<table>
<thead>
<tr>
<th>Topic</th>
<th>Autumn 1 Ownselves</th>
<th>Autumn 2 Clothes</th>
<th>Spring 1 Food</th>
<th>Spring 2 Homes &amp; Buildings</th>
<th>Summer 1 Transport / Farm</th>
<th>Summer 2 Seaside</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texts</td>
<td>F: Wibbly Pig likes bananas 'Wibbly Pig can dance' 'Maisy goes to Nursery' N/F: P1-Heads, Shoulders, Knees &amp; Toes: Skeleton Dance: Look in the Mirror</td>
<td>F: 'Fireworks', Maisy goes Swimming, 'A Rainy Day', Maisy's Bath Time N/F: Class Photo Books P: This is the way...</td>
<td>F: The Very Hungry Caterpillar, Handa's Surprise, Maisy Goes Shopping N/F: Eating P: Do you like broccoli</td>
<td>F: Maisy goes to bed 'Two the same' 'Maisy's Bathtime' Where are you? N/F: P:</td>
<td>F: Maisy's Bus' Maisy's train' Maisy likes driving' Maisy's fire engine' F: I live on the farm' Where's that duck' When I go to the farm' Maisy at the Farm N/F: photos &amp; symbols book P: Old McDonald, The duck on the farm</td>
<td>F: Spot goes on holiday' Eye spy colours' Maisy's pool' N/F: P:</td>
</tr>
</tbody>
</table>

### Yellow Classes Reading

**Autumn 1:** Pupils respond consistently to familiar stimuli associated with text, e.g. when listening to a familiar story or rhyme or poem. Pupils fixates on adult's face, smiles, vocalises or attends to adult's movements.

**M:** Pupils demonstrates intentional, spontaneous responses to familiar stories, rhymes or poems, e.g. noises, vocalises or makes eye contact to request continuation of event or activity within familiar story, rhyme or poem.

**H:** Pupils enjoy rhyming and rhythmic intention. Pupils recognises a variety of familiar sounds.

**L:** Pupils' 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:** Pupils vocalises deliberately to communicate and vocalisations begin to sound word-like. Pupils' gestures are becoming more developed and intentional. Pupils understands words like 'no' and 'goodbye' in familiar contexts. Pupils responds to own name.

**H:** Pupils listens and engages with familiar rhymes and stories. Pupils begins to anticipate key events and important phrases.

**L:** Pupils moves head and eyes more consistently when attention is attracted by sounds. Pupils begins to respond consistently to familiar rhymes or chants, e.g. he/she may become more animated.

**M:** Pupils experiments with sounds and enjoys the repetition of them, e.g. repetitive strings, lah, lah. Pupils uses hands to explore objects, materials or sensory text resources. Pupils' vocalisations contain vowels and consonants.

**H:** Pupils uses picture cues when sharing a book, with support.

**L:** Pupils is visually alert and fixates on a familiar person or object in a story/when encouraged. Pupils 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 missing 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. Pupil seeks adult attention through eye contact.

**H:** Pupils show some interest in the content of a book. Pupil mimics 'reading-like' behaviour.

### Autumn 1 Ownselves

**L:** Pupils recognises and engages with familiar and unfamiliar sensory stimuli, e.g. turns head to known person telling a story. Pupil moves head and eyes when attention is attracted. Pupil shows increasing awareness of emotional tones in familiar voice or use of a character in a story.

**M:** Pupils vocalises deliberately to communicate and vocalisations begin to sound word-like. Pupils' gestures are becoming more developed and intentional. Pupils understands words like 'no' and 'goodbye' in familiar contexts. Pupil responds to own name.

**H:** Pupils begins to understand that marks and symbols convey meaning, e.g. writing along side a picture or placing photographs or symbols on a personal timetable.

**L:** Pupils 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:** Pupils uses primitive pincer grip (thumbs 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:** Pupils holds a book the correct way and turns pages.

### Autumn 2 Clothes

**L:** Pupils recognises and engages with familiar and unfamiliar sensory stimuli, e.g. turns head to known person telling a story. Pupil moves head and eyes when attention is attracted. Pupil shows increasing awareness of emotional tones in familiar voice or use of a character in a story.

