



Nursery						Reception						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Rhyme and Colour	Let's Celebrate!	Growth and Change		People Who Help Us	Bears, Bears, Bears!	All about Me!	Tell me a Story	The Big Wide World		Crazy Construction	Water, Water, Everywhere!
<b>Key Texts</b>	**A range of high-quality picture books to introduce children to story time ** Nursery Rhymes Goldilocks and the three bears The Gingerbread Man	The Colour Monster  *With additional stories from Reading Long Term Plan	The Very Hungry Caterpillar Jack and the Beanstalk The Enormous Turnip How to grow a dinosaur		Range of non-fiction texts	Everywhere Bear We're Going on a Bear Hunt Paddington	**A range of high-quality picture books to introduce children to Reception story time **  How to fill a bucket Only one me Unicorn ...	Supatato The Day the Crayons Quit  *With additional stories from Reading Long Term Plan	How to catch a star Aliens love Underpants Whatever Next Little Red Riding Hood		Three Little Pigs Katie in London  The Royal Family	Billies Bucket Someone swallowed Stanley Finding Nemo Tiddler Rainbow Fish
<b>C&amp;L</b>	*Listen to stories and understand what is happening with the help of pictures. *Use a wide range of vocab. *Sing a large repertoire of songs.	*Understand and enjoy longer stories and remember most of what happened.	*Know many rhymes, be able to talk about familiar books, and be able to tell a long story.		*Be able to express a viewpoint and debate when they disagree with an adult or a friend, using words.	*Use sentences with joined up words like 'because', 'or', 'and'. *Use future and past tense. *Answer simple 'why' questions.	*Engage in extended conversations about stories, learning new vocabulary. *Understand to listen carefully and why listening is important. *Learn new vocabulary. *Use new vocabulary through the day. *Engage in story times. *Listen to and talk about stories to build familiarity and understanding.	*Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives. *Retell the story, once they have developed a deep familiarity with the text. *Learn rhymes, poems and songs.	*Describe events in some detail.	*Use new vocabulary in different contexts.	*Engage in non-fiction books. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	ELG - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.

<u>Literacy</u>	<ul style="list-style-type: none"> <li>*Understand print has meaning.</li> <li>*The names of different parts of a book.</li> <li>*Page sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>*Clap and count syllables</li> </ul>	<ul style="list-style-type: none"> <li>*Spot and suggest rhymes</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise words with the same initial sounds.</li> </ul>	<ul style="list-style-type: none"> <li>*Write some letters accurately.</li> <li>*Write some or all their name.</li> <li>*Use some of their print and letter knowledge in their early writing.</li> </ul>	<ul style="list-style-type: none"> <li>*Read individual letters by saying the sounds for them.</li> <li>*Blend sounds into words.</li> <li>*Re-read books to build up confidence in word reading, their fluency and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>*Read some letter groups that each represent one sound and say sounds for them.</li> <li>*Read a few common exception words.</li> <li>*Read simple phrases and sentences made up of words with known letter-sound correspondence</li> </ul>	<ul style="list-style-type: none"> <li>*Form lower-case and capital letter correctly.</li> <li>*Spell words by identifying the sounds and then writing the sound with letters.</li> </ul>	<ul style="list-style-type: none"> <li>*Write short sentences with words with known letter sound correspondence using a capital letter and full stop.</li> </ul>	<ul style="list-style-type: none"> <li>*Re-read what they have written to check that it makes sense.</li> </ul>	ELG statements
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ELG - Summer Term

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Word Reading

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

Read words consistent with their phonic knowledge by sound-blending.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding</b>	<ul style="list-style-type: none"> <li>*apply phonic knowledge to decode words</li> <li>*speedily read all 40+ letters/groups for 40+ phonemes</li> <li>*read accurately by blending taught GPC</li> <li>*read common exception words</li> <li>*read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>*read multisyllable words containing taught GPCs</li> <li>*read contractions and [understanding use of apostrophe</li> <li>*read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>*secure phonic decoding until reading is fluent</li> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read multisyllable words containing these graphemes</li> <li>*read common suffixes</li> <li>*read exception words, noting unusual correspondences</li> <li>*read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>*listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>*being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*making comparisons within and across books</li> </ul>
<b>Familiarity with texts</b>	<ul style="list-style-type: none"> <li>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>*recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>*recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>*learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>*learning a wider range of poetry by heart</li> <li>*preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>*learning a wider range of poetry by heart</li> <li>*preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>
<b>Word meanings</b>	<ul style="list-style-type: none"> <li>*discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>*discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> </ul>		
<b>Understanding</b>	<ul style="list-style-type: none"> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>*discussing the sequence of events in books and how items of information are related</li> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>*discussing the significance of the title and events</li> <li>*making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>*making inferences on the basis of what is being said and done</li> <li>*answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>*predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>
<b>Authorial Intent</b>			<ul style="list-style-type: none"> <li>*discussing words and phrases that capture the reader's interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>*discussing words and phrases that capture the reader's interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>Non-fiction</b>		<ul style="list-style-type: none"> <li>*being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from non-fiction</li> </ul>
<b>Discussing reading</b>	<ul style="list-style-type: none"> <li>*participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>*explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>*participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>*recommending books that they have read to their peers, giving reasons for their choices</li> <li>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>*recommending books that they have read to their peers, giving reasons for their choices</li> <li>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</li> </ul>

Objectives for Year 3 and Year 4 are and so are reprinted identically.

Objectives for Year 5 and Year 6 are and so are reprinted identically.