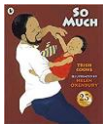
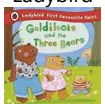
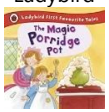
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Reception

Autumn 1

Contemporary Fiction	Contemporary Fiction	Classic Literature	Traditional Tales	Non-Fiction	Traditional Tales
All Are Welcome Alexandra Penfold	*Our Class is a Family* Shannon Olsen	*So Much!* Trish Cooke	*Goldilocks & the Three Bears* Ladybird	*First Facts: Dinosaurs* DK	*The Magic Porridge Pot* Ladybird
					

Selection of text-based early writing opportunities including:

- Own name
- Drawing and labelling
- Labelling an illustration / photograph

End of Autumn 1

Comprehension

- Enjoy an increasing range of books, both fiction and non-fiction
- Share books, rhymes and songs with others
- Retell deeply familiar stories, using some new vocabulary they have met in books

Writing: Composition

- Make marks including single letter graphemes for some known phonemes.

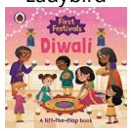
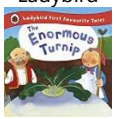
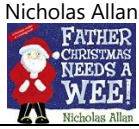
Writing: Transcription – Spelling

- Represent some Phase 2 phonemes with the correct grapheme in cvc words:
  s a t p i n m d

Writing: Transcription – Handwriting

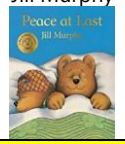
- Draw lines and patterns including: straight, wavy and curved lines.
- Form circle letter-shapes in an anticlockwise direction.
- Follow the 4 P's:
  - posture
  - pencil grip
  - paper
  - pressure.

Autumn 2

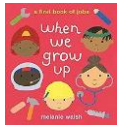
Contemporary Fiction	Classic Literature	Non-Fiction	Classic Literature	Traditional Tales	Contemporary Fiction
What's in the Witch's kitchen? Nick Sharratt	*Funnybones* J&A Ahlberg	*First Festivals: Diwali* Ladybird	*Alfie Lends a Hand* Shirley Hughes	*The Enormous Turnip* Ladybird	*Father Christmas Needs a Wee* Nicholas Allan
					

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	Selection of text-based writing opportunities including: • Own name • Simple lists • Story maps • Labels and captions • Signs
End of Autumn 2	**Comprehension** • Enjoy an increasing range of print and digital books, both fiction and non-fiction • Share books, rhymes and songs with others, answering simply 'why' questions • Retell deeply familiar stories, using some new vocabulary they have met in books **Writing: Composition** • Say relevant words and phrases. • Write dictated words and phrases. [cvc words + *is I the*] • Separate most words with spaces in dictated phrases. **Writing: Transcription – Spelling** • Represent more Phase 2 phonemes with the correct grapheme in cvc words: s a t p i n m d g o c k ck e u r h b f l • Spell tricky words correctly: is I the **Writing: Transcription – Handwriting** • Form many lower-case letters correctly: - curly letters - long letters - bouncy letters - zig zag letters ○ Start and finish in the right places. ○ Position letters correctly on the line.

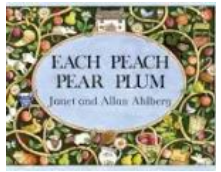
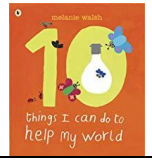
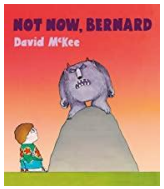
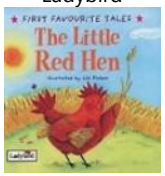
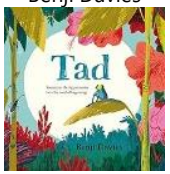
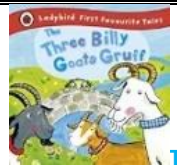
Spring 1 **Planting a Tree**	**Contemporary Fiction** *See You Later, Alligator* Sally Hopgood	**Non-Fiction** *Why do we need trees?* Usborne 	**Non-Fiction** *Winter* Harriet Brundle 	**Classic Literature** *One Snowy Night* Nick Butterworth 	**Traditional Tales** *The Emperor's New Clothes* Lesley Sims 	**Classic Literature** *Peace at Last* Jill Murphy 
	Dictated phrase and sentence about the tortoise: *a red cap*	Dictated phrase and sentence about planting a tree:	Phrase/sentence about winter	Phrase/sentence to accompany a picture from the story	Phrase/sentence about the Emperor / his clothes	Phrase/sentence about a part of the story

