

Reading & Writing CURRICULUM MAPS - Year 1 of 2

(Key: F-Fiction N/F-Non-Fiction P-Poetry NC1Em-National Curriculum 1, Emerging NC1Ex-National Curriculum 1, Expected)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves	Clothes	Food	Homes & Buildings	Transport / Farm	Seaside
Texts	<p>F: Wibbly Pig likes bananas' 'Wibbly Pig can dance' 'Maisy goes to Nursery'</p> <p>N/F:</p> <p>P:Heads, Shoulders, Knees & Toes. Skeleton Dance Look in the Mirror</p>	<p>F: : , 'Fireworks', Maisy Goes Swimming, 'A Rainy Day', 'Maisy's Bathtime'</p> <p>N/F: Class Photo Books</p> <p>P:This is the way....</p>	<p>F: The Very Hungry Caterpillar, Handa's Surprise, Maisy Goes Shopping</p> <p>N/F: Eating</p> <p>P:Do you like broccoli</p>	<p>F: Maisy goes to bed' 'Two the same' 'Maisy's Bathtime' 'Where are you?'</p> <p>N/F:</p> <p>P:</p>	<p>F: Maisy's Bus' Maisy's train' 'Maisy likes driving' 'Maisy's fire engine'</p> <p>F: 'I live on the farm' 'Where's that duck' 'When I go to the farm' Maisy at the Farm</p> <p>N/F: photos & symbols book</p> <p>P:Old McDonald, The duck on the farm</p>	<p>F: Spot goes on holiday' 'Eye spy colours' 'Maisy's pool'</p> <p>N/F:</p> <p>P:</p>
Yellow Classes Reading L-P2i/2ii M-P3i/3ii H-P4	<p>L - Pupil begins 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.</p> <p>M - 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.</p> <p>H - Pupil enjoys rhyming and rhythmic activities. Pupil recognises a variety of familiar sounds.</p>	<p>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.</p> <p>M - 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.</p> <p>H - Pupil listens and engages with familiar rhymes and stories. Pupil begins to anticipate key events and important phrases.</p>	<p>L - Pupil moves head and eyes more consistently when attention is attracted by sounds. Pupil begins to respond consistently to familiar rhymes or chants, e.g. he/she may become more animated.</p> <p>M - Pupil experiments with sounds and enjoys the repetition of them, e.g. repetitive strings, lah, lah, lah. Pupil uses hands to explore objects, materials or sensory text resources. Pupil's vocalisations contain vowels and consonants.</p> <p>H - Pupil uses picture cues when sharing a book, with support.</p>	<p>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.</p> <p>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. Pupil seeks attention through eye contact.</p> <p>H - Pupil shows some interest in the content of a book. Pupil mimics 'reading-like' behaviour.</p>	<p>Transport</p> <p>L - Pupil may grasp an object using a palmer grip then lets go non-intentionally, e.g. grasps hanging objects within close proximity using random movements. Pupil will reach for and explore a sensory text object when encouraged.</p> <p>M - Pupil uses 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.</p> <p>H - Pupil holds a book the correct way and turns pages.</p> <p>Farm</p> <p>L - Pupil recognises and engages 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. Pupil shows increasing awareness of emotional tones in familiar voice or use of a character in a story.</p> <p>M - Pupil drops or throws objects intentionally and watches them fall to the ground. Pupil holds an object and uses it to explore surfaces using different movements, e.g. rubbing, tapping, banging, to and fro movements, etc.</p> <p>H - Pupils listen and respond to familiar rhymes and stories. They show some understanding of how books work, for example, turning pages and holding the book the right way up.</p>	<p>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.</p> <p>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.</p> <p>H - Pupil listens and engages with familiar rhymes and stories. Pupil begins to anticipate key events and important phrases.</p>
Yellow Classes Writing L-P2ii M-P3i/3ii H-P4	<p>L - Pupil recognises and engages 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. Pupil shows increasing awareness of emotional tones in familiar voice or use of a character in a story.</p> <p>M - 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.</p> <p>H - Pupil begins to understand that marks and symbols convey meaning, e.g. scribble writing alongside a picture or placing photographs or symbols on a personal timetable.</p>	<p>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.</p> <p>M - Pupil uses 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. Pupil drops or throws objects intentionally and watches them fall to the ground. Pupil holds an object and uses it to explore surfaces using different movements, e.g. rubbing, tapping, banging, to and fro movements, etc.</p> <p>H - Pupil uses words, signs or gestures when communicating about objects and people who are of particular importance to them.</p>	<p>L - Pupil experiments 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. Pupil is attentive to familiar environmental sounds and voice sounds.</p> <p>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 or signs for a story book or resource to indicate they wish to share a story.</p> <p>H - Pupils are aware of environmental, instrumental and body percussion sounds. Pupil can identify the sounds they hear.</p>	<p>L - Pupil 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.</p> <p>M- 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 a drink.</p> <p>H - Pupil imitates or repeats single words, signs or symbols.</p>	<p>Transport</p> <p>L - Pupil may transfer objects from one hand to another using any method. Pupil may knock over an object with intent. Pupil may use a raking or spreading action with paint or sensory text materials. Pupil releases object by intentionally opening hand to drop it.