

	Reception						
	Spoken Language Throughout Reception	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher *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	Week 7
Term 1	Stay and Play sessions	My Class is a Family	Colour Monster	Kind	Super Duper You!	When I was a child!	You Choose!
	Mark Making materials CP	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 marks they make.	To discuss the marks they make.
Progression	Literacy – Comprehension			Literacy – Word Reading		Literacy - Writing	
	Listen to a story and comment on the events. Name the characters from a familiar story.			Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word.		Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. “this is a car”	
	Reception						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 2	Goldilocks and the 3 Bears	Goldilocks and the 3 Bears	Hansel and Gretel!	Hansel and Gretel!	The Gingerbread Man	The Gingerbread Man	Christmas Time
	To be able to write the initial sound of CVC words. To begin to make recognisable letter shapes.	To begin to write their name with recognisable letters. To begin to make recognisable letter shapes.	To begin to make recognisable letter shapes. To be able to write the initial sound of CVC words.	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 speak in sentences using 4-6 words. To be able to write the initial sound of CVC words.	To be able to write their name using the correct formation. To begin to make recognisable letter shapes. To be able to write the initial sound of CVC words.

Progression	Literacy – Comprehension	Literacy – Word Reading	Literacy - Writing
	<p>Identify the characters and setting of a familiar book.</p> <p>Join in with the repeated refrain from a familiar story.</p> <p>Begin to use language from the story when discussing it.</p>	<p>Say a sound for all Phase 2 GPCS.</p> <p>Blend CVC words verbally.</p> <p>Read some Phase 2 CEWs</p>	<p>Write their name with correct formation.</p> <p>Form Phase 2 letters recognisably.</p> <p>Segment CVC words verbally.</p> <p>Write the initial and middle sounds for a CVC word.</p>

	Reception				
	Text / Genre		Reception Objectives		
Term 3	We're going on a Bear Hunt by Michael Rosen	Listening, attention and understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 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		
		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		
		Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		
		Being imaginative	Invent, adapt and recount narratives and stories with peers and their teacher.		
	On a Sudden Hill by Lind Sarah and Benji Davies	Listening, attention and understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 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		
		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		
		Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		
		Being imaginative	Invent, adapt and recount narratives and stories with peers and their teacher.		
	One Springy Day by Nick Butterworth	Listening, attention and understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 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		
		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		
		Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		
		Being imaginative	Invent, adapt and recount narratives and stories with peers and their teacher.		
	Grammar Focus				
			Going on a Bear Hunt: <ul style="list-style-type: none">To use adjectives to describeTo understand what an adjective isTo describe using a range of senses	On a Sudden Hill: <ul style="list-style-type: none">To understand that verbs describe an action (past tense)To use adjectives to describe	One Springy Day: <ul style="list-style-type: none">To use adjectives to describeTo begin to use prepositional languageTo understand that words can represent sounds (introduction to onomatopoeia)

				<ul style="list-style-type: none">• To begin to notice when words begin with the same sound (Introduction to alliteration)	<ul style="list-style-type: none">• To understand that verbs describe an action (past tense)
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	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, comments and actions when being read to and during whole class discussions and small group interactions. 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.		
		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 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 teacher.		
	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, comments and actions when being read to and during whole class discussions and small group interactions. 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.		
		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 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 teacher.		
Oliver’s Vegetables by Alison Bartlett and Vivian French (Non-Fiction - instructions)	Listenin g, attentio n and underst anding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 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			
	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 their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during roleplay.			
	Being imagina tive				
	Grammar Focus				
			Katie and the Sunflowers	Sam and Dave dig a hole	Oliver’s Vegetables
			<ul style="list-style-type: none">To use adjectives to describeTo identify and use verbs appropriately within a sentenceTo use onomatopoeiaTo describe using a range of senses	<ul style="list-style-type: none">To use senses to describeTo identify and use verbs in sentencesTo use adjectives to describeTo use prepositional language	<ul style="list-style-type: none">To use organisational and structural devices for the genreTo use adjectives to describeTo begin to use imperative verbsTo begin to use time connectives

				<ul style="list-style-type: none">• To use a speech bubble to define what is being said by a character• To describe feelings	
Progression	Literacy – Comprehension			Literacy – Word Reading	
	Literacy - Writing				
	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 letters of the alphabet. Write VC/CVC words that can be read by themselves or others. Begin to write simple phrases with known sounds	

	Reception		
	Text / Genre		Reception Objectives
Term 5	The Proudest Blue by Ibtihaj Muhammad	Listening, attention and understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 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.
		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.
		Comprehension	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 imaginative	Invent, adapt and recount narratives and stories with peers and their teacher.
	Penguins (Non-Fiction: Fact File)	Listening, attention and understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 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
		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.
		Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during roleplay.
		Being imaginative	
	Grammar Focus		
			<div><div>The Proudest Blue<ul style="list-style-type: none">To use adjectives to describe a nounTo begin to write a simileTo use a speech bubble to define what is being said by a characterTo identify and use verbs within a sentenceTo be able to describe feelingsTo use a capital letter to begin a sentenceTo use a full stop at the end of a sentence</div><div>Penguins<ul style="list-style-type: none">To use adjectives to describe a nounTo be able to describe feelingsTo use senses to describeTo use a capital letter to begin a sentenceTo use a full stop at the end of a sentence</div></div>

	Reception				
	Text / Genre		Reception Objectives		
Term 6	Rosie’s Walk by Pat Hutchins	Listenin g, attentio n and underst anding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 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.		
		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 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 teacher.		
	Handa’s Surprise By Eileen Browne	Listenin g, attentio n and underst anding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 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.		
		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 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 teacher.		
	Non-Fiction (Recount) – Farm Visit	Listenin g, attentio n and underst anding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 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		
		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 their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during roleplay.		
		Being imagina tive			
	Grammar Focus				
			Rosie Walk <ul style="list-style-type: none">To use adjectives to describe a nounTo use onomatopoeia within a sentenceTo use senses to describeTo be able to describe feelingsTo use a capital letter to begin a sentence	Handa’s Surprise <ul style="list-style-type: none">To use senses to describeTo use superlatives to describeTo identify and use verbs within a sentenceTo be able to describe feelingsTo use a capital letter to begin a sentenceTo use a full stop at the end of a sentence	Farm Visit <ul style="list-style-type: none">To begin to use time connectivesTo use adjectives to describe a nounTo use verbs within a sentenceTo use a capital letter to begin a sentenceTo use a full stop at the end of a sentence

			<ul style="list-style-type: none"> To use a full stop at the end of a sentence 		
Progression	Literacy – Comprehension		Literacy – Word Reading		Literacy - Writing
	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>		<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>		<p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>