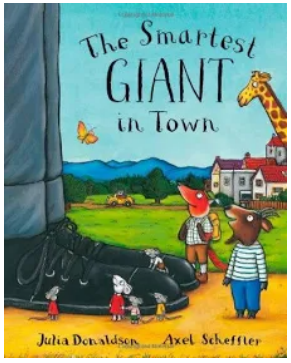
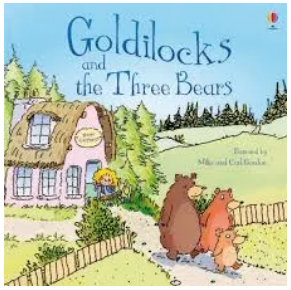
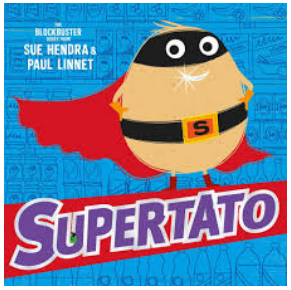
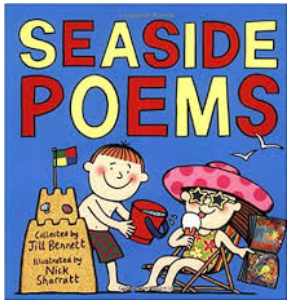
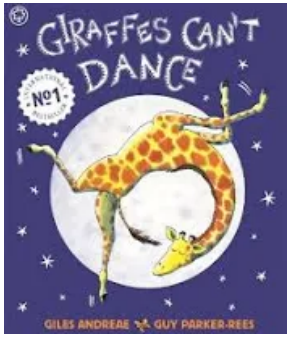
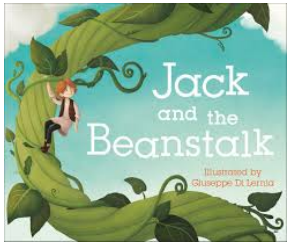
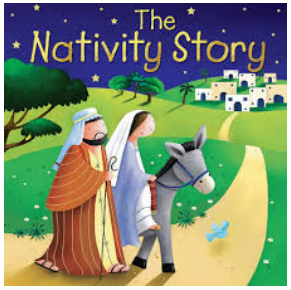
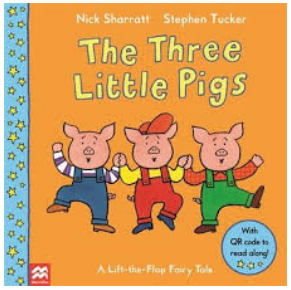
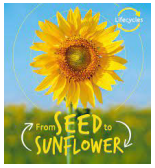
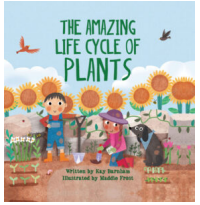
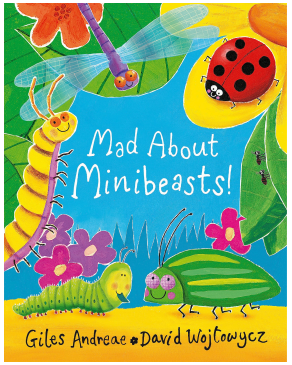
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Drawing club | Drawing club and Literacy | Literacy | Literacy | Literacy | Literacy |
| Writing focus:<br>Letter formation<br>Initial sounds | Writing focus:<br>Letter formation<br>CVC | Writing focus:<br>Letter formation<br>CVC words | Writing focus:<br>Letter formation<br>CVC words<br>Sentences | Writing focus:<br>Letter formation<br>Sentences (finger spaces, capital letters and full stops) | Writing focus:<br>Letter formation<br>Sentences (finger spaces, capital letters and full stops) |
| Links to Development Matters<br><br>**Literacy**<br>Re-read these books to build up their confidence in<br>word reading, their fluency and their understanding and enjoyment.<br>Form lower-case and capital letters correctly.<br><br>**Communication and Language**<br>Engage in storytimes.<br>Listen to and talk about stories to build familiarity and understanding.<br>Learn new vocabulary.<br>Ask questions to find out more and to check they understand what has been said to them.<br>Listen carefully to rhymes | Links to Development Matters<br><br>**Literacy**<br>Re-read these books to build up their confidence in<br>word reading, their fluency and their understanding and enjoyment.<br>Form lower-case and capital letters correctly.<br>Spell words by identifying the sounds and then writing the sound with letter/s.<br><br>**Communication and Language**<br>Engage in storytimes.<br>Listen to and talk about stories to build familiarity and understanding.<br>Learn new vocabulary.<br>Ask questions to find out more and to check they | Links to Development Matters<br><br>**Literacy**<br>Re-read these books to build up their confidence in<br>word reading, their fluency and their understanding and enjoyment.<br>Form lower-case and capital letters correctly.<br>Spell words by identifying the sounds and then writing the sound with letter/s.<br><br>**Communication and Language**<br>Engage in storytimes.<br>Listen to and talk about stories to build familiarity and understanding.<br>Learn new vocabulary.<br>Ask questions to find out more and to check they | Links to Development Matters<br><br>**Literacy**<br>Re-read these books to build up their confidence in<br>word reading, their fluency and their understanding and enjoyment.<br>Form lower-case and capital letters correctly.