**M:** Pupils vocalises deliberately to communicate and vocalisations begin to sound word-like. Pupils' gestures are becoming more developed and intentional. Pupils understands words like 'no' and 'goodbye' in familiar contexts. Pupil responds to own name.

**H:** Pupils begins to understand that marks and symbols convey meaning, e.g. writing along side a picture or placing photographs or symbols on a personal timetable.

**L:** Pupils recognises familiar people, objects or events. Pupil visually tracks moving object until object moves out of visual field. Pupil engages in sustained visual attention to people, events and objects for short periods of time.

**M:** Pupil actively participates in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems. Pupil may respond to options or choices with actions or gestures, e.g. by nodding or shaking head. Pupil may use isolated words and gestures to communicate, e.g. signing for a drink.

**H:** Pupils initiates or repeats single words, signs or symbols.

### Spring 1 Food

**L:** Pupils recognises familiar people, objects or events. Pupil visually tracks moving object until object moves out of visual field. Pupil engages in sustained visual attention to people, events and objects for short periods of time.

**M:** Pupils understands simple instructions combined with a gesture, e.g. 'drink', 'eat', 'sit', etc. Pupil greets known people. Pupil may respond to options or choices with actions or gestures, e.g. by nodding or shaking head. Pupil may use isolated words and gestures to communicate, e.g. signing for a drink.

**H:** Pupils initiates or repeats single words, signs or symbols.

### Spring 2 Homes & Buildings

**L:** Pupils recognises familiar people, objects or events. Pupil visually tracks moving object until object moves out of visual field. Pupil engages in sustained visual attention to people, events and objects for short periods of time.

**M:** Pupils understands simple instructions combined with a gesture, e.g. 'drink', 'eat', 'sit', etc. Pupil greets known people. Pupil may respond to options or choices with actions or gestures, e.g. by nodding or shaking head. Pupil may use isolated words and gestures to communicate, e.g. signing for a drink.

**H:** Pupils initiates or repeats single words, signs or symbols.
<table>
<thead>
<tr>
<th>Green ClassReading</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
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<th>Summer 1</th>
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<tbody>
<tr>
<td>L - Pupil recognizes and engages with familiar and unfamiliar symbols in familiar or unfamiliar language. Pupil begins to locate symbols as meaningful to them. Pupil learns to recognize symbols of particular importance to them. Pupil begins to use symbols to communicate and understand the environment. Pupil understands simple instructions combined with a gesture, e.g. 'drink,' 'eat,' 'sit,' etc. Pupil greets known people. Pupil may respond to options or choices with actions or gestures, e.g. by nodding or shaking head. Pupil may use isolated words and gestures to communicate, e.g. signing for drink. Pupil uses picture cues when sharing a book, with support.</td>
<td>F: Thomas the Tank Engine, Adam's car ORT, The Journey Home from Grandpa's. N/F: DVD Something Special-Transport Look out on the Road. N/F: Nursery Time with Thomas.</td>
<td>F: Goldilocks and the Three Bears, Three Little Pigs, Jack &amp; the Beanstalk. N/F: House and Homes - Pelican T/A CD Rom</td>
<td>F: Jasper's Beanstalk Jack and the Beanstalk. N/F: Seeds (big book) P: Each Peach Pear Plum.</td>
<td>F: The Hungry caterpillar. The very Busy Spider. N/F: A butterfly is born P: Mini beast poems ORT, Incy Winky Spider Song I Know an Old woman who swallowed a fly.</td>
<td>F: Sharing a Shell On the Sand Pirates The Rainbow Fish. N/F: In the Pond - Big Book. P: Row, row your boat - song.</td>
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<tr>
<td>M - Pupil actively participates in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems. Pupil 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.</td>
<td>F: Spot goes to School, Fireman Sam (DVD) PC Polly, Maisy at Hospital, Midge in Hospital (ORT) A Cat in the Tree ORT Freddie visits the Doctor Post man Pat and the Flood Spotty goes to school N/F: Doctor Harold. P:</td>
<td>F: Goldilocks and the Three Bears, Three Little Pigs, Jack &amp; the Beanstalk. N/F: House and Homes - Pelican T/A CD Rom</td>
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<td>F: Sharing a Shell On the Sand Pirates The Rainbow Fish. N/F: In the Pond - Big Book. P: Row, row your boat - song.</td>
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</table>
**Red Classes Reading**
- L: Pupil demonstrates intentional, spontaneous responses to familiar stories, rhymes or poems, e.g. reaches, vocalises or makes eye contact to request continuation of event or activity within familiar story, rhyme or poem.
- M: Pupil enjoys rhyme and rhythmic activities. Pupil recognises a variety of familiar sounds.
- H: Pupil joins in rhyme and rhythmic activities. Pupil differentiates between a variety of sounds - environmental, percussion and body. Pupil matches objects to pictures.
- HA: Pupil shows some ability to continue a rhythm and engage in word play. Pupil orally blends VC and CVVC words. Pupil selects and recognises a small number of significant words or letters, e.g. their name.

