

Reading & Writing CURRICULUM MAPS - Year 2 of 2

(Key: F-Fiction N/F-Non-Fiction P-Poetry Programme of Study 1- POS1, Emerging)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	School	Weather/Autumn	Animals	Families	Growing things	Parks & playground/ &Transport
Texts	F: <i>Maisy goes to nursery</i> Spot goes to school Maisy likes playing N/F: School routine / School items P: This is the way we walk to school	F: <i>A Rainy Day</i> Postman Pat and the Flood Percy's Snowy Night N/F: Weather-picture and symbols book P: It's raining, it's pouring	F: <i>Maisy's Farm</i> Say hello to the jungle animals Walking through the jungles (story book) N/F: Animal book- picture & symbol book P: Walking in the jungle Animal Boogie	F: <i>Louie loves a cuddle</i> I love you so much Owl Babies N/F: My family P: We are family	F: <i>Poppy's Pot</i> A little seed Jasper's Beanstalk The Gardening N/F: Vegetables The Little Seed How we grow P: I dig my garden	F: <i>Maisy goes to the playground</i> Percy the Park - keeper N/F: Children at the Park P: Here we go round the mulberry bush
Yellow Classes Reading L-P2i/2ii M-P3i/3ii HA-P4 HHA-P4/P5	L - To begin to respond consistently to familiar sensory stimuli associated with text, e.g. when listening to a familiar story or rhyme or poem pupil fixates on adult's face, smiles, vocalises or attends to adult's movements. M - To demonstrate intentional, spontaneous responses to familiar stories, rhymes or poems, e.g. reaches vocalises or makes eye contact to ask that event or activity within familiar story, rhyme or poem continues. H - To enjoy rhyming and rhythmic activities. To recognise a variety of familiar sounds.	L - Pupil's vocalisations are becoming more consistent, e.g. vocalises when spoken to, makes different sounds to indicate varying moods or demonstrates awareness of some emotional tones/voices. M - To vocalise deliberately to communicate and vocalisations begin to sound word-like. Gestures are becoming more developed and intentional. Understands words like 'no' and 'goodbye' in familiar contexts. Responds to own name. H - To listen and engage with familiar rhymes and stories. To begin to anticipate key events and important phrases.	L - To move head and eyes more consistently when attention is attracted by sounds. To begin to respond consistently to familiar rhymes or chants, e.g. he/she may become more animated. M - To experiment with sounds and enjoys the repetition of them, e.g. repetitive strings, lah, lah, lah. To use hands to explore objects, materials or sensory text resources. Their vocalisations contain vowels and consonants. H - To use picture cues when sharing a book, with support.	L - Pupil is visually alert and fixates on a familiar person or object in a sensory story when encouraged to do so. Pupil follows familiar adult movement and may move head intentionally to see visual stimuli. Pupil looks at objects of reference linked to routines of the day. M - Pupil fixates on place where moving object disappears, e.g. rolling ball off a table. Pupil shows visual interest in movements of people and objects in a busy environment for longer periods. To seek attention through eye contact. H - Pupil shows some interest in the content of a book. Pupil mimics 'reading-like' behaviour. HHA- to use picture cues when sharing a book. To hold a book the correct way.	L - May grasp an object using a palmer grip then let go non-intentionally, e.g. grasps hanging objects within close proximity using random movements. To reach for and explore a sensory text object when encouraged. M - To use primitive pincer grasp (thumb and fingers but not finger tips). Pupil intentionally transfers object from one hand to the other. Pupil uses hand and finger movements to explore objects and surfaces. H - To hold a book the correct way and turns pages. HHA- to join in rhyming / rhythmic activities.	L - To recognise and engage with familiar and unfamiliar sensory stimuli, e.g. turns head to known person telling a story or rhyme or moves head and eyes when attention is attracted. To show increasing awareness of emotional tones in familiar voice or use of a character in a story. M - To drop/ throw objects intentionally and watch them fall to the ground. To hold an object and use it to explore surfaces using different movements, e.g. rubbing, tapping, banging, to and fro movements, etc. H - Can listen and respond to familiar rhymes and stories. They show some understanding of how books work e.g. turning pages and holding the book the right way up. HHA-to match objects to pictures.
