

	Lets Go	Celebrations	Wild at Heart	Castles	Land Ahoy!	Fun in the sun
Texts studied	What makes me a me? Only one you. Happy to be me. Theres only one you Simon Sock A handful of Buttons	Bonfire Night poems The Nativity Cake The Enormous Turnip How many seeds in a pumpkin? Poppies short film	The very Busy spider Farmer Duck We're going on a Bear Hunt/Lion Hunt Wow! Said the owl Marmalade the orange panda The Easter story	Cinderella Castle non-fiction books The Princess and the Pea Rapunzel Beauty and the Beast The Sandcastle	Pirates Love Underpants On a pirate Ship The pirates are coming The pirates Next Door When I was a Pirate	Hugless Douglas Goes camping Playground songs_ oranges and lemons You Can't take an elephant on holiday.
Reading Themes to be explored	Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment	Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment	Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment	Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG)	Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)	Anticipates, where appropriate, key events in stories (ELG)
Continuous Reading skills	<ul style="list-style-type: none"> • Talk about the structure of the book. • Titles. And authors. • Focus on vocabulary and new words. • Sequencing/ retelling the story using a story map and props. • Ordering the story. • Drama- role play acting out the story to retell. 					
Writing Genres	Lists Instructions Simple sentences Diary Recount based on trip	Instructions Letter Retelling traditional tales Poetry	Instructions Poetry Retelling the story	Instructions Retelling traditional tales Letter Lists	Postcard Poetry Letter/ Email Retelling the story	Travel brochure Postcard Diary Retelling the story Instructions
Punctuation/Grammar focus	Writing on the line Finger spaces Applying sounds	Writing on the line Finger spaces Applying sounds I	Full stops Writing on the line Finger spaces Applying sounds The, and, I Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Full stops Writing on the line Finger spaces Applying sounds The , and, I, see, Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Capital letters Full stops Writing on the line Finger spaces Applying sounds The, and, I see, they, he, she Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Capital letters Full stops Writing on the line Finger spaces Applying sounds The, I , and, They, he, she, see Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop
Spelling focus	Set 1 Reads individual letters by saying the sounds for them Is able to spell words by identifying the sounds and then writing the sound with letter/s	Set 1 and 2 Reads individual letters by saying the sounds for them Is able to spell words by identifying the sounds and then writing the sound with letter/s Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences	Set 1 and 2 Reads individual letters by saying the sounds for them Is able to spell words by identifying the sounds and then writing the sound with letter/s Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences	Set 1, 2, 3 Reads individual letters by saying the sounds for them Is able to spell words by identifying the sounds and then writing the sound with letter/s Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences Can read some letter groups that each represent one sound and say the sounds for them	Set 1, 2,3 Reads individual letters by saying the sounds for them Is able to spell words by identifying the sounds and then writing the sound with letter/s Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences Can read some letter groups that each represent one sound and say the sounds for them Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)	Set 1,,2,3 Reads individual letters by saying the sounds for them Is able to spell words by identifying the sounds and then writing the sound with letter/s Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences Can read some letter groups that each represent one sound and say the sounds for them Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)