Reading: Word Reading Common exception words with the same initial sound, such as money and mother	TREVISKER	Reading Instruction, Phonics, Decoding & Fluency (based on Development Matters)	Reading for Pleasure / Choosing to Read	Whole class quality texts:
Phonics and decoding words with the same initial sound, such as money and mother Common exception words Fluency Ulteracy 3 and 4 years old Understand the five key concepts about print: • print has meaning • print can have different purposes • we can read English text room into a swareness, 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 Reading: Communication and language 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new	Autumn 1			
Fluency Literacy 3 and 4 years old 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 Communication and language 3 and 4 year olds Communication and language 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary.		Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise	have read to their peers, giving reasons for their	MER
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 Communication and language 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Communication and language 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Communication and language 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Communication and language 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Literacy 3 and 4 year olds Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Communication and language 3 and 4 year olds Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Communication and language 3 and 4 year olds Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Communication and language 3 and 4 year olds - Sing a large repertoire of songs. - Know many rhymes, be bale to talk about familiar booms and be ble to tell a long story. Expressive arts and design 3 and 4 year olds - Take part in simple pretend play	words		engagement with	Mel
Comparing, contrasting and correcting inaccuracies Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Communication and language 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Communication and language 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Communication and language 3 and 4 year olds Use a wider range of vocabulary. Communication and language 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Communication and language 3 and 4 year olds Use a wider range of vocabulary. Communication and language 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Litearcy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Inference and Prediction Poetry and performance Communication and language 3 and 4 year olds Understand why' questions, like: "Why do you think the caterpillar got so fat?" Communication and language 3 and 4 year olds Understand why' questions, like: "Why do you think the caterpillar got so fat?" Communication and language 3 and 4 year olds Understand why' questions, like: "Why do you think the caterpillar got so fat?" Communication and language 3 and 4 year olds Understand why' questions, like: "Why do you think the caterpillar got so fat?" Communication and language 3 and 4 year olds - Sing a large repertoire of songs. Know many rhymes, be bale to talk about familiar booms and be ble to tell a long story. Expressive arts and design 3 and 4 year olds - Take part in simple pretend play	Fluency	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	-whole-class OTTER (Own Time To Enjoy	BIG BOOK OF 9
Comparing, contrasting and commenting 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. Words in context and authorial choice Use a wider range of vocabulary. Litearcy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Poetry and performance Poetry and performance - Sing a large repertoire of songs. - Know many rhymes, be bale to talk about familiar booms and be ble to tell a long story. Expressive arts and design 3 and 4 year olds - Take part in simple pretend play	Comprehension Understanding and	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>	Book Talk with and without adult support.	Once There Were GLANTS Now Wald! From Tall
Worts in Context and authorial choice Use a wider range of vocabulary. Litearcy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary. Communication and language 3 and 4 year olds Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Poetry and performance Communication and language 3 and 4 year olds - Sing a large repertoire of songs Know many rhymes, be bale to talk about familiar booms and be ble to tell a long story. Expressive arts and design 3 and 4 year olds - Take part in simple pretend play Communication and language 3 and 4 year olds - Take part in simple pretend play		Communication and language 3 and 4 year olds	books/reading books (unbanded after RWInc	O sudplied first descents faint
Poetry and performance Communication and language 3 and 4 year olds		Use a wider range of vocabulary. <u>Litearcy 3 and 4 year olds</u>	and Relax) cross key	
performance - Sing a large repertoire of songs Know many rhymes, be bale to talk about familiar booms and be ble to tell a long story. Expressive arts and design 3 and 4 year olds - Take part in simple pretend play			,	ARTEST AND
Non Fiction	•	 Sing a large repertoire of songs. Know many rhymes, be bale to talk about familiar booms and be ble to tell a long story. Expressive arts and design 3 and 4 year olds		Sutturn
Non-riction	Non Fiction			

