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| Term | Topic | Text types/ linked texts | Development Matters | Focused skills and components | Components in practise |
| Autumn 1 | Colours of Me | Inside Out film – Coloured characters linked to emotions.  The Leaf Man  Rainbow Rob  Elmer  Brown Bear, Brown Bear  Rainbow Fish  The Mixed-up Chameleon  The Blue Balloon  Poems/Songs – Rainbow Song, Seasons of Trees poem Oxford Reading Tree/John Foster (cover one stanza each season) | * Handles tools, objects, construction and malleable materials safely and with increasing control. * Shows a preference for a dominant hand. * Gives meaning to marks they make as they draw, write and paint. * Begins to break the flow of speech into words. * Link sounds to letters, naming and sounding the letters of the alphabet. * Hears and says the initial sound in words. * Uses some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence. * Writes own name and other things such as label and captions. | * Assess pencil grip related to gross and fine-motor development. * Form letters correctly. * Use name card to trace name. * First independent entry in Literacy books for writing display – emergent writing. | * Focus on the mechanics of writing this half term to lay the foundations for the year. * Support children with physical difficulties with nonslip mats and triangular or thicker writing tools. * Focus on teaching the Set 1 single sounds using the Read, Write, Inc approach. * Focus will also be on playing games to hear and identify the initial sounds in words. * Writing will be mainly tracing single letter shapes and attempting own. * When modelling writing make sure to: model the cursive style and talk through the Read, Write, Inc saying. |
| Autumn 2 | Colours of Me | Inside Out film – Coloured characters linked to emotions.  The Leaf Man  Rainbow Rob  Elmer  Brown Bear, Brown Bear  Rainbow Fish  The Mixed-up Chameleon  The Blue Balloon  Poems/Songs – Rainbow Song, Seasons of Trees poem Oxford Reading Tree/John Foster (cover one stanza each season). | * Handles tools, objects, construction and malleable materials safely and with increasing control. * Begins to use anticlockwise movement and retrace vertical lines. * Begins to form recognisable letters. * Shows a preference for a dominant hand. * Gives meaning to marks they make as they draw, write and paint. * Begins to break the flow of speech into words. * Link sounds to letters, naming and sounding the letters of the alphabet. * Hears and says the initial sound in words. * Can segment the sounds in simple words. * Uses some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence. * Writes own name and other things such as label and captions. | * Assess pencil grip related to gross and fine-motor development. * Form letters correctly. * Use name card to write name. * Begin to use Fred Fingers to spell CVC words. * Begin to find mistakes in spellings. * Second independent entry in Literacy books for writing display – emergent writing. | * Focus on the mechanics of writing this half term to lay the foundations for the year. * Support children with physical difficulties with nonslip mats and triangular or thicker writing tools. * Writing will be mainly tracing single letter shapes and attempting own. * When modelling writing make sure to: model the cursive style and talk through the Read, Write, Inc saying. * Fred Fingers for spelling…Say it several times, wave with pinching fingers, how many sounds, hide them then show me, agree. MTYT pinch the sounds on fingers, write. * Use cubes and other games to segment sounds in words. * Word Doctor: read a cvc word from the Talk 4 Writing linked text, find the mistake and correct the spelling. * Exceeding: Write sentences for each part of the Christmas story. |
| Spring 1 | Once Upon a Time | Stickman  Gingerbread Man (TfW)  Jack and the Beanstalk  The Hungry Caterpillar (TfW).  Monkey Puzzle  Snail and the Whale  Scarecrow’s Wedding  The Easter Story.  Chinese New Year story (Zodiac).  Peter Rabbit | * Begins to use anticlockwise movement and retrace vertical lines. * Begins to form recognisable letters. * Can segment the sounds in simple words. * Writes labels and captions. * Attempt to write short sentences in meaningful contexts. | * Handwriting – progress to smaller handwriting tracking and practise books. * Use Fred Fingers to spell cvc words. * Complete a sentence, hold a sentence. * Begin to introduce red words for spelling. * Encourage use of CVC spellings related to Talk 4 Writing linked text. * Begin to introduce Capital letters and full stops. * Third independent entry in Literacy books for writing display – emergent writing. | * Use cubes and other games to segment sounds in words. * Complete a sentence: in RWI, children will read an incomplete sentence with the teacher and work out the spelling needed to complete it. They will help the teacher to write the spellings, then they will be covered up/rubbed out and the children will complete the sentence themselves. * Hold a sentence: say the sentence many times, model how to write it, rub it off the board, children to say the sentence to themselves and write it down. * Caption Doctor: read a caption from the Talk 4 Writing linked text, find the mistakes and correct the spelling. * Exceeding: Use the linked text to support writing, e.g write a wanted poster for The Gingerbread man. |