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	his shell *He has a shell.*	*wet mud* *Dig the wet mud.*				
Spring 2 **Making a book - Occupations**	**Classic Literature** *A Dark Dark Tale* Ruth Brown  	**Contemporary Fiction** *The Detective Dog* Julia Donaldson  	**Non-Fiction** *When we grow up* Melanie Walsh  	**Contemporary Fiction** *Lulu Meets the Bees* Anna McQuinn  	**Traditional Tales** *Chicken Licken* Ladybird  	
	Sentence about the story	Sentence about a visit e.g. to the library	Sentence about a job	Sentence about bees / beekeepers	Sentence in role as Chicken Licken	
End of Spring	**Comprehension** • Share books, rhymes and songs with others, answering questions about 'when' and 'how' • Describe main story settings, events and principal characters in increasing detail • Retell familiar stories using recently learnt vocabulary • Use vocabulary found in a range of texts, increasingly exploring meaning **Writing: Composition** • Say and write phrases. [dictated and own composition] • Say and write a single-clause sentence. [dictated and own composition] • Separate all words with spaces in dictated phrases and sentences. **Writing: Transcription – Spelling** • Represent all Phase 2 phonemes with the correct grapheme in cvc words: s a t p i n m d g o c k ck e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk • Spell additional tricky words correctly: and she he we has to into **Writing: Transcription – Handwriting** • Form most lower-case letters correctly. ○ Start and finish in the right places. ○ Position letters correctly on the line. • Form many capital letters correctly. ○ Start and finish in the right places. ○ Position letters correctly on the line.					

Summer 1	**Classic Literature**	**Non-Fiction**	**Contemporary Fiction** *Clean Up!*	**Classic Literature** *Not Now Bernard!*	**Traditional Tales** *Little Red Hen*	**Contemporary Fiction** *Tad*

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		*Ten things I can do to help my World* Melanie Walsh 	Nathan Bryon 	David McKee 	Ladybird 	Benji Davies 
		Sentences about how to help look after the world	Sentences to describe the island in the story	Sentences to describe a monster	Sentences to retell the story	Sentences about Tad
Summer 2	 **Traditional Tales** *The Three Billy Goats Gruff* Ladybird		 **Non-Fiction** *Mad about Sharks* Ladybird		 **Classic Literature** *Dogger* Shirley Hughes	
	Writing to describe Sentences to describe the troll	***Writing to narrate*** Sentences retelling the story	***Writing to inform*** Sentences about sharks – what they look like	***Writing to inform*** Sentences about sharks – what they eat	***Writing to describe*** Sentences to describe Dogger	***Writing to narrate*** Sentences retelling the story
End of Summer	**Comprehension** • Know that information can be retrieved from books, computers and mobile digital devices • Ask questions to check understanding about what has been read • Re-tell short stories they have heard in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary • Talk about some of the new knowledge and vocabulary learnt from books • Become more confident with anticipating key events in stories **ELG:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary **ELG:** Anticipate, where appropriate, key events in stories **ELG:** Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play **Writing: Composition** • Say and write short phrases and single-clause sentences (~2-3 sentences per writing outcome). [dictated and own composition] • Separate words with spaces: - all words in dictated sentences - some words in own sentences. • Demarcate sentences with capital letters and/or full stops on occasion. **Writing: Transcription – Spelling** • Represent Phase 3 phonemes with the correct grapheme in cvc & some cvcc/ccvc words:					

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	ai ee igh oa oo *oo* ar or ur ow oi ear air er
	• Spell additional tricky words correctly:
	his her me be go no was
	
	Writing: Transcription - Handwriting
	• Form most lower-case and capital letters correctly.
	  ○ Start and finish in the right places.
	  ○ Position letters correctly on the line.
	• Form digits 0-9 correctly
	  ○ Start and finish in the right places.
	
	ELG: Write recognisable letters, most of which are correctly formed
	ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters
	ELG: Write simple phrases and sentences that can be read by others