









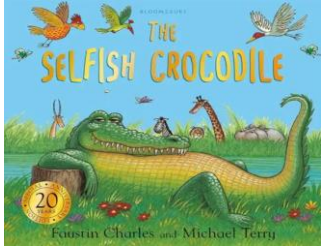
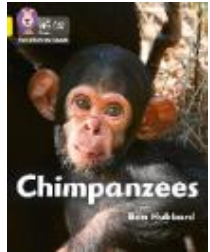


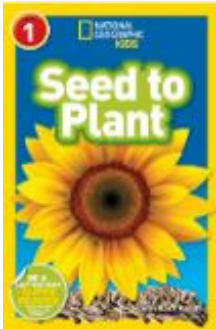
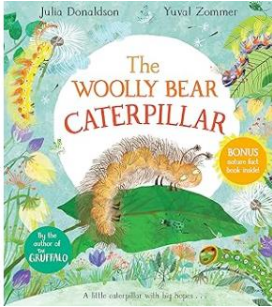
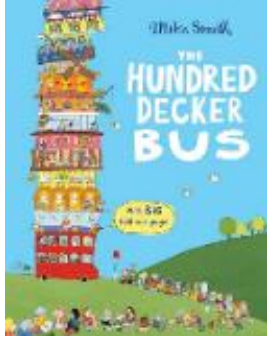



	AUTUMN ONE		AUTUMN TWO	
Reading for Pleasure	Selection of short stories – one chosen each day 		Selection of short stories – one chosen each day 	
Unit/Text				
Outcomes	Label List	Speech bubbles	Simple sentences Story sequencing	Simple labels 'it is' sentences and labels
Poetry Unit	Oh Dear – Michael Rosen			
Phonics Progression	s a t p i n m d g o c k c k e u r h b f l		ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	
Handwriting (Griffin OT)	Colour in using a writing instrument. Imitate vertical and horizontal lines. Imitate circles and rainbows. Identify their 'crocodile fingers.' Attempt to draw animals and objects.		Imitate horizontal crosses and square shapes. Identify where straight letters start. Trace over l, t, I, j, u, y using the correct letter formation patterns.	

	SPRING ONE		SPRING TWO	
Reading for Pleasure	Selection of short stories – one chosen each day 		Selection of short stories – one chosen each day 	
Unit/Text				
Outcome	Labels with CVC words Facts	Speech bubble Sentences	Write a sentence Write a book	Label images Write a simple fact
Poetry Unit	I'm a Little Snowman			
Phonics progression	ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words		Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end	
Handwriting (Griffin OT)	Identify where letter family two starts and the main rule is 'no lifting' of their pencil when writing the letter. Trace over r, n, m, h, b, p using the correct letter formation patterns. Identify that letter family three starts with a 'curly c'. Trace over c, o, a, d, g, q, f, s, e using the correct letter formation patterns.		Imitate oblique lines and crosses. Identify these letters have oblique lines. Trace over w, v, x, z, k using the correct letter formation patterns.	

	SUMMER ONE		SUMMER TWO	
Reading for Pleasure	Selection of short stories – one chosen each day 		Selection of short stories – one chosen each day 	
Unit/Text				
Outcomes	Write a label Write a list Write a fact	Write a label Write a caption Write a fact		
Poetry Unit	Braving the Sea – Phillip Wadell			
Phonics Progression	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est		Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words	
Handwriting (Griffin OT)	Write their name using a capital letter to start and correct letter formations for all other letters. Identify which letter family l, t, I, j, u, y, r, n, m, h, b, p and where the pencil should start when drawing them. Write all the above letters using the correct letter formation and orientations in their literacy books.		Identify which letter family c, o, a, d, g, q, f, s, e, w, v, x, z, k and where the pencil should start when drawing them. Write all the above letters using the correct letter formation and orientations in their literacy books. Write short 3–5-word sentences in their books using the correct letter formation 80% of the time.	