</p> <p>M - 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 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.</p> <p>H - Pupil can show control in gross motor movements. Pupil demonstrates grip control by making or generating a mark. Pupil uses a variety of media to explore mark-making.</p> <p>Farm</p> <p>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</p> <p>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.</p> <p>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.</p>	<p>L - They remember learned responses over short periods of time, e.g. showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues.</p> <p>M - Pupil can pick up small objects using a pincer grip. Pupil points to objects or people. Pupil uses either hand but may begin to show a preference for one. Pupil holds pencil or other implement using a fist type/palmar grasp or primitive tripod grasp to make a mark, e.g. mark making may include scribble, stroke movements, dots, to and fro/circular movements or creating symbols from a selection on a computer.</p> <p>H - They make marks or symbols in their preferred mode of communication.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	People Who Help Us	Transport	Woods & Wildlife	Growing Things	Mini Beasts	Oceans
Texts	<p>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 Spot goes to school N/F: Doctor Harold. P:</p>	<p>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. P: Nursery Time with Thomas</p>	<p>F: Goldilocks and the Three Bears, Three Little Pigs, Jack & the Beanstalk. N/F: House and Homes - Pelican I/A CD Rom P:</p>	<p>F: Jasper's Beanstalk Jack and the Beanstalk. N/F: Seeds (big book) P: Each Peach Pear Plum.</p>	<p>F: The Hungry caterpillar. The very Busy Spider. N/F: A butterfly is born P: Mini beast poems ORT, Incy Wincy Spider Song I Know an Old woman who swallowed a fly.</p>	<p>F: Sharing a Shell On the Sand Pirates, The Rainbow Fish. N/F: In the Pond- big Book. P: Row, row your boat - song</p>
<p>Green Classes Reading L - P2ii/P3i M - P3ii H - P4/5</p>	<p>L - Pupil recognises and engages 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. Pupil shows increasing awareness of emotional tones in familiar voice or use of a character in a story. 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. H - Pupil enjoys rhyming and rhythmic activities. Pupil recognises a variety of familiar sounds.</p>	<p>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 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. H - Pupil listens and engages with familiar rhymes and stories. Pupil begins to anticipate key events and important phrases.</p>	<p>L - Pupil experiments 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. Pupil is attentive to familiar environmental sounds and voice sounds. M - Pupil recognises tone of voice Pupil recognises environmental sounds and objects of reference and anticipates events associated with them, e.g. bells for music. Pupil remembers routines or rhymes over longer periods and anticipates related activities, e.g. participates in the rhythm of a rhyme, poem, chant, song by tapping, clapping to the rhythm. H - Pupil uses picture cues when sharing a book, with support.</p>	<p>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 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 - Pupil joins in rhyming and rhythmic activities. Pupil discriminates between a variety of sounds - environmental, percussion and body. Pupil matches objects to pictures.</p>	<p>L - Pupil vocalises deliberately to communicate and vocalisations begin to sound word-like. Gestures are becoming more developed & intentional. Understands words like 'no' and 'goodbye' in familiar contexts & responds to own name. M - Pupil can pick up small objects using a pincer grip. Points to objects or people. Uses either hand but may begin to show a preference. 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. H - Pupil begins to use patterns of speech influenced by their experience of books. Pupil listens and engages with stories with increasing attention. Pupil derives some meaning from a book and indicates what it is about.</p>	<p>L - Pupil experiments with sounds and enjoys the repetition of them, e.g. repetitive strings, lah, lah, lah. Pupil uses hands to explore objects, materials or sensory text resources. Pupil's vocalisations contain vowels and consonants. M - Pupils use emerging conventional communication They apply potential solutions systematically to problems. They can remember learned responses over increasing periods of time and may anticipate known events H - Pupil uses picture cues when sharing a book.</p>
<p>Green Classes Writing L - P2ii/3i M - P3ii H - P4/5</p>	<p>L - Pupil recognises and engages 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. Pupil shows increasing awareness of emotional tones in familiar voice or use of a character in a story. 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 or signs for a story book or resource to indicate they wish to share a story. H - Pupil begins to understand that marks and symbols convey meaning, e.g. scribble writing alongside a picture or placing photographs or symbols on a personal timetable.</p>	<p>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 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 - Pupil uses words, signs or gestures when communicating about objects and people who are of particular importance to them.