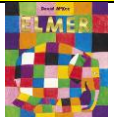
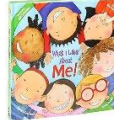








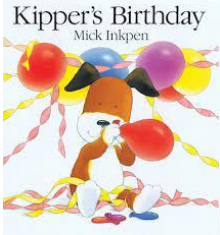
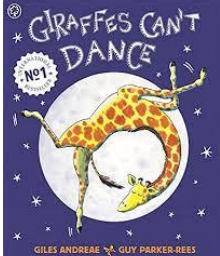


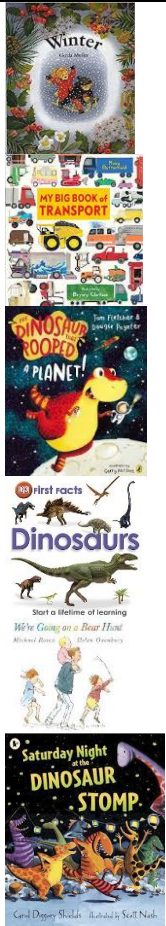


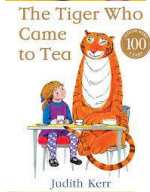
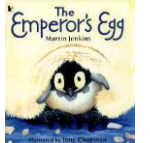
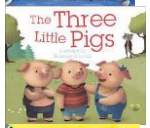


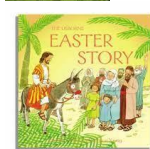

	Reading Instruction, Phonics, Decoding & Fluency (based on Development Matters)	Reading for Pleasure / Choosing to Read	Whole class quality texts:
Autumn 1			
<u>Reading: Word Reading</u> Phonics and decoding	<u>Literacy 3 and 4 year olds</u> Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother	Recommend books they have read to their peers, giving reasons for their choices.	
Common exception words		Demonstrate continuing engagement with reading through:	
Fluency	<u>Literacy 3 and 4 years old</u> Understand the five key concepts about print: • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing • Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother	-whole-class OTTER (Own Time To Enjoy Reading)	
<u>Reading: Comprehension</u> Understanding and correcting inaccuracies	<u>Communication and language 3 and 4 year olds</u> Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. <u>Literacy 3 and 4 year olds</u> Engage in extended conversations about stories, learning new vocabulary.	-actively engaging in Book Talk with and without adult support.	
Comparing, contrasting and commenting	<u>Communication and language 3 and 4 year olds</u> Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	-choice of library books/reading books (unbanded after RWInc reading scheme)	
Words in context and authorial choice	Communication and language 3 and 4 year olds Use a wider range of vocabulary. <u>Literacy 3 and 4 year olds</u> Engage in extended conversations about stories, learning new vocabulary.	-engaging in R & R (Read and Relax) cross key stage peer reading	
Inference and Prediction	Communication and language 3 and 4 year olds Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	-use of library and book corners/reading dens	
Poetry and performance	<u>Communication and language 3 and 4 year olds</u> <ul style="list-style-type: none"> - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar rhymes and be able to tell a long story. <u>Expressive arts and design 3 and 4 year olds</u> <ul style="list-style-type: none"> - Take part in simple pretend play 		
Non Fiction			

	Reading Instruction, Phonics, Decoding & Fluency (based on Development Matters)	Reading for Pleasure / Choosing to Read	Whole class quality texts:
Autumn 2			
<u>Reading: Word Reading</u> Phonics and decoding	<u>Literacy 3 and 4 year olds</u> Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother	Recommend books they have read to their peers, giving reasons for their choices.	
Common exception words		Demonstrate continuing engagement with reading through:	
Fluency	<u>Literacy 3 and 4 years old</u> Understand the five key concepts about print: • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing • Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother	-whole-class OTTER (Own Time To Enjoy Reading)	
<u>Reading: Comprehension</u> Understanding and correcting inaccuracies	<u>Communication and language 3 and 4 year olds</u> Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. <u>Literacy 3 and 4 year olds</u> Engage in extended conversations about stories, learning new vocabulary.	-actively engaging in Book Talk with and without adult support.	
Comparing, contrasting and commenting	<u>Communication and language 3 and 4 year olds</u> Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	-choice of library books/reading books (unbanded after RWInc reading scheme)	
Words in context and authorial choice	Communication and language 3 and 4 year olds Use a wider range of vocabulary. <u>Literacy 3 and 4 year olds</u> Engage in extended conversations about stories, learning new vocabulary.	-engaging in R & R (Read and Relax) cross key stage peer reading	
Inference and Prediction	Communication and language 3 and 4 year olds Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	-use of library and book corners/reading dens	
Poetry and performance	<u>Communication and language 3 and 4 year olds</u> <ul style="list-style-type: none"> - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar rhymes and be able to tell a long story. <u>Expressive arts and design 3 and 4 year olds</u> <ul style="list-style-type: none"> - <u>Take part in simple pretend play</u> 		
Non Fiction			

