

	Advent 1 – 8 weeks				Advent 2 – 8 week				Lent 1 – 6 weeks				Lent 2 – 7 weeks				Pentecost 1 – 5 weeks				Pentecost 2 – 5 weeks													
EYF S	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Phonic Sounds:</b> s a t p i n m d g o c k c k e u r h b f l Oral blending and segmenting Correct articulation of sounds Rhyming alliteration knows that print is read from left to right Tricky word I is the</p>				<p>Retell stories related to events through acting/role play. Using a recipe to cook Christmas letters/lists. Retelling stories using images / apps Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Finding information from non fiction books Sequence story – use vocabulary Rhyming and alliteration</p> <p><b>Phonic Sounds:</b> f l l s s j v w x y z z z qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)</p> <p>Tricky words : put* pull* full* as and has his her go no to into she push* he of we me be</p>				<p>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home.</p> <p><b>Phonic Sounds</b> ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Tricky words : was you they my by all are sure pure</p>				<p>Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p> <p><b>Phonic Sounds:</b> Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end. Revision of tricky words learned so far</p>				<p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters Pajamarama Day</p> <p><b>Phonic Sounds:</b> 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/, –es Tricky words : said so have like some come love do were here little says there when what one out today</p>				<p>setting in a story key events &amp; respond to what they hear with relevant comments,  on is a non-story- it gives information instead. Fiction means story. - e, blurb, illustration, illustrator, author and title.  cent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in /d/ –er, –est • longer words and compound word</p>													
Year 1	<p>Reading practice session 3x per week – decoding, prosody and comprehension in line with phonic knowledge.</p> <p>Phonics Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Tricky words: Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>				<p>Reading practice session 3x per week – decoding, prosody and comprehension in line with phonic knowledge.</p> <p>Phonics Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Tricky words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>				<p>Reading practice session 3x per week – decoding, prosody and comprehension in line with phonic knowledge.</p> <p>Phonics Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>Tricky words: any many again who whole where two school call different thought through friend work</p>				<p>Reading practice session 3x per week – decoding, prosody and comprehension in line with phonic knowledge.</p> <p>Phonics Phase 5 graphemes /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p>Tricky words: once laugh because eye</p>				<p>Reading practice session 3x per week – decoding, prosody and comprehension in line with phonic knowledge.</p> <p>Phonics: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi ci ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>Tricky words: busy beautiful pretty hour move improve parents shoe</p>				<p>Reading practice session 3x per week – decoding, prosody and comprehension in line with phonic knowledge.</p> <p>Phonics – revise sounds and tricky words.</p>													
Year 2	Word Reading		Comprehension Strategies		Comprehension Strategies		Respond to Text		Comprehension Strategies		Word Reading		Comprehension Strategies		Comprehension Strategies		Respond to Text		Wider Decoding Skills		Respond to Text		Comprehension Strategies		Wider Decoding Skills									
Year 3	Word Reading		Wider Decoding Skills		Comprehension Strategies				Word Reading		Wider Decoding Skills		Comprehension Strategies				Comprehension Strategies				Respond to Text													
Year 4	Respond to the text		Comprehension Strategies		Respond to Text		Comprehension Strategies		Respond to Text		Comprehension Strategies		Respond to Text		Comprehension Strategies		Word Reading		Comprehension Strategies		Respond to Text		Comprehension Strategies		Wider Decoding Skills		Comprehension Strategies							
Year 5	Word reading		Comprehension Strategies		Wider Decoding Skills		Comprehension Strategies		Wider Decoding Skills		Comprehension Strategies		Respond to Text		Wider Decoding Skills		Comprehension Strategies		Respond to Text		Wider Decoding Skills				Respond to Text		Comprehension Strategies							
Year 6	Wider Decoding Skills		Respond to text		Comprehension Strategies		Comprehension Strategies		Respond to Text		Wider Decoding Skills		Wider Decoding Skills		Comprehension Strategies		Respond to Text		Respond to text		Comprehension Strategies		SATS WEEK		Comprehension Strategies		Respond to text		Respond to text/ Comprehension Strategies		Respond to Text		Comprehension Strategies	