<br>Spell words by identifying the sounds and then writing the sound with letter/s.<br>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop<br><br>**Communication and Language**<br>Engage in storytimes.<br>Listen to and talk about | Links to Development Matters<br><br>**Literacy**<br>Re-read these books to build up their confidence in<br>word reading, their fluency and their understanding and enjoyment.<br>Form lower-case and capital letters correctly.<br>Spell words by identifying the sounds and then writing the sound with letter/s.<br>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop<br><br>**Communication and Language**<br>Engage in storytimes.<br>Learn new vocabulary.<br>Ask questions to find out | Links to Development Matters<br><br>**Literacy**<br>Re-read these books to build up their confidence in<br>word reading, their fluency and their understanding and enjoyment.<br>Form lower-case and capital letters correctly.<br>Spell words by identifying the sounds and then writing the sound with letter/s.<br>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop<br><br>**Communication and Language**<br>Engage in storytimes.<br>Listen carefully to rhymes |

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| | understand what has been said to them.<br>Articulate their ideas and thoughts in well-formed sentences. | understand what has been said to them.<br>Articulate their ideas and thoughts in well-formed sentences.<br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | stories to build familiarity and understanding.<br>Learn new vocabulary.<br>Ask questions to find out more and to check they understand what has been said to them.<br>Articulate their ideas and thoughts in well-formed sentences. | more and to check they understand what has been said to them.<br>Articulate their ideas and thoughts in well-formed sentences. | and songs, paying attention to how they sound.<br>Learn rhymes, poems and songs.<br>Learn new vocabulary.<br>Ask questions to find out more and to check they understand what has been said to them.<br>Articulate their ideas and thoughts in well-formed sentences. |
| Focus: Characters | Focus: Character, Setting<br>story sequence | Focus: Retell a story sequence | Focus: Speech bubbles | Focus: Letters / information book | Focus: Rhyme / poetry |
|  |  |  | <br> |  |  |

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| GIRAFFES CAN'T DANCE<br>GILES ANDREAE<br>GUY PARKER-REES<br>Jack and the Beanstalk<br>Illustrated by Giuseppe Di Lernia | The Nativity Story | Nick Sharratt Stephen Tucker<br>The Three Little Pigs<br>With QR code to read along!<br>A Lift-the-Flap Fairy Tale | | From SEED to SUNFLOWER<br>THE AMAZING LIFE CYCLE OF PLANTS | Mad About Minibeasts!<br>Giles Andreae David Wojtowycz |