Yellow Classes Writing L-P2ii M-P3i/3ii H-P4 HHA-P4/P5	L - To recognise and engage with familiar and unfamiliar sensory stimuli, e.g. turns head to known person telling a story/ rhyme or moves head and eyes when attention is attracted. Can show increasing awareness of emotional tones in familiar voice or use of a character in a story. M - To vocalise deliberately to communicate and vocalisations begin to sound word-like. Gestures are becoming more developed and intentional. To understand words like 'no' and 'goodbye' in familiar contexts. Will respond to own name. H - To begin to understand that marks and symbols convey meaning, e.g. scribble writing alongside a picture or placing photographs or symbols on a personal timetable.	L - Pupil uses more purposeful vocalisations and non-verbal language including gesture and body language. Pupil begins to vocalise deliberately as a means of interpersonal communication. M - Pupil uses primitive pincer grasp (thumb and fingers but not finger tips). Pupil intentionally transfers object from one hand to the other. To use hand and finger movements to explore objects and surfaces. Able to drop or throw objects intentionally and watches them fall to the ground. Can hold an object and uses it to explore surfaces using different movements, e.g. rubbing, tapping, banging, to and fro movements, etc. H - To use words, signs or gestures when communicating about objects and people who are of particular importance to them.	L - To experiment with voice sounds, e.g. pitch, volume, vowel sounds, nasal sounds, etc. Pupil begins to imitate actions and sounds, e.g. tapping or repeating known vocalisation. To be attentive to familiar environmental sounds and voice sounds. M - Will actively participate in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems. May begin to initiate interactions and activities, e.g. gestures or signs for a story book or resource to indicate they wish to share a story. H - To be aware of environmental, instrumental and body percussion sounds. Pupil can identify the sounds they hear. HHA- produces some meaningful print.	L - To recognise familiar people, objects or events. Will visually tracks moving object until object moves out of visual field. Can engage in sustained visual attention to people, events and objects for short periods of time. M- To understand simple instructions combined with a gesture, e.g. 'drink', 'eat', 'sit', etc. To greet known people. May respond to options or choices with actions or gestures, e.g. by nodding or shaking head. May use isolated words and gestures to communicate, e.g. signing for a drink. H - To imitate or repeat single words, signs or symbols. HHA- to use a widening vocabulary. HHA - ascribes meaning to marks.	L - May transfer objects from one hand to another using any method. Pupil may knock over an object with intent. May use a raking or spreading action with paint or sensory text materials. to release object/s intentionally by opening hand to drop it. M - To recognise tone of voice. To recognise environmental sounds and objects of reference and anticipates events associated with them, e.g. bells for music or whistle for PE. Can remember routines or rhymes over longer periods and anticipates related activities, e.g. participates in the rhythm of a rhyme, poem, chant, song or piece of music, by tapping, clapping or patting to the rhythm. H - Can show control in gross motor movements. Pupil demonstrates grip control by making or generating a mark. Will use a variety of media to explore mark-making. HHA - establish preferred hand for writing.	L - They co-operate with shared exploration and supported participation, for example, taking turns in interactions with a familiar person, imitating actions and facial expressions M - Pupil recognises familiar people approaching from a distance. Pupil searches for an object that has disappeared from view, e.g. lifts cloth to reveal object. Pupil remembers activities like this and begins to anticipate them. Pupils show interest in pictures. H - Pupils show that they understand that marks and symbols convey meaning, for example, placing photographs or symbols on a timetable or in a sequence. HHA- can communicate some ideas for scribing with adult support.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Clothes and Weather	British Wildlife	Buildings	Pets	Fruit and Vegetables	Wild Animals/Zoo
Texts	F: Mr Wolfs Week, Maisie's bath, Brambles school day	F: Owl Babies, Percy's Snowy Night, Goldilocks	F: Three Little Pigs, Lighthouse Keepers Lunch, Castle Adventure ORT	F: Six dinner Side, A new dog ORT, Spot goes to school	F: Handa's Surprise. Hungry Caterpillar, Enormous turnip	F: Dear Zoo, Brown Bear Brown Bear, The tiger who came to tea