</p>	<p>L - Pupil experiments 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. Pupil is attentive to familiar environmental sounds and voice sounds. M - Pupil recognises tone of voice Pupil recognises environmental sounds and objects of reference and anticipates events associated with them, e.g. bells for music. Pupil remembers 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 - Pupils are aware of environmental, instrumental and body percussion sounds. Pupil can identify the sounds they hear.</p>	<p>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 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 - Pupil produces some meaningful print, signs or symbols associated with their own name. Pupil ascribes meaning to marks.</p>	<p>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. M - Pupil can pick up small objects using a pincer grip. Pupil points to objects or people. Pupil uses either hand but may begin to show a preference for one. Pupil holds pencil or other implement using a fist type/palmar grasp or primitive tripod grasp to make a mark, e.g. mark making may include scribble, stroke movements, dots, to and fro/circular movements or creating symbols from a selection on a computer. H - Pupil uses a widening range of vocabulary, e.g. new word.</p>	<p>L - Pupil experiments with sounds and enjoys the repetition of them, e.g. repetitive strings, lah, lah, lah. Pupil uses hands to explore objects, materials or sensory text resources. Pupil's vocalisations contain vowels and consonants. M - They greet known people and may initiate interactions and activities. They actively explore objects and events for more extended periods, for example, turning the pages in a book shared with another person. H - Pupil can copy and make sounds using voice, instruments or body percussion. Pupil can discriminate between sounds and describe the sounds they hear. Pupil can join in with actions during familiar songs and rhymes.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Where Does Our Food Come From?	Weather	Florence Nightingale	Being Safe/ Road Safety	Ponds & Rivers	Castles & Fairy Tales
Texts	F: Handa's Surprise Enormous Turnip The Hungry Caterpillar N/F: P:	F: Mr Wolf's week, Percy's Snowy night N/F: P: Sensory Story-	F: Freddie visits the doctor N/F: Going to the Hospital P:	F: The Dragon Dance The purple Robe Penny Farthing N/F: P:	F: Duck in the truck The Duck race Rumble in the Jungle N/F: Fair and Unfair P: Five little ducks song	F: Beauty and the Beast Jack and the Beanstalk N/F: Planting a bean Sensory story- The little princess P:
Red Classes Reading L - P3i/ii M - P4 H - P5 HA - P6	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 rhyming and rhythmic activities. Pupil recognises a variety of familiar sounds. H - Pupil joins in rhyming and rhythmic activities. Pupil discriminates between a variety of sounds - environmental, percussion and body. Pupil matches objects to pictures. HA: Pupil shows some ability to continue a rhyming string and engage in word play. Pupil orally blends VC and CVC words. Pupil selects and recognises a small number of significant words or letters, e.g. their name	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. M - Pupil listens and engages with familiar rhymes and stories. Pupil begins to anticipate key events and important phrases. H - Pupil begins to use patterns of speech influenced by their experience of books. Pupil listens and engages with stories with increasing attention. Pupil derives some meaning from a book and indicates what it is about. HA: Pupil uses patterns of speech influenced by their experience of books. Pupil makes some links between books read and their own experiences, with support. Pupils' play is influenced by their experience of stories and may include actions.	L - Pupil experiments with sounds and enjoys the repetition of them, e.g. repetitive strings, lah, lah, lah. Pupil uses hands to explore objects, materials or sensory text resources. Pupil's vocalisations contain vowels and consonants. M - Pupil uses picture cues when sharing a book, with support. H - Pupil uses picture cues when sharing a book. HA: Pupil predicts words or phrases within a particular, familiar story.	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/signs for a story book or resource to indicate they wish to share a story. M - Pupil shows some interest in the content of a book. Pupil mimics 'reading-like' behaviour. H - 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 the story. HA: Pupil shows emerging confidence when talking about points of interest in a story. Pupil occasionally asks simple questions, often in the form of 'how?', 'where?' or 'why?'	L - 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. M - Pupil holds a book the correct way and turns pages. H - Pupil holds a book the correct way, starts at the beginning and turns the pages. Pupil distinguishes between pictures and writing. HA: Pupil understands some conventions of print and knows where to start reading. Pupil begins to recognise that information can be retrieved from books.	L - 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 rhymes over longer periods and anticipates related activities. M - Pupils listen and respond to familiar rhymes and stories. Shows some understanding of how books works. H - Pupils select a few words, symbols or pictures with which they are particularly familiar & derive some meaning. They match objects to pictures and symbols. HA: Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary, for example, name, people, objects or actions. They match letters and short words.