**Red Classes Writing**
- L: Pupil demonstrates intentional, spontaneous responses to familiar stories, rhymes or poems, e.g. reaches, vocalises or makes eye contact to request continuation of event or activity within familiar story, rhyme or poem.
- M: Pupil begins to understand that marks and symbols convey meaning. Pupil makes some links between books read and their own experiences.
- H: Pupil uses a widening range of vocabulary, e.g. new word.
- HA: Pupil is able to represent their own name using some appropriate letters or symbols. Pupil differentiates between letters and symbols, e.g. producing a drawing to accompany writing.

**Topic**
- Where Does Our Food Come From?
- Weather
- Florence Nightingale
- Being Safe/ Road Safety
- Ponds & Rivers
- Sensory Story - The Little Princess
- Plants and Fairy Tales

**Autumn 1**
- F: Handa’s Surprise
- The Hungry Caterpillar
- P: Mr Wolf’s week
- Percy’s Snowy night
- N/F: Sensory Story -
- P: Freddie visits the doctor
- N/F: Going to the Hospital
- P: The Dragon Dance
- The purple Robe
- Penny Farthing
- N/F: Duck in the truck
- The Rumble in the Jungle
- Summer 1
- Handa’s Surprise
- The hungry Caterpillar
- Mr Wolf’s week
- Percy’s snowy night
- Going to the Hospital
- The Dragon Dance
- The purple Robe
- Penny Farthing
- Duck in the truck
- Rumble in the Jungle

**Autumn 2**
- Fair and Unfair
- Castles & Fairy Tales
- Autumn 1
- Sensory Story - The Little Princess
- Plants and Fairy Tales
- Autumn 2
- Sensory Story - The Little Princess
- Plants and Fairy Tales

**Spring 1**
- N/F: Sensory Story -
- P: Sensory Story -
- N/F: Sensory Story -
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- N/F: Sensory Story -
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- P: Sensory Story -

**Spring 2**
- N/F: Sensory Story -
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**Summer 1**
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**Summer 2**
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<tr>
<td>Texts</td>
<td>Ealing, Where we live</td>
<td>Rockets</td>
<td>A Long Time Ago - Family</td>
<td>Fire of London</td>
<td>Treasure Island</td>
<td>Rainforests</td>
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**Reading**

**Reading**

L - Pupil vocalises deliberately to communicate and vocalisations begin to sound word-like. Pupil's gestures are becoming more developed and intentional. Pupil understands words like 'no' and 'goodbye' in familiar contexts. Pupil responds to own name by reaching out or turning to source of sound. Pupil responds to a range of familiar routines, events, actions and objects, showing interest in these and anticipating events associated with them. Pupil is beginning to demonstrate understanding of them, e.g. recognizing a variety of objects which may be important to them. Pupil joins in rhyming and rhythmic activities. Pupil can join in with actions during familiar songs and rhymes. Pupil can copy and make sounds using voice, instruments or body percussion. Pupil can discriminate sounds they hear and body percussion sounds. Pupil can identify the sounds they hear.