Green Classes Reading L - P2ii/P3i M - P3ii H - P4/5 HHA-P5/P6	<p>L - To recognise and engage with familiar and unfamiliar sensory stimuli. To show increasing awareness of emotional tones in familiar voice or use of a character in a story.</p> <p>M - To actively participate in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems.</p> <p>H - Pupil enjoys rhyming and rhythmic activities. Pupil recognises a variety of familiar sounds.</p> <p>HHA- to show interest in the contents of a book</p>	<p>L - To use more purposeful vocalisations and non-verbal language including gesture and body language. To begin to vocalise deliberately as a means of interpersonal communication.</p> <p>M - To understand simple instructions combined with a gesture, e.g. 'drink', 'eat', 'sit', etc. to greet known people.</p> <p>H - To listen and engage with familiar rhymes and stories.</p> <p>HHA- to hold a book the right way up, start at the beginning & turns pages.</p>	<p>L - Pupil experiments with voice sounds, e.g. pitch, volume, vowel sounds, nasal sounds, etc. Pupil begins to imitate actions and sounds.</p> <p>M - To recognises tone of voice, environmental sounds and objects of reference and anticipates events associated with them. To participate in the rhythm of a rhyme, poem, chant, song by tapping, clapping to the rhythm.</p> <p>H - to uses picture cues when sharing a book, with support. Then to anticipate key events and important phrases.</p> <p>HHA-to distinguish between pictures & writing.</p>	<p>L - To demonstrate intentional, spontaneous responses to familiar stories, rhymes or poems.</p> <p>M - To recognises familiar people approaching from a distance. Pupil searches for an object that has disappeared from view, e.g. lifts cloth to reveal object.</p> <p>H - Pupil joins in rhyming and rhythmic activities. Pupil discriminates between a variety of sounds - environmental, percussion and body.</p> <p>HHA-to show some ability to continue a rhyming string.</p>	<p>L - To vocalise deliberately to communicate and vocalisations begin to sound word-like.. Understands words like 'no' and 'goodbye' in familiar contexts & responds to own name.</p> <p>M - To be able to pick up small objects using a pincer grip. Points to objects or people. Uses either hand but may begin to show a preference.</p> <p>H - Pupil listens and engages with stories with increasing attention.</p> <p>HHA- to predict words/ phrases within a particular, familiar story.</p>	<p>L - To experiment with sounds and enjoys the repetition of them, e.g. repetitive strings, lah, lah, lah. To use hands to explore objects, materials or sensory text resources.</p> <p>M - Holds pencil or other implement using a fist type/palmar grasp or primitive tripod grasp to make a mark, e.g. mark making - scribble, stroke movements, dots, to & fro/circular movements or creating symbols from selection on computer.</p> <p>H - Pupil uses picture cues when sharing a book.</p> <p>HHA -to begin to understand that information can be retrieved from books.</p>
Green Classes Writing L - P2ii/3i M - P3ii/P4 H - P4/5 HHA- P5/P6	<p>L - To recognise and engage with familiar and unfamiliar sensory stimuli.</p> <p>M - To actively participate in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems.</p> <p>H - Can use a variety of media to explore mark making.</p> <p>HHA- to be able to discriminate between sounds & describe the sounds they hear.</p>	<p>L- To use more purposeful vocalisations and non-verbal language including gesture and body language.</p> <p>M- To understand simple instructions combined with a gesture, e.g. 'drink', 'eat', 'sit', etc. and may respond to options or choices with actions or gestures.</p> <p>H - To be aware of environmental, instrumental and body percussion sounds.</p> <p>HHA: share ideas for writing with adult support.</p>	<p>L - To experiment with voice sounds, e.g. pitch, volume, vowel sounds, nasal sounds, etc. To begin to imitate actions and sounds</p> <p>M- To start to use isolated words and gestures to communicate, e.g. signing for a drink.</p> <p>H - Pupil can identify the sounds they hear.</p> <p>HHA: To be able to trace, overwrite or copy shapes or straight line patterns.</p>	<p>L - To demonstrate intentional, spontaneous responses to familiar stories rhymes, or poems.</p> <p>M- To use words, signs or gestures when communicating about objects and people who are of particular importance to them.</p> <p>H - To join in with actions during familiar songs & rhymes.</p> <p>HHA-to be able to represent their own name using some appropriate letters.</p>	<p>L - Gestures are becoming more developed and intentional. To understands words like 'no' and 'goodbye' in familiar contexts.