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| **Reading**  **Enjoy rhyming and rhythmic activities**  **Listen to and join in with stories and poems one to one or in a small group**  **Look at books independently**  **Handle books carefully**  **Know information can be relayed in the form of print** | **Autumn 1**  **All About Me**  **Key texts:**  Owl Babies  5 Minutes Peace  Funny Bones | **Writing**  **Sometimes ascribes meaning to marks as they draw and paint**  **Ascribes meaning to marks that they see in different places**  **Give meaning to marks they make as they draw, paint and write** |
| **Reading**  **Show awareness of rhythm and alliteration**  **Recognise rhythm in spoken words**  **Join in with repeated refrains and anticipates key events and phrases in rhymes and stories**  **Beginning to be aware of how stories are structured**  **Show interest in illustrations and print in books and print in the environment**  **Recognise familiar words and signs such as own name and advertising logos**  **Hold books the correct way up and turn pages**  **Hear and say initial sounds**  **Segment sounds in simple words and blend them together and know which letters represent some sounds**  **Link sounds to letters, naming and sounding the letters of the alphabet**  **Begin to read words and simple sentences** | **Autumn 2**  **Autumn**  **Key texts:**  Pumpkin Soup  Room on the Broom  Rich Witch, Poor Witch | **Writing**  **Begin to break the flow of speech into words**  **Continue a rhyming string**  **Hear and say initial sounds**  **Segment the sounds in simple words and blend them together**  **Link sounds to letters, naming and sounding the letters of the alphabet** |
| **Reading**  **Suggest how the story might end**  **Listen to stories with increasing attention and recall**  **Describe main events, settings and principal characters**  **Know that print carries meaning and, in English, is read from left to right and top to bottom**  **Continue a rhyming string**  **Use vocabulary and forms of speech that are increasingly influenced by their experiences of books**  **Enjoy an increasing range of books**  **Use phonic knowledge to decode regular words and read them aloud accurately** | **Spring 1**  **Traditional tales**  **Key texts:**  The Three Little Pigs  Little Red Riding Hood | **Writing**  **Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence**  **Write own name and other things like labels and captions** |
| **Reading**  **Know that information can be retrieved from books and computers**  **Read and understand simple sentences**  **Read some common irregular words** | **Spring 2**  **Why do zebras have stripes?**  **Key texts:**  Handa’s Surprise  Giraffes Can’t Dance  Meerkat Mail | **Writing**  **Attempt to write sentences in meaningful contexts**  **Use phonic knowledge to write words in ways that match spoken sounds** |
| **Reading**  **Demonstrate understanding when talking with others about what they have read** | **Summer 1**  **Why do ladybirds have spots?**  **Key texts:**  The Gruffalo  What the Ladybird Heard  Jack and the Beanstalk | **Writing**  **Write common irregular words**  **Write simple sentences which can be read by themselves and others** |
|  | **Summer 2**  **Are we there yet?**  **Key texts:**  We’re Going On a Bear Hunt  Where the Wild Things Are  The Smartest Giant in Town | **Writing**  **Some words are spelt correctly and others are phonetically plausible** |