Red Classes Writing L - P3i/ii M - P4 H - P5 HA - P6	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, e.g. scribble writing alongside a picture or placing photographs or symbols on a personal timetable. H - Pupil produces some meaningful print, signs or symbols associated with their own name. Pupil ascribes meaning to marks. 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.	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. M - Pupil uses words, signs or gestures when communicating about objects and people who are of particular importance to them. H - Pupil uses a widening range of vocabulary, e.g. new word. HA: Pupil uses language linked to stories and their own experiences.	L - Pupil experiments with sounds and enjoys the repetition of them, e.g. repetitive strings, lah, lah, lah. Pupil uses hands to explore objects, materials or sensory text resources. Pupil's vocalisations contain vowels and consonants. M - Pupils are aware of environmental, instrumental and body percussion sounds. Pupil can identify the sounds they hear. H - Pupil can copy and make sounds using voice, instruments or body percussion. Pupil can discriminate between sounds and describe the sounds they hear. Pupil can join in with actions during familiar songs and rhymes. HA: Pupil can copy and respond to rhythmic patterns and actions.	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 imitates or repeats single words, signs or symbols. H - Pupil can communicate some ideas for scribing with adult support. HA: Pupil can develop ideas for composition with adult support.	L - 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 a drink. M - Pupil can show control in gross motor movements. Pupil demonstrates grip control by making or generating a mark. Pupil uses a variety of media to explore mark-making. H - Pupil shows greater control in the use of fine motor skills in a range of activities. Pupil can trace, overwrite or copy shapes or straight line patterns. Pupil establishes preferred hand for writing. HA: Pupil holds a writing implement with increasing control. Pupil writes letters of their name using visual prompts.	L - Pupil recognises tone of voice Pupil recognises environmental sounds and objects of reference and anticipates events associated with them, e.g. bells for music. Pupil remembers routines or rhymes over longer periods and anticipates related activities, e.g. participates in poem, chant, song or piece of music, by tapping, clapping or patting to the rhythm. M - Pupils show that they understand that marks and symbols convey meaning. They make marks or symbols in their preferred mode of communication. H - Pupils produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events. They trace, overwrite or copy shapes and straight line patterns. HA: Pupils produce or write their name in letters or symbols. They copy letter forms, for example, labels and/or captions for pictures or for displays.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ealing, Where we live	Rockets	A Long Time Ago- Family	Fire of London	Treasure Island	Rainforests
Texts	F: Lilly The Dragon- internet text. N/F: Class photo book of Ealing P: Class poems-e.g. The House where I live	F: ORT- the red planet/ Super Daisy/ Dan the spaceman N/F: ORT- Making a Space Shuttle Space fact file book P: Aliens have underpants (rhyme)	F: My Family's changing by Pat Thomas N/F: Families by Debbie Bailey Children produce own family book using photographs P: create poem on own family	F: N/F: ORT- Fire The Great Fire of London by Stewart Ross P: London's burning rhyme	F: ORT- The treasure chest/ pirate adventure N/F: GEOGRAPHY- creating an island/ map	F: ORT- Lost in the jungle/ jungle book N/F: Forests- Franklin Watts P: create an acrostic poem on animals found in rainforest
Blue Classes Reading L - P3/4 M - P4/5 H - P6/7 HA - P8	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. M - Pupil uses picture cues when sharing a book, with support. H - Pupil shows some ability to continue a rhyming string and engage in word play. Pupil orally blends VC and CVC words. Pupil selects and recognises a small number of significant words or letters, e.g. their name HA: Pupil understands that words, signs, symbols and pictures convey meaning. Recognises a range of grapheme/phoneme correspondences. Associates sounds with patterns in rhymes and syllables. Blends and reads a greater number of VC and CVC words, sometimes in simple sentences.	L - Pupil experiments with sounds and enjoys the repetition of them, e.g. repetitive strings, lah, lah, lah. Pupil uses hands to explore objects, materials or sensory text resources. Pupil's vocalisations contain vowels and consonants. M - Pupil shows some interest in the content of a book. Pupil mimics 'reading-like' behaviour. H - Pupil uses patterns of speech influenced by their experience of books. Pupil makes some links between books read and their own experiences, with support. Pupils' play is influenced by their experience of stories and may include actions. HA: Pupil enjoys and participates in story retelling, poems, rhymes and singing games. Pupil retells narrative in the correct sequence, drawing on the language patterns of stories.	