

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Three and Four-Year olds (Nursery)	<p><u>Literacy</u> Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother • engage in extended conversations about stories, learning new vocabulary. <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing <p><u>Communication and language</u></p> <ul style="list-style-type: none"> • enjoy listening to longer stories and can remember much of what happens • Understand ‘why’ questions, like: ‘why do you think the caterpillar got so fat?’ • be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions • use a wider range of vocabulary • sing a large repertoire of songs • know many rhymes, be able to talk about familiar books, and be able to tell a long story. 					

Reception

Literacy

- read individual letters by saying the sounds for them
- blend sounds into words, so that they can read short words made up of letter-sound correspondences
- read some letter groups that each represent one sound and say sounds for them
- read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words
- read a few common exception words matched to the school's phonic programme.
- Blend sound into words, so that they and read short words made up of letter-sound correspondences
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Communication and language

- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Listen carefully to rhymes and songs, paying attention to how they sound
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Learn new vocabulary
- Use new vocabulary throughout the day
- Use new vocabulary in different contexts
- Engage in story rhymes
- Learn rhymes and poems
- Engage in non-fiction books

ELGs

Literacy

Word reading

Say a sound for each letter in the alphabet and at least 10 digraphs

Read words consistent with their phonics knowledge by sound-blending

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Comprehension

Demonstrate an 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, non-fiction, rhymes and poems and during role-play

Communication and Language

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.

Speaking

Offer explanations for why things might happen, making use of recently introduces vocabulary from stories, non-fictions, rhymes and poems when appropriate.