TREVISKER Printy Stool	Reading Instruction, Phonics, Decoding & Fluency (based on Development Matters)	Reading for Pleasure / Choosing to Read	Whole class quality texts:
Autumn 2			
Reading: Word Reading Phonics and decoding	Literacy 3 and 4 year olds 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.	MEGMOG * * *
Common exception words		Demonstrate continuing engagement with	*****
Fluency	Literacy 3 and 4 years old 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	reading through: -whole-class OTTER (Own Time To Enjoy Reading)	Kipper's Birthday Mick Inkpen
Reading: Comprehension Understanding and correcting inaccuracies	Communication and language 3 and 4 year olds 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. Literacy 3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary.	-actively engaging in Book Talk with and without adult support.	
Comparing, contrasting and commenting	Communication and language 3 and 4 year olds 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)	* CIKALLES CINI
Words in context and authorial choice	Communication and language 3 and 4 year olds Use a wider range of vocabulary. <u>Litearcy 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	*ttle Owl and the St.
Poetry and performance	Communication and language 3 and 4 year olds - Sing a large repertoire of songs. - Know many rhymes, be bale to talk about familiar booms and be ble to tell a long story. Expressive arts and design 3 and 4 year olds - Take part in simple pretend play		Mary Murphy
Non Fiction		1	

TREVISKER	Reading Instruction, Phonics, Decoding & Fluency (based on Development Matters)	Reading for Pleasure / Choosing to Read	Whole class quality texts:
Spring 1			
Reading: Word Reading Phonics and decoding	Literacy Reception • 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.	Vinter
Common exception words	Literacy Reception Read a few common exception words matched to the school's phonic programme.	Demonstrate continuing engagement with reading through:	MYBIGBOOK AT TRANSPORT
Fluency	Literacy Reception 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)	O O Service Control of the Control o
Reading: Comprehension Understanding and correcting inaccuracies	Communication and language Reception • 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.	RANET
Comparing, contrasting and commenting	Understanding the world Reception Compare and contrast characters from stories, including figures from the past.	-choice of library books/reading books (unbanded after RWInc reading scheme)	Dinosdurs
Words in context and authorial choice	Communication and language Reception • 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	Stort a Belline of learning We've Gang one Bear Heat Miland Rose M
Inference and Prediction		-use of library and book corners/reading dens	Saturday Night DINOSAUR STOMP
Poetry and performance	Communication and language Reception 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		Gard Degrey Studel: Astronomy Sort Niels
Non Fiction	Communication and language Reception • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary		

TREVISKER	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	Literacy Reception • 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.	CLASS TWG ATFIEZGO
Common exception words	Literacy Reception Read a few common exception words matched to the school's phonic programme.	Demonstrate continuing engagement with	The Tiger Who Came to Tea
Fluency	Literacy Reception 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.	reading through: -whole-class OTTER (Own Time To Enjoy	
Reading: Comprehension Understanding and correcting inaccuracies	Communication and language Reception • 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.	Reading) -actively engaging in Book Talk with and without adult support.	Emperors Egg
Comparing, contrasting and commenting	Understanding the world Reception Compare and contrast characters from stories, including figures from the past.	-choice of library books/reading books (unbanded after RWInc reading scheme)	The Three Little Pigs
Words in context and authorial choice	Communication and language Reception • 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	What was
Inference and Prediction		-use of library and book corners/reading dens	spring
Poetry and performance	Communication and language Reception 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		EASTER
Non Fiction	Communication and language Reception • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary		

TREVISKER	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	ELG Literacy - ELG 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.	Recommend books they have read to their peers, giving reasons for their choices.	
Common exception words	Literacy Reception Read common exception words matched to the school's phonic programme.	Demonstrate continuing	
Fluency	ELG Literacy - ELG Word Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	engagement with reading through:	
Reading: Comprehension Understanding and correcting inaccuracies	ELG Literacy ELG Comprehension 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.	-whole-class OTTER (Own Time To Enjoy Reading) -actively engaging in	
Comparing, contrasting and commenting	ELG Communication and language — Listening, attention and understanding 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. ELG Communication and language — Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Book Talk with and without adult support. -choice of library books/reading books (unbanded after RWInc reading scheme)	
Words in context and authorial choice	ELG Communication and language – Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ELG Literacy Comprehension 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	-engaging in R & R (Read and Relax) cross key stage peer reading -use of library and book	
	and poems and during role play.	corners/reading dens	
Inference and Prediction	ELG Communication and language – Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ELG Literacy Comprehension Anticipate (where appropriate) key events in stories.		
Poetry and performance	ELG Literacy Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ELG Expressive arts and design — Creating with materials Make use of props and materials when role playing characters in narratives and stories. ELG Expressive arts and design — being imaginative and expressive 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	ELG Communication and language – Speaking	
	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes	
	and poems when appropriate.	
	ELG Literacy Comprehension	
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during	
	role play.	