	Reading Instruction, Phonics, Decoding & Fluency (based on Development Matters)	Reading for Pleasure / Choosing to Read	Whole class quality texts:
Spring 1			
<u>Reading: Word Reading</u> Phonics and decoding	<u>Literacy Reception</u> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	Recommend books they have read to their peers, giving reasons for their choices.	
Common exception words	<u>Literacy Reception</u> Read a few common exception words matched to the school's phonic programme.	Demonstrate continuing engagement with reading through:	
Fluency	<u>Literacy Reception</u> Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	-whole-class OTTER (Own Time To Enjoy Reading)	
<u>Reading: Comprehension</u> Understanding and correcting inaccuracies	<u>Communication and language Reception</u> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	-actively engaging in Book Talk with and without adult support.	
Comparing, contrasting and commenting	<u>Understanding the world Reception</u> Compare and contrast characters from stories, including figures from the past.	-choice of library books/reading books (unbanded after RWInc reading scheme)	
Words in context and authorial choice	<u>Communication and language Reception</u> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	-engaging in R & R (Read and Relax) cross key stage peer reading	
Inference and Prediction		-use of library and book corners/reading dens	
Poetry and performance	<u>Communication and language Reception</u> Engage in story times. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs Expressive arts and design Reception Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play		
Non Fiction	<u>Communication and language Reception</u> <ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 		

	Reading Instruction, Phonics, Decoding & Fluency (based on Development Matters)	Reading for Pleasure / Choosing to Read	Whole class quality texts:
Spring 2			
Reading: Word Reading Phonics and decoding	<u>Literacy Reception</u> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	Recommend books they have read to their peers, giving reasons for their choices.	
Common exception words	<u>Literacy Reception</u> Read a few common exception words matched to the school's phonic programme.	Demonstrate continuing engagement with reading through:	
Fluency	<u>Literacy Reception</u> Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	-whole-class OTTER (Own Time To Enjoy Reading)	
Reading: Comprehension Understanding and correcting inaccuracies	<u>Communication and language Reception</u> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	-actively engaging in Book Talk with and without adult support.	
Comparing, contrasting and commenting	<u>Understanding the world Reception</u> Compare and contrast characters from stories, including figures from the past.	-choice of library books/reading books (unbanded after RWInc reading scheme)	
Words in context and authorial choice	<u>Communication and language Reception</u> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	-engaging in R & R (Read and Relax) cross key stage peer reading	
Inference and Prediction		-use of library and book corners/reading dens	
Poetry and performance	<u>Communication and language Reception</u> Engage in story times. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs Expressive arts and design Reception Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play		
Non Fiction	<u>Communication and language Reception</u> <ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 		

	Reading Instruction, Phonics, Decoding & Fluency (based on Development Matters)	Reading for Pleasure / Choosing to Read	Whole class quality texts:
Summer 1			
Reading: Word Reading Phonics and decoding	<u>ELG Literacy - ELG Word Reading</u> 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.	Recommend books they have read to their peers, giving reasons for their choices.	
Common exception words	<u>Literacy Reception</u> Read common exception words matched to the school’s phonic programme.	Demonstrate continuing engagement with reading through:	
Fluency	<u>ELG Literacy - ELG Word Reading</u> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	-whole-class OTTER (Own Time To Enjoy Reading)	
Reading: <u>Comprehension</u> Understanding and correcting inaccuracies	<u>ELG Literacy ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	-actively engaging in Book Talk with and without adult support.	
Comparing, contrasting and commenting	<u>ELG Communication and language – Listening, attention and understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <u>ELG Communication and language – Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	-choice of library books/reading books (unbanded after RWInc reading scheme)	
Words in context and authorial choice	<u>ELG Communication and language – Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <u>ELG Literacy Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	-engaging in R & R (Read and Relax) cross key stage peer reading -use of library and book corners/reading dens	
Inference and Prediction	<u>ELG Communication and language – Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <u>ELG Literacy Comprehension</u> Anticipate (where appropriate) key events in stories.		
Poetry and performance	<u>ELG Literacy Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary <u>ELG Expressive arts and design – Creating with materials</u> Make use of props and materials when role playing characters in narratives and stories. <u>ELG Expressive arts and design – being imaginative and expressive</u> Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.		

Non Fiction	<u>ELG Communication and language – Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <u>ELG Literacy Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		
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