</p> <p>M - To produce some meaningful print, signs or symbols associated with their own name.</p> <p>H -To use a widening range of vocabulary, e.g. new word.</p> <p>HHA-to differentiate between letters and symbols.</p>	<p>L - To experiment with sounds and enjoys the repetition of them. To use hands to explore objects, materials or sensory text resources.</p> <p>M - Can show control in gross motor movements.</p> <p>H - To be able to join n with actions during familiar songs/ rhymes.</p> <p>HHA- to use language linked to stories and their own experiences.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friends	Animals around the world	Old and New Toys	Teeth and Eating	Music maker	Making things move
Texts	F: On the Sand ORT Hide and Seek ORT N/F: The Fairground (sensory Story) P: If you should meet -song	F: Walking through the Jungle I Live in the jungle N/F: Animals - smartboard book Let's say our animals P: Super simple walking in the jungle Bear Foot Books - walking in the jungle	F: The Toys' Party N/F: All Kinds of Toys ORT Toys - Karen Bryan-Mole Start-up History-Toys P: Wind the Bobbin up Let's go fly a kite	F: The Wobbly Tooth ORT Going to the Dentist Usbourne N/F: Teeth - Saviour Pirotta You are what you eat Melvin Berger P: Super simple Bath Song	F: The Pied Piper Let's Make music - Ron Bacon N/F: How to make a Maraca P: Sounds Poems ORT I am the music man - song	F: Pop up Trucks N/F: Push and Pull ORT Push, Pull- BCP Blow -SSB Big Cat Wheels SSB P: Wind the Bobbin up
Red Classes Reading L - P3ii/P4 M - P4/P5 H - P5/P6 HA - P6/P7	L - To actively participate in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems. M -To use picture cues when sharing a book, with support. H -To show interest in the content of a book. HA: To orally blend VC and CVC words.	L - May begin to initiate interactions and activities, e.g. gestures/signs for a story book or resource to indicate they wish to share a story. M - To listen and engage with familiar rhymes and stories. H - To listens and engages with stories with increasing attention. HA: To occasionally ask simple questions, often in the form of 'how?', 'where?' or 'why?'	L - To understand simple instructions combined with a gesture, e.g. 'drink', 'eat', 'sit', etc. Pupil greets known people. M - To begins to anticipate key events and important phrases. H - to uses picture cues when sharing a book. HA: To predict words or phrases within a particular, familiar story.	L - May respond to options or choices with actions or gestures or use isolated words and gestures to communicate, e.g. signing for drink. M To join in rhyming and rhythmic activities. H - Pupil derives some meaning from a book and indicates what it is about. HA: to continue a rhyming string.	L - To enjoy rhyming and rhythmic activities. Pupil recognises a variety of familiar sounds. M - To match objects to pictures. H - To predict words or phrases within a particular familiar story. HA: to predict elements of a text - fill in missing word.	L - To listen and engage with familiar rhymes and stories. M - To discriminates between a variety of sound - body, environmental & percussion. H -To show some ability to continue a rhyming string and engage in word play. HA: to know that their name is made up of letters & understand some conventions of print.
Red Classes Writing L - P3ii/P4 M - P4/P5 H - P5/P6 HA - P6/P7	L - To actively participates in a range of familiar events, routines & activities. M - To be aware of environmental, instrumental & body percussion sounds. H - To produces some meaningful print, signs or symbols associated with their own name. HA: To be able to represent their own name using some appropriate letters or symbols.	L - May begin to initiate interactions & activities. M - To be able to identify the sounds they hear. H - Pupil uses a widening range of vocabulary, e.g. new word. HA: Pupil uses language linked to stories and their own experiences.	L -To understand simple instructions combined with gesture. M - Can communicate some ideas for scribing with adult support. H - To be able to copy and make sounds using voice, instruments or body percussion. HA: Pupil can copy and respond to rhythmic patterns and actions.	L -To greet known people. M - To imitate or repeat single words, signs or symbols. H - To join in with actions during familiar songs and rhymes. HA: To be able to develop ideas for composition with adult support.	L - To begin that marks & symbols convey meaning. M - To show control in gross motor movements. To demonstrate grip-control by making or generating a mark. H - To trace, overwrite or copy shapes or straight line patterns. To establish preferred hand for writing. HA: To hold writing implement with increasing control. To writes letters of their name using visual prompts.	L -To use words, signs or gestures when communicating about familiar objects/people. M - To ascribes meaning to marks and show greater control in the use of fine motor skills in a range of activities. H - To produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events. HA: To be able to write own name from memory.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Children around the World	Snow and ice	Vikings	Homes - animals and their habitats	Recycling and changing	Dinosaurs