H - Pupil joins in rhyming and rhythmic activities. Pupil can join in with actions during familiar songs and rhymes. Pupil can copy and make sounds using voice, instruments or body percussion. Pupil can discriminate sounds they hear and body percussion sounds. Pupil can identify the sounds they hear.

HA: Pupil recognises tone of voice Pupil recognises environmental sounds and objects of reference and anticipates events associated with them, e.g. bells for music or whistle for PE. Pupil remembers routines or rhythms over longer periods and anticipates related activities. Pupil understands simple instructions combined with a gesture, e.g. 'drink', 'eat', 'sit', etc. Pupil knows some of the signs or symbols associated with their own name. Pupil associates books and reading with pleasure and interest. Pupil joins in rhyming and rhythmic activities. Pupil can join in with actions during familiar songs and rhymes. Pupil can copy and make sounds using voice, instruments or body percussion. Pupil can discriminate between sounds and describe the sounds they hear.

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<tr>
<td>Texts</td>
<td>Friends Topic -</td>
<td>Fantasy/ Magic Topic -</td>
<td>Space/Vehicles Topic -</td>
<td>Flowers, Plants, Trees/Senses Topic -</td>
<td>Sport Topic -</td>
<td>Deserts Topic -</td>
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<td>Frightened Fred</td>
<td>A First Myths Story Book</td>
<td>I have Wheels, What am I?</td>
<td>Jack and the Beanstalk</td>
<td>Swimming</td>
<td>People of the Desert</td>
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<td>Cherish Me</td>
<td>The Gingerbread Boy</td>
<td>Old and New</td>
<td>The Lost Acorns</td>
<td>The Greatest Gymnast of All</td>
<td>Splash</td>
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<td>Percy's Friend The Owl</td>
<td>Castles</td>
<td>It Come From Outer Space</td>
<td>Oak Tree</td>
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<td>I'm Sorry</td>
<td>Two Little Witches</td>
<td>The Owl and the Pussycat</td>
<td>Looking at Paintings - Flowers</td>
<td>The Giant Turnip</td>
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<td>The Rescue Party</td>
<td>Goldilocks</td>
<td>The Little Engine That Could</td>
<td>The Little Engine That Could</td>
<td>Walking through the Jungle</td>
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<td>The Little Red hen</td>
<td>The Adventures of Taxi Dog</td>
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<td>Orichards, Palms, Toadstools and other plants</td>
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<td>The Frog prince</td>
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<td>The Three Billy Goats Gruff</td>
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<tr>
<th>Orange Classes</th>
<th>Reading</th>
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- Pupil enjoys rhythmic and rhythmic activities.
- Pupil shows some ability to continue a rhyming string and engage in word play.
- Pupil uses picture cues when sharing a book, with support.
- Pupil orally blends VC and CVC words.
- Pupil orally blends and reads a greater number of VC and CVC words, sometimes in simple sentences.
- Pupil listens and engages with familiar Hymes and stories
L: Pupil actively participates in a range of familiar routines, events and activities, showing interest in and enjoying the experience.
M: Pupil demonstrates some ability to continue a rhyming string and engage in word play. Pupil orally blends VC and CV words. Pupil selects and recognises a small number of significant words and letters, e.g. their name.
L: Pupil uses patterns of speech influenced by their experience of books. Pupil makes some links between books read and their own experiences, with support. Pupil’s play is influenced by their experience of stories and may include actions.
M: Pupil writes words or phrases within a particular familiar story.
L: Pupil shows interest in the content of a book. Pupil has favourite books. Pupil demonstrates ‘reading-like’ behaviour, e.g. points to the picture and uses it to tell a simple version of a familiar story.
H: Pupil predicts words or phrases within a particular familiar story.

