



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

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

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.