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/signs for a story book or resource to indicate they wish to share a story. M - Pupil holds a book the correct way and turns pages. H - Pupil predicts words or phrases within a particular, familiar story. HA: Pupil interprets the meaning of pictures and can deduce a storyline from illustrations. Pupil makes predictions based on illustration, story content and title.	L - Pupil understands simple instructions combined with a gesture, e.g. 'drink', 'eat', 'sit', etc. Greets known people. 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. M - Pupil uses picture cues when sharing a book. H - Pupil recognises some grapheme/phoneme correspondences. Pupil continues a rhyming string. Pupil engages in word play, e.g. alliterative games. Pupil blends and reads some VC and CVC words. HA: Pupil associates books and reading with pleasure and interest and sometimes browses independently. Pupil responds to stories or poems, with relevant comments, questions or actions.	L - Pupil enjoys rhyming and rhythmic activities. Pupil recognises a variety of familiar sounds. M - Pupil joins in rhyming and rhythmic activities. Pupil discriminates between a variety of sounds - environmental, percussion and body. Pupil matches objects to pictures. H - Pupil uses vocabulary and forms of speech that are increasingly influenced by their experience of texts. Pupil makes connections between texts read and their own experiences. HA: Pupil distinguishes between words and letters. Pupil begins to make 1:1 correspondence. Pupil shows understanding of how information texts can be used to answer questions.	L - Pupil listens and engages with familiar rhymes and stories. Pupil begins to anticipate key events and important phrases. M - Pupil begins to use patterns of speech influenced by their experience of books. Pupil listens and engages with stories with increasing attention. Pupil derives some meaning from a book and indicates what it is about. H - Pupil predicts elements of a text, e.g. when the adult stops reading the pupil fills in the missing word. HA: They recognise at least half of the letters of the alphabet by shape, name or sound. They associate sounds with patterns in rhymes, with syllables and with words or symbols.
Blue Classes Writing L - P3ii/4 M - P4/5 H - P6/7 HA - P8 /POS1em	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 begins to understand that marks and symbols convey meaning, e.g. scribble writing alongside a picture or placing photographs or symbols on a personal timetable. H - 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. HA: Pupil shows awareness of rhyme, e.g. responding to rhymes, songs or poems. Pupil shows awareness of alliteration. Pupil's emergent/unaided writing may illustrate the ability to orally segment words.	L - 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 a drink. M - Pupil uses words, signs or gestures when communicating about objects and people who are of particular importance to them. H - Pupil uses language linked to stories and their own experiences. HA: Pupil can use some appropriate vocabulary when composing sentences.	L - 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 rhymes over longer periods and anticipates related activities. M - Pupils are aware of environmental, instrumental and body percussion sounds. Pupil can identify the sounds they hear. H - Pupil can copy and respond to rhythmic patterns and actions. HA: Pupil is able to orally segment words. Pupil uses phonic knowledge to attempt to write simple CVC words. Emergent/unaided writing may illustrate the ability to orally segment words.	L - Pupil begins to understand that marks and symbols convey meaning, e.g. scribble writing alongside a picture or placing photographs or symbols on a personal timetable. M - Pupil produces some meaningful print, signs or symbols associated with their own name. Pupil ascribes meaning to marks. H - Pupil writes own name independently from memory. Pupil uses pictures, symbols and letters in sequence to communicate meaning in writing and recording, e.g. draw a picture of their family and label, using some letters correctly. HA: Tell you about what I did at home or school. Write a simple sentence, with capital letters & full stops often imitating text read (to or by self).	L - Pupil uses words, signs or gestures when communicating about objects and people who are of particular importance to them. M - Pupil uses a widening range of vocabulary, e.g. new word. H - Pupil uses vocabulary and forms of speech that are increasingly influenced by experience of books. HA: Check my work with some help from an adult	L - Pupils are aware of environmental, instrumental and body percussion sounds. Pupil can identify the sounds they hear. M - Pupil can copy and make sounds using voice, instruments or body percussion. Pupil can discriminate between sounds and describe the sounds they hear. Pupil can join in with actions during familiar songs and rhymes. H - Pupil shows awareness of rhyme, e.g. responding to rhymes, songs or poems. Pupil shows awareness of alliteration, e.g. recognising a variety of objects which begin with the same sound, playing eye-spy, etc. Pupil's emergent/unaided writing may illustrate the ability to orally segment words. HA: Leave spaces between some words when I write.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friends	Fantasy/Magic	Space/Vehicles	Flowers, Plants, Trees/Senses	Sport	Desert
