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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**  |