Texts	<p>F: Kofi& the Magic Shaker (Bag book)</p> <p>Handa's Surprise</p> <p>Around the world Piggy wiggly</p> <p>N/F: Playtime around the world</p> <p>Picture atlas</p> <p>If the world were a village- animated online story)</p> <p>Whoever you are</p> <p>P: Hello to all the children of the world</p> <p>Whole world in his hands</p>	<p>F: Percy's Snowy Night</p> <p>Lost in the Snow</p> <p>Midnight Bear</p> <p>N/F: Snow babies</p> <p>Where Am I?</p> <p>P: Frosty the Snowman</p> <p>Little Snowflake</p>	<p>F: How to be a Viking</p> <p>Hiccup the Viking who was seasick</p> <p>N/F: Mike and the Vikings</p> <p>Vikings Beginners</p> <p>P: Histeria's Viking song - online</p>	<p>F: The hungry caterpillar</p> <p>N/F: rainforests</p> <p>Desert</p> <p>Snow animals</p> <p>P: Sacred Lake Titicaca</p>	<p>F: Rally for Recycling</p> <p>N/F: Recycling step by step</p> <p>Big Cat Collins ebooks- recycling</p> <p>P:Reduce Reuse Recycle</p>	<p>F: All about dinosaurs</p> <p>N/F: The dinosaur dance</p> <p>Big Cat Collins ebooks- Dinosaurs and fossils</p> <p>P:Dinosaur Roar!</p> <p>Dinosaurs love underpants</p>
Blue Classes Reading L - P4/P5 M - P5/6 H - P6/7 HA -P8	<p>L - To enjoy rhyming and rhythmic activities.</p> <p>M - To use picture cues when sharing a book, with support.</p> <p>H - To show some ability to continue a rhyming string and engage in word play.</p> <p>HA: To understand that words, signs, symbols and pictures convey meaning. Recognises a range of grapheme/phoneme correspondences.</p>	<p>L - To listen and engage with familiar stories.</p> <p>M - To orally blend VC and CVC words.</p> <p>H - To recognise that information can be retrieved from books.</p> <p>HA: To enjoy and participate in story retelling, poems, rhymes and singing games.</p>	<p>L - To use picture cues when sharing a book with support.</p> <p>M - To hold a book the correct way and turn pages.</p> <p>H - To use patterns of speech influenced by their experience of books.</p> <p>HA: To interprets the meaning of pictures and can deduce a storyline from illustrations.</p>	<p>L - To understand that words, signs, symbols and pictures convey meaning.</p> <p>M - Pupil uses picture cues when sharing a book.</p> <p>H - To predict words or phrases within a particular, familiar story.</p> <p>HA: To make predictions based on illustration, story content and title.</p>	<p>L - To discriminate between a variety of sounds, environmental, percussion and body.</p> <p>M - To join in rhyming and rhythmic activities.</p> <p>H -To use vocabulary and forms of speech that are increasingly influenced by their experience of texts.</p> <p>HA: To distinguish between words and letters. To begin to make 1:1 correspondence.</p>	<p>L - To match object to pictures.</p> <p>M - To derive some meaning from a book and indicate what it is about.</p> <p>H - To know that their name is made up of letters.</p> <p>HA: To recognise at least half of the letters of the alphabet by shape, name or sound.</p>
Blue Classes Writing L - P4/P5 M - P5/P6 H - P6/7 HA - P8	<p>L - To understand that marks and symbols convey meaning.</p> <p>M - To discriminate between sounds and describe the sounds they hear.</p> <p>H - To develop ideas for composition with adult support.</p> <p>HA: to write their own name and other words from memory.</p>	<p>L - To use words, signs or gestures when communicating about objects and people who are of particular importance to them.</p> <p>M - To join in with actions during familiar songs and rhymes.</p> <p>H - To use language linked to stories and their own experience.</p> <p>HA: To compose a simple sentence orally.</p>	<p>L - To be aware of environmental, instrumental and body percussion sounds.</p> <p>M - To trace, overwrite or copy shapes or straight line patterns.</p> <p>H - To write their own name independently from memory.</p> <p>HA: Pupil is able to orally segment words.</p>	<p>L - To produce some meaningful print, signs or symbols associated with their own name.</p> <p>M - To be able to represent their own name using some appropriate letters or symbols.</p> <p>H - To use a tripod grip consistently.