| Spring 2 | Once Upon a Time | Stickman  Gingerbread Man (TfW)  Jack and the Beanstalk  The Hungry Caterpillar (TfW).  Monkey Puzzle  Snail and the Whale  Scarecrow’s Wedding  The Easter Story.  Chinese New Year story (Zodiac).  Peter Rabbit | * Begins to use anticlockwise movement and retrace vertical lines. * Begins to form recognisable letters. * Writes labels and captions. * Can segment the sounds in simple words. * Attempt to write short sentences in meaningful contexts. | * Continue with smaller tracing and practise handwriting books. * Use Fred Fingers to spell cvc words. * Complete a sentence, hold a sentence. * Introduce red words for spelling. * Encourage use of CVC spellings related to Talk 4 Writing linked text. * Begin to introduce Capital letters and full stops. * Fourth independent entry in Literacy books for writing display – emergent writing. | * Complete a sentence: in RWI, children will read an incomplete sentence with the teacher and work out the spelling needed to complete it. They will help the teacher to write the spellings, then they will be covered up/rubbed out and the children will complete the sentence themselves. * Hold a sentence: say the sentence many times, model how to write it, rub it off the board, children to say the sentence to themselves and write it down. * Caption Doctor: read a caption from the Talk 4 Writing linked text, find the mistakes and correct the spelling. * Exceeding: Use the linked text to support writing, e.g write a food diary for The Hungry Caterpillar – a sentence per day of the week. |
| Summer 1 | The Marvellous Mystery Tour | The Train Ride  Oi Get Off My Train – UW exceeding link  Dinosaurs and all that Rubbish.  Duffy’s Lucky Escape  Marli’s Tangled Tale  Nelson’s Dangerous Dive  Lost and Found  Non-fiction vehicles/journeys  Stories of Paul  Noah  Jonah  Jesus Calms the Storm | * Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. * ELG – PD: Moving and Handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. * ELG – W – Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others, some words are spelt correctly and others are phonetically plausible. * Exceeding – Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing. | * Spell green words that are phonically plausible in their writing and begin to spell some words correctly. * Fifth independent entry in Literacy books for writing display – emergent writing. | * Complete a sentence: in RWI, children will read an incomplete sentence with the teacher and work out the spelling needed to complete it. They will help the teacher to write the spellings, then they will be covered up/rubbed out and the children will complete the sentence themselves. * Hold a sentence: say the sentence many times, model how to write it, rub it off the board, children to say the sentence to themselves and write it down. * Sentence Doctor: read a sentence from the Talk 4 Writing linked text, find the mistakes and correct the spelling. * Continue to build stamina and accuracy, focus on the size of handwriting, accurate spelling, capital letters and full stops. |
| Summer 2 | The Marvellous Mystery Tour | The Train Ride  Oi Get Off My Train – UW exceeding link  Dinosaurs and all that Rubbish.  Duffy’s Lucky Escape  Marli’s Tangled Tale  Nelson’s Dangerous Dive  Lost and Found  Non-fiction vehicles/journeys  Stories of Paul  Noah  Jonah  Jesus Calms the Storm | * ELG – PD: Moving and Handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.      * ELG – W – Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others, some words are spelt correctly and others are phonetically plausible. * Exceeding – Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing. | * Spell green words that are phonically plausible in their writing and begin to spell some words correctly. * Spell many Reception red words correctly in their writing. * Begin to sequence sentences to form longer narratives. * Begin to use capital letters correctly in their writing. * Read their writing back to check it makes sense and to check for punctuation/ spelling. Edit using a purple pen. * Sixth independent entry in Literacy books for writing display – emergent writing. | * Complete a sentence: in RWI, children will read an incomplete sentence with the teacher and work out the spelling needed to complete it. They will help the teacher to write the spellings, then they will be covered up/rubbed out and the children will complete the sentence themselves. * Hold a sentence: say the sentence many times, model how to write it, rub it off the board, children to say the sentence to themselves and write it down. * Sentence Doctor: read a sentence from the Talk 4 Writing linked text, find the mistakes and correct the spelling. * Continue to build stamina and accuracy, focus on the size of handwriting, accurate spelling for Year 1 expectations, capital letters and full stops. Focus on reading writing back to check for full stop, capital letter and simple spellings. * Exceeding: Give children lots of opportunities to write longer narratives to practise/ embed everything that they have learnt this year – using the linked text, e.g The Train Ride to write a narrative. |
| Ongoing during the year: |  |  |  |  |  |