**Life on Earth**

**Lights and Sounds**

L: Pupil can identify the sounds of environmental sounds and objects of reference and anticipates events associated with them, e.g. bells for music or whistle for PE. Pupil talks about familiar events, e.g. ‘Where has the boy gone?’ and indicates what it is about.
M: Pupil shows some ability to continue a rhyming string and engage in word play. Pupil orally blends VC and CV words. Pupil selects and recognises a small number of significant words and letters, e.g. their name.
L: Pupil uses emerging conventional communication. They can remember responses over increasing periods of time and may anticipate known events, e.g. for example, pre-empting sounds or actions in familiar poems. They may respond to options or choices with actions or gestures, e.g. by nodding or shaking head. Pupil may use isolated words and gestures to communicate, e.g. signing for a drink.
M: Pupil shows some ability to continue a rhyming string and engage in word play. Pupil orally blends VC and CV words. Pupil selects and recognises a small number of significant words and letters, e.g. their name.
L: Pupil produces meaningful print, signs or symbols associated with their own name. Pupil ascribes meaning to marks.
H: Pupil holds a writing implement with increasing control. Pupil writes letters of names using visual prompts.

**Autumn 1**

**School**

L: Pupil actively participates in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems. Pupil 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.
M: Pupil listens and engages with stories with increasing attention. Pupil derives some meaning from a book and indicates what it is about.
L: Pupil shows some ability to continue a rhyming string and engage in word play. Pupil orally blends VC and CV words. Pupil selects and recognises a small number of significant words and letters, e.g. their name.
M: Pupil shows some ability to continue a rhyming string and engage in word play. Pupil orally blends VC and CV words. Pupil selects and recognises a small number of significant words and letters, e.g. their name.
L: Pupil uses patterns of speech influenced by their experience of books. Pupil makes some links between books read and their own experiences, with support. Pupil’s play is influenced by their experience of stories and may include actions.
M: Pupil reads on sight some high frequency words. Pupil shows interest in the content of a book. Pupil has favourite books. Pupil demonstrates ‘reading-like’ behaviour, e.g. points to the picture and uses it to tell a simple version of a familiar story.
L: Pupil predicts words or phrases within a particular familiar story.

**Spring 1**

**Fruit & Vegetables**

L: Pupil shows some ability to continue a rhyming string and engage in word play. Pupil orally blends VC and CV words. Pupil selects and recognises a small number of significant words and letters, e.g. their name.
M: Pupil reads on sight some high frequency words. Pupil shows interest in the content of a book. Pupil has favourite books. Pupil demonstrates ‘reading-like’ behaviour, e.g. points to the picture and uses it to tell a simple version of a familiar story.
L: Pupil predicts words or phrases within a particular familiar story.

**Summer 1**

**Animals**

L: Pupil actively participates in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems. Pupil 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.
M: Pupil listens and engages with stories with increasing attention. Pupil derives some meaning from a book and indicates what it is about.
L: Pupil shows some ability to continue a rhyming string and engage in word play. Pupil orally blends VC and CV words. Pupil selects and recognises a small number of significant words and letters, e.g. their name.
M: Pupil shows some ability to continue a rhyming string and engage in word play. Pupil orally blends VC and CV words. Pupil selects and recognises a small number of significant words and letters, e.g. their name.
L: Pupil uses patterns of speech influenced by their experience of books. Pupil makes some links between books read and their own experiences, with support. Pupil’s play is influenced by their experience of stories and may include actions.
M: Pupil reads on sight some high frequency words. Pupil shows interest in the content of a book. Pupil has favourite books. Pupil demonstrates ‘reading-like’ behaviour, e.g. points to the picture and uses it to tell a simple version of a familiar story.
L: Pupil predicts words or phrases within a particular familiar story.

**Summer 2**

**Seaside**

L: Pupil actively participates in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems. Pupil 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.
M: Pupil listens and engages with stories with increasing attention. Pupil derives some meaning from a book and indicates what it is about.
L: Pupil shows some ability to continue a rhyming string and engage in word play. Pupil orally blends VC and CV words. Pupil selects and recognises a small number of significant words and letters, e.g. their name.
M: Pupil reads on sight some high frequency words. Pupil shows interest in the content of a book. Pupil has favourite books. Pupil demonstrates ‘reading-like’ behaviour, e.g. points to the picture and uses it to tell a simple version of a familiar story.
L: Pupil predicts words or phrases within a particular familiar story.