</p> <p>HA: Pupil uses phonic knowledge to attempt to write simple CVC words.</p>	<p>L - To use a widening range of vocabulary e.g. new word.</p> <p>M - To copy and respond to rhythmic patterns and actions.</p> <p>H - To begin to use correct letter formation for a few letters, sometimes with a visual prompt.</p> <p>HA: Emergent/unaided writing may illustrate the ability to orally segment words.</p>	<p>L - To imitate or repeats single words, signs or symbols.</p> <p>M - To hold a writing implement with increasing control.</p> <p>H - To show awareness of rhyme, e.g. responding to rhymes, songs or poems.</p> <p>HA: To be able to form recognisable letters, some of which are correctly formed.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superheroes	Seasons	Circus	Life Cycles	Under the Sea	Out & About
Texts	<p>F: Super Dad ORT -Read at Home 2a Floppy the Hero stage 2 ORT Hercules and the golden apples N/F: Super Powers! Project X ORT All about Robin Hood Floppy Phonics ORT stage 6 P: Poems around the world</p>	<p>F: N/F: A cool summer ORT Floppy Phonics Stage 3 The Seasons Start Reading & Talking Spring/Summer/Autumn/Winter Seasonal crafts P: Seasons Poems - Glow worms ORT Stage 5-6</p>	<p>F: Kipper the Clown Stage 3 More stories A Hey Presto! ORT stage 2 patterned stories The Pied Piper N/F: Magic Tricks - ORT Fireflies stage 5 Come to the Circus Collins BCP Pink BP:</p>	<p>F: From Caterpillar to Butterfly - Deborah Heiligman N/F: Large books- life cycle of a frog / Ducks - Oxford Owls P: internet search-poems on life cycles for children</p>	<p>F: Under the Sea- Bag Books Octopus Socktopus CLL cupboard Nick Sharratt N/F: IN the Sea - School library Fish and Chips - ORT Phonics Stage 2 Discover Sharks school library Discover Dolphins School library P:</p>	<p>F: Lost in London - Bag Books Shopping ORT stage 2 School library → Gorilla- Anthony Browne Market Day Camping Out Mr Grumpy's Outing N/F: Photo books Smart Board Books P:</p>
Orange Classes Reading L - P4/P5 M - P6/P7 H - P8/POS 1 HA -POS 1	<p>L -To enjoy rhyming and rhythmic activities. Pupil recognises a variety of familiar sounds. M -To show some ability to continue a rhyming string and engage in word play. H - To associate sounds with patterns in rhymes and syllables. HA: To blend and read words containing CCVC/CVCC.</p>	<p>L -To listen and engage with familiar rhymes and stories. M - To orally blend VC and CVC words. H - To enjoy and participate in story retelling, poems, rhymes and singing games. HA: To read simple sentences and check for meaning.</p>	<p>L -To begin to anticipate key events and important phrases of familiar rhymes and stories. M -To select and recognise a small number of significant words or letters, e.g. their name H -To retell narrative in the correct sequence, drawing on the language patterns of stories. HA: to recall main points of a familiar text in correct sequence.</p>	<p>L - To use picture cues when sharing a book, with support. M -To predict words or phrases within a particular, familiar story. H - To share own feelings about stories and poems about story, event, or character. HA: To read on sight 5pprox.. 100 high frequency words.</p>	<p>L -To discriminate between a variety of sounds - environmental, percussion and body. M - To recognise some grapheme/phoneme correspondences. H - To blend and read a greater number of VC and CVC words, sometimes in simple sentences. HA: to decode familiar and some unfamiliar words using blending.</p>	<p>L - To match objects to pictures. M -To predict elements of a text, e.g. when the adult stops reading the pupil fills in the missing word. H - To recall main points of a familiar text. HA: To use awareness of punctuation to support fluent reading.</p>
Orange Classes Writing L - P4/P5 M - P6/P7 H - P8/ POS 1 HA - POS 1	<p>L -To begin to understand that marks and symbols convey meaning, M -To be able to represent their own name using some appropriate letters or symbols. H - To write own name & other words from memory. HA: To structure some phrases and simple sentences to communicate ideas- imitating texts or by self.</p>	<p>L - To use words, signs or gestures when communicating about objects and people who are of particular importance to them. M -To differentiate between letters and symbols, e.g. producing a drawing to accompany writing. H - To use appropriate upper and lower case letters when writing own name. HA: With help, can write simple sentences.</p>	<p>L - To be aware of environmental, instrumental and body percussion sounds. M - To copy and respond to rhythmic patterns and actions. H - To relate what own writing 'say'. HA: With help, can form questions and statements.