

	<b>Autumn1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>Marvellous Me</b>	<b>If you go down to the woods today</b>	<b>Where in the World?</b>	<b>Once Upon a Time.....</b>	<b>Terrific Transformations</b>	<b>Amazing Animals</b>
<b>Key Text</b>	The Colour Monster Perfectly Norman Peace at Last Funny Bones Emergency! Awesome Engines Leaf Man	Fletcher and the Falling leaves Bonfire night/Diwali Goldilocks and the Three Bears Stick man The Gruffalo The Gruffalo's Child	Big bear, Little Bear Emperors Egg The Great Race Commotion in the Ocean Rumble in the Jungle Handa's Surprise	Little Red Riding Hood Jack and the Beanstalk The Gingerbread Man The Three Billy Goats Gruff Mr Wolf's Pancakes	Egg and Chick. The Very Hungry Caterpillar Oliver's vegetables Tadpole's Promise The Tiny Seed.	Little Red Hen Hoot Owl Master of Disguise. Farmyard Hullabaloo What the Ladybird Heard This Zoo is not for you Dear Zoo
<b>Whole Class Reading or Pleasure/ Story time</b>	What makes me a me? The Dot The Colour Monster I Can't Do That Yet! Super Duper You! Non-fiction books (people who help us) The Perfect Fit	The Gruffalo The Woods Non-fiction books (Autumn) Dogs Don't Do Ballet	We All Went on Safari We're Going On a Lion Hunt Handa's Hen Non-fiction books (hot and cold places, music books) Two Homes	Suddenly! The Jolly Postman and other people's letters. Non-fiction books (plants and growing) Kindness is my Super Power	Oliver's Fruit Salad Nora: The Girl Who Ate and Ate Bog Baby The Ugly Duckling Non-fiction books (pond life, life cycles and baby animals) A Superhero Like You	Farmer Duck Octopus Shocktopus Non-fiction books (farm animals, animals in the local area) The Proudest Blue
<b>Guided Reading</b>	Wordless books are used from week 4, as children begin blending, move on to reading the Phase 2 decodable books matched to their secure phonic knowledge. Each session in this 'three read' model has a clear focus: • Read 1: decoding	Continue reading decodable books matched to their secure phonic knowledge. Each session in this 'three read' model has a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	Continue reading decodable books matched to their secure phonic knowledge. Each session in this 'three read' model has a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	Continue reading decodable books matched to their secure phonic knowledge. Each session in this 'three read' model has a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	Continue reading decodable books matched to their secure phonic knowledge. Each session in this 'three read' model has a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.	Continue reading decodable books matched to their secure phonic knowledge. Each session in this 'three read' model has a clear focus: • Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text.

	<ul style="list-style-type: none"> <li>• Read 2: prosody – reading with meaning, stress and intonation</li> <li>• Read 3: comprehension – understanding the text.</li> </ul>					
<b>Independent Reading</b>	Books will be available for the children to read independently in all areas of provision to include: construction, writing area, role play, small world, creative area and maths. Reading corner changed/ added to weekly to reflect the theme of the week. Books for the children to read independently matched to their phonics ability.	Books will be available for the children to read independently in all areas of provision to include: construction, writing area, role play, small world, creative area and maths. Reading corner changed/ added to weekly to reflect the theme of the week. Books for the children to read independently matched to their phonics ability.	Books will be available for the children to read independently in all areas of provision to include: construction, writing area, role play, small world, creative area and maths. Reading corner changed/ added to weekly to reflect the theme of the week. Books for the children to read independently matched to their phonics ability.	Books will be available for the children to read independently in all areas of provision to include: construction, writing area, role play, small world, creative area and maths. Reading corner changed/ added to weekly to reflect the theme of the week. Books for the children to read independently matched to their phonics ability.	Books will be available for the children to read independently in all areas of provision to include: construction, writing area, role play, small world, creative area and maths. Reading corner changed/ added to weekly to reflect the theme of the week. Books for the children to read independently matched to their phonics ability.	Books will be available for the children to read independently in all areas of provision to include: construction, writing area, role play, small world, creative area and maths. Reading corner changed/ added to weekly to reflect the theme of the week. Books for the children to read independently matched to their phonics ability.
<b>Writing Genre</b>	Information Narrative Recount	Information Letter Narrative	Information Narrative Non-Chronological Report Poetry	Instructions Narrative	Information Instructions Narrative Non-Chronological Report Recount	Narrative Poetry Recount
<b>Grammar and Spelling</b>	Little Wandle Mechanics of writing – preference for dominant hand. Pencil grip – comfortable. Tricky Words: Is I the.	Little Wandle Comfortable pencil grip. Initial sounds. Final sounds. Tricky Words: and has his her go no to into she he of we me be.	Little Wandle Middle sounds – adult led. Conjunction and, because. Tricky words: was you they my by all are sure pure.	Little Wandle Middle sounds (I). Diagraphs – adult led. Tricky words: Review all tricky words taught so far.	Little Wandle Diagraphs (I). Compounds words – adult led. Longer words – adult led. Different endings (ing) (ed) – adult led. Tricky words: said so have like some come love do were her little says there when what one out today	Little Wandle Compound words (I). Longer words (I). Different endings (I). Tricky words: Review all tricky words taught so far.

<p><b>Punctuation</b></p>	<p>Capital letter in names.</p>	<p>Full stop at the end of a sentence when adult led.</p>	<p>Finger spaces when adult led. Capital at start of a sentence when adult led. Full stop at the end of a sentence when adult led.</p>	<p>Full stops when writing independently. Finger Spaces when adult led.</p>	<p>Capital letters, full stops and finger spaces when writing independently, with visual prompts.</p>	<p>Capital letters, full stops and finger spaces when writing independently.</p>
<p><b>Handwriting</b></p>	<p><i>Little Wandle</i> Letter formation of Autumn 1 sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l.</p>	<p><i>Little Wandle</i> Letter formation of Autumn 2 sounds: ff, ll, ss, j, v, w, x, y, zz, z, qu, ch, sh, th, ng, nk</p>	<p><i>Little Wandle</i> Letter formation of Spring 1 sounds: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er</p>	<p><i>Little Wandle</i> Letter formation of graphemes and words with double letters, words with two or more digraphs, words ending in -ing, words with s in the middle, words ending -s, words with -es at end and compound words.</p>	<p><i>Little Wandle</i> Letter formation of graphemes. Words with short vowels, compound words and root words ending in: -ing, -ed /t/, -ed /d/, -ed /id/ /ed/ -est.</p>	<p><i>Little Wandle</i> Phase 4 words ending in s and es, root words ending in -ing, -ed /t/, -ed /d/ /ed/, -ed /d/, long vowel sounds.</p>