Texts	Friends Topic - Frightened Fred Cherish Me Percy's Friend The Owl I'm Sorry The Rescue Party	Fantasy/ Magic Topic - A First Myths Story Book The Gingerbread Boy Castles Two Little Witches Goldilocks The Little Red hen The Frog prince Not Again Red Riding Hood The Three Billy Goats Gruff	Space/Vehicles Topic - I have Wheels, What am I? Old and New It Came From Outer Space The Owl and the Pussycat The Little Engine That Could The Adventures of Taxi Dog	Flowers, Plants, Trees and senses Topic - Jack and the Beanstalk The Lost Acorns Oak Tree Looking at Paintings - Flowers The Giant Turnip Walking through the Jungle Orchids, Palms, Toadstools and other plants	Sport Topic - Swimming The Greatest Gymnast of All Make it Balance	Deserts Topic - People of the Deserts Splash The desert
Orange Classes Reading L - P4/P5 M - P6/P7 H - P8/POS1em HA - POS1ex	L- Pupil enjoys rhyming and rhythmic activities. Pupil recognises a variety of familiar sounds. M- Pupil shows some ability to continue a rhyming string and engage in word play. H- Pupil understands that words, signs, symbols and pictures convey meaning. Pupil recognises a range of grapheme/phoneme correspondences. HA- Listen quietly to and discuss a book being read aloud.	L- Pupil matches objects to pictures. M- Pupil enjoys an increasing range of texts and shows interest in the activity of reading. Pupil asks simple questions often in the form of 'how?', 'where?' or 'why?'. H- Tell you the names of some fairy stories and simple outline of events. HA- To know that actions and words can infer and are not always clear,	L- Pupil joins in rhyming and rhythmic activities. Pupil discriminates between a variety of sounds - environmental, percussion and body. M- Pupil predicts words or phrases within a particular, familiar story. H- Listen quietly to a book being read aloud. HA- To be able to self-correct independently when reading.	L- Pupil begins to anticipate key events and important phrases. M- Pupil selects and recognises a small number of significant words or letters, e.g. their name H- Pupil interprets the meaning of pictures and can deduce a storyline from illustrations. HA- Tell you the names of some traditional tales/ fairy tales and their particular characteristics.	L- Pupil uses picture cues when sharing a book, with support. M- Pupil makes some links between books read and their own experiences, with support. H- Pupil makes predictions based on illustration, story content and title. HA- to be able to recite some poems by heart.	L- Pupil listens and engages with familiar rhymes and stories M- Pupil orally blends VC and CVC words. H- Pupil blends and reads a greater number of VC and CVC words, sometimes in simple sentences. HA- Link a wider range of books to what I have done.
Orange Classes Writing L - P4/P5 M - P6/P7 H - P8/POS1em HA - POS1ex	L- Pupil begins to understand that marks and symbols convey meaning. M- Pupil is able to represent their own name using some appropriate letters or symbols. H- Pupil can write own name and other words from memory. Pupil uses appropriate upper and lower case letters when writing their name. HA- I can write what I said.	L- Pupil can join in with actions during familiar songs and rhymes. M- Pupil writes own name independently from memory. Pupil uses pictures, symbols and letters in sequence to communicate meaning in writing and recording. H- Leave spaces between some words when I write. HA- Check my work with a prompt sheet/ independently to check that it makes sense	L- Pupil can copy and make sounds using voice, instruments or body percussion. Pupil can discriminate between sounds and describe the sounds they hear. M- Pupil writes letters of their name using visual prompts. H- Tell you what I am going to write. HA- Tell you the whole alphabet in the right order.	L- Pupils are aware of environmental, instrumental and body percussion sounds. Pupil can identify the sounds they hear. M- Pupil can copy and respond to rhythmic patterns and actions. H- Pupil is able to orally segment words. Pupil uses phonic knowledge to attempt to write simple CVC words. HA- Write some lower-case letters correctly.	L- Pupil produces some meaningful print, signs or symbols associated with their own name. M- Pupil holds a writing implement with increasing control. H- Emergent/unaided writing may illustrate the ability to orally segment words. HA- Write all the days of the week correctly.	L- Pupil uses words, signs or gestures when communicating about objects and people who are of particular importance to them. M- Pupil differentiates between letters and symbols, e.g. producing a drawing to accompany writing. H- Pupil can compose a simple sentence orally. Pupil can relate what own writing 'says'. HA- Tell you about what I did at home or school in correct sequence and detail.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	School	Shops	Fruit & Vegetables	Hospital & Dentist	Animals	Seaside