</p>	<p>L - To identify the sounds they hear. M - To write own name independently from memory H -To show awareness of rhyme, e.g. responding to rhymes, songs or poems, alliteration. HA: To be aware of how full stops are used but needs some support on their use.</p>	<p>L -To produce some meaningful print, signs or symbols associated with their own name. M - To use tripod grip consistently. H - To compose a phrase, simple sentence & represent in writing. HA: To be able to read own writing to adult.</p>	<p>L -To communicate some ideas for scribing with adult support. M -To begin to use correct letter formation for a few letters. H -To make phonetically plausible attempts at writing simple words, including words containing digraphs: sh/ch & double letters -tt, ll HA- To make some use of full stops and capital letters in writing.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves	Food	Animals	Transport	Growing things	Parks and playgrounds
Texts	F: bag books- The haircut N/F: clicker 6 facts- own books around photos P:Nursery Rhymes	F:Dragon's love tacos Secret pizza party N.F: Eating the alphabet Cookbook P:Inside our fridge Josh the sausage maker	F: Bag books - Please be quiet N/F: Clicker 6 facts- own books around photos P: Nursery Rhymes	F: bag books- lost in London N/F: Clicker 6 facts- own books around photos P: Nursery Rhymes	F: bag books-tiny little seed N/F: Clicker 6 facts- own books around photos P: Nursery Rhymes	F: The match N/F: Clicker 6 facts- own books around photos P: Nursery Rhymes
Purple 1 & 2 Reading L: P5/6 M: P6/7 H: P8/ POS 1 HHA: POS 1	L: May begin to initiate interactions and activities, e.g. gestures/signs for a story book or resource to indicate they wish to share a story. M: To show some interest in the content of a book. H: to show interest in the content of a book. HHA: To recognise some sound/letter correspondence.	L: To greet known people. M: To hold a book the correct way and turns pages. H: To demonstrate reading like behaviour. HHA: To continue a rhyming string.	L: May respond to options or choices with actions or gestures, e.g. by nodding or shaking head. M: To join in rhyming and rhythmic activities. H: to distinguish between pictures & writing. HHA: To engage in word play.	L: To recognise environmental sounds and objects of reference and anticipates events associated with them. M: To listen and engage with stories with increasing attention. H: To show some ability to continue a rhyming string and engage in word play. HHA: to blend and read some VC and CVC words.	L: To begin to anticipate key events and important phrases. M: To use picture cues when sharing a book. H: To orally blend VC and CVC words. HHA: To enjoy and participate in story retelling, poems, rhymes & singing games.	L: To use picture cues when sharing a book, with support. M: To have favourite books. H: To select and recognise a small number of significant words or letters, e.g. own name HHA: to understand that words, signs, symbols and pictures convey meaning.
Purple 1 & 2 Writing L: P5/6 M: P6/7 H: P8/ POS 1 HHA: POS 1	L: To actively participate in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems. M: To begin to understand that marks and symbols convey meaning. H: To represent their own name using some appropriate letters or symbols. HHA: To write own name from memory independently.	L: To understand simple instructions combined with a gesture, e.g. 'drink', 'eat', 'sit', etc. M: To use words, signs or gestures when communicating about objects and people who are of particular importance to them. H: To differentiate between letters and symbols, e.g. producing a drawing to accompany writing. HHA: To use pictures/symbols/letters in sequence to communicate meaning.	L: To recognise environmental sounds and objects of reference and anticipates events associated with them. M: To be aware of environmental, instrumental and body percussion sounds. H: To copy and respond to rhythmic patterns and actions. HHA: To show awareness of rhyme in rhymes, songs, poems.	L: To search for an object that has disappeared from view, e.g. lifts cloth to reveal object. M: To produce some meaningful print, signs or symbols associated with their own name. H: To develop ideas for composition with adult support. HHA: to show some awareness of alliteration.	L: To pick up small objects using a pincer grip. M: To ascribe meaning to marks. H: To hold a writing implement with increasing control. HHA: To compose own sentence orally.	L: To use either hand but may begin to show a preference for one. M: To copy and make sounds using voice, instruments or body percussion. H: To trace, overwrite or copy shapes and straight line patterns. HHA: to write own name and other words from memory.
