use adjectives to describe a noun To begin to write a simile To use a speech bubble to define what is being said by a character To identify and use verbs within a sentence To be able to describe feelings To use a capital letter to begin a sentence To use a full stop at the end of a sentence 	 Penguins To use adjectives to describe a noun To be able to describe feelings To use senses to describe To use a capital letter to begin a sentence To use a full stop at the end of a sentence 			

	Reception							
	Text / Genre		Reception Objectives					
Term 6	Rosie's Walk by Pat Hutchins	Listenin g, attentio n and underst anding		· _	and small group interactions.			
		Writing	Write recognisable letters most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds v Write simple phrases and sentences that can be read by others.	vith a letter or letters.				
		Compre hension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Jse and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during roleplay.					
		Being imagina tive	Invent, adapt and recount narratives and stories with peers and their tea	icher.				
	Handa's Surprise By Eileen Browne	Listenin g, attentio n and underst anding	Listen attentively and respond to what they hear with relevant questions Make comments about what they have heard and ask questions to clarif Hold conversation when engaged in back and forth exchanges with their		is and small group interactions.			
		Writing	Write recognisable letters most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds v Write simple phrases and sentences that can be read by others.	vith a letter or letters.				
		Compre hension	Demonstrate understanding of what has been read to them by retelling a Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions a	stories and narratives using their own words and recently introduced vocabula bout stories, nonfiction, rhymes and poems and during roleplay.	ry.			
		Being imagina tive	Invent, adapt and recount narratives and stories with peers and their tea					
	Non-Fiction (Recount) – Farm Visit	Listenin g, attentio n and underst anding	Listen attentively and respond to what they hear with relevant questions Make comments about what they have heard and ask questions to clarif Hold conversation when engaged in back and forth exchanges with their	· _	is and small group interactions.			
		Writing Compre	Write simple phrases and sentences that can be read by others.	ds by identifying sounds in them and representing the sounds with a letter or l				
		hension Being imagina tive	Use and understand recently introduced vocabulary during discussions a		· 			
		<u> </u>		Grammar Focus				
			 Rosie Walk To use adjectives to describe a noun To use onomatopoeia within a sentence To use senses to describe To be able to describe feelings To use a capital letter to begin a sentence 	 Handa's Surprise To use senses to describe To use superlatives to describe To identify and use verbs within a sentence To be able to describe feelings To use a capital letter to begin a sentence To use a full stop at the end of a sentence 	Farm Visit To begin to To use adje To use verb To use a ca To use a fu			

	_
	_
	-
	-
-	-
	-
	-
	1
to use time connectives jectives to describe a noun	
rbs within a sentence	
capital letter to begin a sentence	
ull stop at the end of a sentence	

	To use a full stop at the end of a sentence		
Progression	Literacy – Comprehension	Literacy – Word Reading	Literacy - W
	Demonstrate understanding of what has been read	Say a sound for each letter in the alphabet	Write reco
	to them by retelling stories and narratives using their	and at least 10 digraphs;	which are
	own words and recently introduced vocabulary.	Read words consistent with their phonic	Spell word
	Anticipate – where appropriate – key events in	knowledge by sound-blending;	them and
	stories.	Read aloud simple sentences and books that	with a let
	Use and understand recently introduced vocabulary	are consistent with their phonic knowledge,	Write simp
	during discussions about stories, non-fiction, rhymes	including some common exception words.	sentence
	and poems and during role-play.		others.
	-	-	•

Writing

ecognisable letters, most of are correctly formed; ords by identifying sounds in nd representing the sounds etter or letters; mple phrases and ces that can be read by