Purple 1 Reading L: P3ii/4 M: P4/5 H: P5/6	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/signs for a story book or resource to indicate they wish to share a story. M: Pupil shows some interest in the content of a book. Pupil mimics 'reading-like' behaviour. H: Pupil joins in rhyming and rhythmic activities. Pupil discriminates between a variety of sounds - environmental, percussion and body. Pupil matches objects to pictures.	L: 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. M: Pupil holds a book the correct way and turns pages. H: Pupil begins to use patterns of speech influenced by their experience of books. Pupil listens and engages with stories with increasing attention. Pupil derives some meaning from a book and indicates what it is about.	L: Pupil recognises tone of voice Pupil recognises environmental sounds and objects of reference and anticipates events associated with them. Pupil remembers routines or rhymes over longer periods and anticipates related activities. M: Pupil joins in rhyming and rhythmic activities. Pupil discriminates between a variety of sounds - environmental, percussion and body. Pupil matches objects to pictures. H: Pupil uses picture cues when sharing a book.	L: Pupil enjoys rhyming and rhythmic activities. Pupil recognises a variety of familiar sounds. M: Pupil begins to use patterns of speech influenced by their experience of books. Pupil listens and engages with stories with increasing attention. Pupil derives some meaning from a book and indicates what it is about. H: Pupil shows some ability to continue a rhyming string and engage in word play. Pupil orally blends VC and CVC words. Pupil selects and recognises a small number of significant words or letters, e.g. their name.	L: Pupil listens and engages with familiar rhymes and stories. Pupil begins to anticipate key events and important phrases. M: Pupil uses picture cues when sharing a book. H: Pupil uses patterns of speech influenced by their experience of books. Pupil makes some links between books read and their own experiences, with support. Pupils' play is influenced by their experience of stories and may include actions.	L: Pupil uses picture cues when sharing a book, with support. M: 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 the story. H: Pupil predicts words or phrases within a particular, familiar story.
Purple 1 Writing L: P3ii M: P4/5 H: P6	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 begins to understand that marks and symbols convey meaning, e.g. scribble writing alongside a picture or placing photographs or symbols on a personal timetable. H: 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.	L: 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 a drink. M: Pupil uses words, signs or gestures when communicating about objects and people who are of particular importance to them. H: Pupil uses language linked to stories and their own experiences.	L: 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 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. M: They are aware of environmental, instrumental and body percussion sounds. Pupil can identify the sounds they hear. H: Pupil can copy and respond to rhythmic patterns and actions.	L: 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. M: Pupil produces some meaningful print, signs or symbols associated with their own name. Pupil ascribes meaning to marks. H: Pupil can develop ideas for composition with adult support.	L: Pupil can pick up small objects using a pincer grip. Pupil points to objects or people. Pupil uses either hand but may begin to show a preference for one. Pupil holds pencil or other implement using a fist type/palmar grasp or primitive tripod grasp to make a mark, e.g. mark making may include scribble, stroke movements, dots, to and fro/circular movements or creating symbols from a selection on a computer. M: Pupil uses a widening range of vocabulary, e.g. new word. H: Pupil holds a writing implement with increasing control. Pupil writes letters of their name using visual prompts.	L: Pupils use emerging conventional communication. They can remember learned responses over increasing periods of time and may anticipate known events, for example, pre-empting sounds or actions in familiar poems. They may respond to options and choices with actions or gestures. M: Pupil can copy and make sounds using voice, instruments or body percussion. Pupil can discriminate between sounds and describe the sounds they hear. Pupil can join in with actions during familiar songs and rhymes. H: Pupils produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events.. They trace, overwrite or copy shapes and straight line patterns.
Topic	London Life	Lighten Up	Kings and Queens	Painters' Palette	Life at Sea	Exploration
Texts	F: A day In London ORT Stage 8 stories Barnaby bear & Paddington bear stories N/F: The Fire of London P: Poems on fire/ colour/ transport/ autumn	F: Pelican I/A Bk Yr 1 Planet of Light & Dark N/F: Pelican I/A Bk Yr 1 Lighting Up Our Lives / Guy Fawkes Big Book & Pelican I/A Bk (Two Famous People) P: Classic Poems 2	P: Pelican Big Books I/A: Yr 2 / Vol A Out Door Poems, Old King Cole N/F: Smart notebook texts F: It's not fair! ORT	F: Camille and the Sun flowers N/F: The Life Of Vincent Van Gogh P: Colour Poems ORT Glow-worms	F: N/F: P: Pathways to Poetry Anthology 2	F: Pelican I/A Yr 2 / Vol A: Dear Daddy Grace & Family by Hoffman & Binch Gregory Cool- Caroline Binch N/F: All Kinds of Bodies All Kinds of People (Emma Damon) P: Pathways to Poetry Anthology 1
Purple 2, 3 & 4 Reading L - P6 M - P7/8 H - P8/ POS1em HA: POS1em /POS1ex	L - Pupil responds appropriately to a range of simple questions asked by a familiar adult. M - Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. 'Where has the boy gone?' H - Pupil listens to stories attentively for longer periods of time and is able to demonstrate understanding during role play which he/she takes part in with confidence. HA: To be able to look for clues in what is being said and done.	L - Pupil follows instructions with 3 key words, signs or symbols given on an individual basis, e.g. 'Give me the little red book.' M - Pupil can follow instructions with four key words or symbols, e.g. 'Get the big book about dinosaurs from the library.' H - Pupil is able to understand time concept words, e.g. yesterday/ tomorrow, first/last. HA: Pupil uses knowledge of simple sentence structures and repeated patterns to make predictions.	L - Pupil is able to follow simple context embedded instructions given to a small group, e.g. 'It is playtime – put your coat on.' M - Pupil is able to respond to a request with four key words or symbols, e.g. 'Can you show me your favourite book?' H - Pupil understands straightforward, direct comments in some familiar situations and usually demonstrates this understanding through appropriate responses. HA: Explain what you are reading to me and discuss word meanings..	L - Pupil is able to respond (using either verbal or nonverbal communication) to others in group situations, e.g. taking turns in a game. M - Pupil is able to respond appropriately to questions about why or how. H - Listen quietly to a book being read aloud. Link a story to what I have done. HA: Listen quietly to and discuss a book being read aloud.	L - In a small group pupil can follow simple rules with minimal adult prompts, e.g. can take turns when playing a familiar game involving turn taking. M - Pupil follows a range of instructions combining 2 elements, e.g. 'Get a brush and mix the paint.' H - Tell you the name of a fairy story and a simple outline of events. HA: To be able to tell you about the story using what they know and the vocabulary used.	L - Pupils respond to others in group situations. They follow requests and instructions with three key words, signs or symbols. M - Pupil can understand a message containing 4 key words, signs or symbols from a less familiar adult without prompts. H - To indicate that they have read something incorrectly - by stopping/ pointing etc. HA: Tell you what might happen in a book after reading the title or after an event.
Purple 2, 3 & 4 Writing L - P5 M - P6/7 H - P8/POS1em HA: POS1em /POS1ex	L - Pupil joins in rhyming and rhythmic activities. Pupil discriminates between a variety of sounds - environmental, percussion and body. Pupil matches objects to pictures. M - Pupil recognises some grapheme/ phoneme correspondences. Pupil continues a rhyming string. Pupil engages in word play, e.g. alliterative games. Pupil blends and reads some VC and CVC words. H - Pupil associates books and reading with pleasure and interest and sometimes browses independently. Pupil responds to stories or poems, with relevant comments, questions or actions. HA: Tell you some letters that sound the same but are different.	L - Pupil begins to use patterns of speech influenced by their experience of books. Pupil listens and engages with stories with increasing attention. Pupil derives some meaning from a book and indicates what it is about. M - Pupil uses vocabulary and forms of speech that are increasingly influenced by their experience of texts. Pupil makes connections between texts read and their own experiences. H - Pupil distinguishes between words and letters. Pupil begins to make 1:1 correspondence. Pupil shows understanding of how information texts can be used to answer questions. HA: Write a story / report / poem - using 'and'	L - Pupil uses picture cues when sharing a book. M - Pupil predicts elements of a text, e.g. when the adult stops reading the pupil fills in the missing word. H - Pupil reads on sight some high frequency words. Pupil blends and reads a greater number of VC and CV words. HA: Use capital letters, full stops, question marks and exclamation marks.	L - Pupil shows some ability to continue a rhyming string and engage in word play. Pupil orally blends VC and CVC words. Pupil selects and recognises a small number of significant words or letters, e.g. their name M - Pupil understands that words, signs, symbols and pictures convey meaning. Pupil recognises a range of grapheme/phoneme correspondences. Pupil associates sounds with patterns in rhymes and syllables. Pupil blends and reads a greater number of VC and CVC words, sometimes in simple sentences. H - Use some capital letters and full stops, with some verbal / visual prompts HA: Tell you about some of the grammar I have learned - letter/capital/word/ singular /plural/ sentence/punctuation/full stop/?/!	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. Pupils' play is influenced by their experience of stories and may include actions. M - Pupil enjoys and participates in story retelling, poems, rhymes and singing games. Pupil retells narrative in the correct sequence, drawing on the language patterns of stories. H - Use a capital letter for my names and 'I' HA: Use a capital letter for names, places, days of the week.	L - Pupil predicts words or phrases within a particular, familiar story. M - Pupil interprets the meaning of pictures and can deduce a storyline from illustrations. Pupil makes predictions based on illustration, story content and title. H - Write what I have said and that makes sense. HA: Spell some words that are shortened: can't didn't hasn't