Topic	Different Destinations	World Festivals	Children in Time	Artistic London	Pharaohs, Sphinx and Pyramids	Moving on
Texts	F: Emails Home - ORT Fireflies Stage5 Around the World CD Rom BCP Yellow Band 3 Anansi and the Magic Garden Pelican I/A Yr2 N/F: Atlas /Globe Wonders of the world Fireflies Stage5 Transport ORT Fireflies Stage 2 Predators Scholastics CD Rom P: poems about different countries DLTK poems internet	F: What's for Breakfast? BCP CD Rom Red B Village in the Snow ORT stage 5 It was a cold dark night - Big book school Library N/F: Guy Fawkes A Child's View on Festivals - school library P: Special Day Poems Glow worms levels 5-6 ORT	F: Victorian Adventure ORT Dick and his Cat ORT Traditional Tales (letters & Sounds phase 3) The Little Match Girl - YouTube HQ Disney deltaronica N/F: Life in the Past- Victorians Big Book school library P: Polar work out Snow poems ORT	F: It was a cold, dark night CD Rom BCP Yellow band 3 Making a Picture Alpha Kids +6 Signs Alpha Kids+ level 5 London Adventure ORT N/F: I'm good at art Big Book school library The London Eye: Big book: little, little visits, library P: Music Poems ORT Glow worms Stage 7-8	F: Egyptian Adventure ORT Level 8 N/F: Books on Egyptians Making a mummy Night animals BCP Yellow Band 3 P: Sound Poems Glow worms Stages 3-4	F: Our Chore list Kingscourt Level 7/4 N/F: Might Machines ORT Stage 7-8 Making things Move Pelican I/A Yr 1 P: Transport poems Glow worms levels 7-8 Heard it in the Playground Alan Ahlburg PSED work/songs about friends / growing up
Purple 1, 2, 3 & 4 Reading L: P5/6 M: P6/7 H: P8/ POS 1 HHA: POS 1	L - To show some ability to continue a rhyming string and engage in word play. M - To recognise some grapheme/phoneme correspondences. H - Read tricky words L&S phases 2 & 3 page 194 HA: Link a wider range of books to what I have done.	L -To orally blend VC and CVC words. M - To continue a rhyming string. To engage in word play, e.g. alliterative games. H - Read some words ending in: s, es, ed, er. L&S Pahse 6 page 189 HA: Join in with things that the whole class is saying together (predictable phrases).	L -To selects and recognise a small number of significant words or letters, e.g. their name M - To blend and read some VC and CVC words. H -Read words that have two parts - use base word and suffix HA: Read some words ending in: s, es, ing, ed, er, est. L&S Phase 6 page 189	L - To show emerging confidence when talking about points of interest in a story. M -To recognise a range of grapheme/phoneme correspondences. H - Read some words that are shortened. (Contraction) It's I'm don't that's HA: Read aloud from a wider range of books accurately fiction non-fiction/ poetry/ instructions	L - To occasionally ask simple questions, often in the form of 'how?', 'where?' or 'why?' M - Pupil responds to stories or poems, with relevant comments, questions or actions. H - Link a story to what I have done. HA: To be able to self-correct independently when reading.	L -To understands some conventions of print and knows where to start reading. M - To interpret the meaning of pictures & can deduce a storyline from illustrations. H -Tell you the names of some fairy stories and simple outline of events. HA: to be able to recite some poems by heart
Purple 1,2, 3 & 4 Writing L: P5/6 M: P6/7 H: P8/ POS 1 HHA: POS 1	L - To be able to represent their own name using some appropriate letters or symbols. M - To write own name and other words from memory. H - Sit at the table and hold a pencil correctly in a tripod grip HA: Tell you about what I did at home or school in correct sequence and detail	L - To differentiate between letters and symbols, e.g. producing a drawing to accompany writing. M - To show some awareness of rhyme. H - Write some upper-case letters. 16 out of 26 HA: Leave spaces between all my words when I write.	L - To hold a writing implement with increasing control. M - To initiate & develop own composition with adult support. H - Tell you about handwriting families. Robot arm / long ladder / curly caterpillar / zig zag HA: I can talk about what I have written with my peers. Why? How?	L - To write letters of their name using visual prompts. M - To use a tripod grip consistently. H - Write a simple sentence, with capital letters & full stops often imitating text read (to or by self). HA: Check my work with a prompt sheet/ independently to check that it makes sense	L - To develop ideas for composition with adult support. M - To write own name & other words from memory. H - Check my work with some help from an adult HA: Write a story that is correctly sequenced and that makes sense.	L - To produce or write their own name in letters/symbols. To copy letter forms- labels, captions. M - To be able to retell events in sequence. H- I can talk about what I have written with an adult Who? What? Where? When? HA: