<table>
<tr><th>FS2</th><th colspan="2">Autumn</th><th colspan="2">Spring</th><th colspan="2">Summer</th><th>Impact (Expectations for children by the end of Foundation Stage)</th></tr>
<tr><td>Religious</td><td>Harvest</td><td>Christmas</td><td>Epiphany, Candlemas</td><td>Lent, Easter</td><td>Pentecost</td><td></td><td rowspan="11">Literacy
Early Learning Goals:
Comprehension
• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
• Anticipate (where appropriate) key events in stories.
• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading
• Say a sound for each letter in the alphabet and at least 10 digraphs.
• Read words consistent with their phonic knowledge by sound-blending.
• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing
• Write recognisable letters, most of which are correctly formed.
• Spell words by identifying sounds in them and representing the sounds with a letter or letters.
• Write simple phrases and sentences that can be read by others</td></tr>
<tr><td>Trips, Experiences, Festivals</td><td>Scholastic Book Fair
Visit to Theale Library</td><td>Remembrance Day
Bonfire Night
Christmas Performance</td><td></td><td>Easter Egg Hunt
World Book Day</td><td></td><td>Hexagon Performance
Sports Day
School Trip</td></tr>
<tr><td rowspan="2">Literacy</td><td colspan="2">Cycle 1 Texts
Izzy Gizmo and the Invention Convention by Pip Jones
We’re Going on a Bear Hunt by Michael Rosen
I Don’t Want to Wash My Hands by Tony Ross
The Day the Crayons Quit by Drew Daywalt
Oliver’s Vegetables by Vivien French
Firework Poem by James Carter
Jack and the Beanstalk Retold by Anna Milbourne
Can I Be Your Dog? By Troy Cummings
Santa Post by Emma Yarlet</td><td colspan="2">Cycle 1 Texts
The Tin Forest by Helen Ward
Handa’s Surprise by Eileen Browne
I Will Love You Anyway by Mike Inkpen
The Enormous Crocodile by Roald Dahl
Astro Girl by Ken Wilson- Max
Mr Men Books by Roger Hargreaves
The Gigantic Turnip (Y1) by Alksei Tolstoy
The Enormous Turnips (FS2) Retold by Katie Daynes</td><td colspan="2">Cycle 1 Texts
Monkey and Me by Emily Gravett
When We Were Very Young by A. A. Milne
Elmer by David McKee
Mr Gumpy’s Outing by John Burnigham
How to Catch a Star by Oliver Jeffers
Ada Twist, Scientist by Andrea Beaty</td></tr>
<tr><td colspan="2">Cycle 2 Texts
Return – Aaron Becker
The Very Hungry Caterpillar
Lost and Found – Oliver Jeffers
The Three Little Pigs – Susanna Davidson
Paddington Bear- Michael Bond
Peace at Last – Jill Murphy
The Jolly Postman – Janet and Alan Ahlberg</td><td colspan="2">Cycle 2 Texts
The Snowman – Raymond Briggs
Kaya’s Heart Song – Diwa Tharan
The Gruffalo
I Want My Hat Back – Jon Klassen
The Very Busy Spider – Eric Carle
Aesop’s Fables</td><td colspan="2">Cycle 2 Texts
Wriggle and Roar – Julia Donaldson (poetry)
The Train Ride – June Crebbin
Astro Girl – Ken Wilson-Max
Little Red Riding Hood
A Bit Lost – Chris Haughton
Anna Hibiscus Song – Atinuke
How To Find a Fruit Bat – Michelle Robinson
Nursery Rhymes</td></tr>
<tr><td></td><td><u>Intent</u>
Guidance from Development Matters (2020)</td><td>Ideas for implementation</td><td><u>Intent</u>
Guidance from Development Matters (2020)</td><td>Ideas for implementation</td><td><u>Intent</u>
Guidance from Development Matters (2020)</td><td>Ideas for implementation</td></tr>
<tr><td rowspan="2">Reading

*This document should be read alongside the Theale Primary School Reading progression</td><td>Read individual letters by saying the sounds for them.</td><td rowspan="2">Children are taught phonics daily through the RWI programme. They are assessed regularly to ensure that the group they are in provides adequate learning, progression and</td><td>Read individual letters by saying the sounds for them.</td><td rowspan="2">Children are taught phonics daily through the RWI programme. They are assessed regularly to ensure that the group they are in provides adequate learning, progression and challenge. Phonics</td><td>Read individual letters by saying the sounds for them.</td><td rowspan="2">Children are taught phonics daily through the RWI programme. They are assessed regularly to ensure that the group they are in provides adequate learning, progression and challenge. Phonics</td></tr>
<tr><td>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</td><td>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</td><td>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</td></tr>
</table>

document which gives detailed accounts of Literacy Teaching.	Read some letter groups that each represent one sound and say sounds for them.	challenge. Phonics interventions are planned quickly where appropriate.	Read some letter groups that each represent one sound and say sounds for them.	interventions are planned quickly where appropriate.	Read some letter groups that each represent one sound and say sounds for them.	interventions are planned quickly where appropriate.	
	Read a few common exception words matched to the school's phonic programme.		Read a few common exception words matched to the school's phonic programme.		Read a few common exception words matched to the school's phonic programme.		
	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	When ready, books and phrases are provided to build children's fluency in word reading followed by comprehension. This then leads to enjoyment. Once rehearsed in school, books are sent home to be celebrated and practiced to ensure improving fluency.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	When ready, books and phrases are provided to build children's fluency in word reading followed by comprehension. This then leads to enjoyment. Once rehearsed in school, books are sent home to be celebrated and practiced to ensure improving fluency.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	When ready, books and phrases are provided to build children's fluency in word reading followed by comprehension. This then leads to enjoyment. Once rehearsed in school, books are sent home to be celebrated and practiced to ensure improving fluency.	
	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		
Writing *This document should be read alongside the Theale Primary School Writing Progression and	Form lower-case and capital letters correctly.	These will be taught to the children using RWI and letter formation rhymes to embed the learning.	Form lower-case and capital letters correctly.	These will be taught to the children using RWI and letter formation rhymes to embed the learning.	Form lower-case and capital letters correctly.	These will be taught to the children using RWI and letter formation rhymes to embed the learning. As the year progresses, children's ability to write letters correctly and with control will increase.	

Composition documents which give detailed and broad accounts of Literacy Teaching.	Spell words by identifying the sounds and then writing the sound with letter/s.	Children will progress through the RWI phonics scheme and use the strategy of 'Fred Talk'. Regular teacher assessments will ensure progression and challenge as appropriate. Interventions planned where necessary to ensure quick catch up.	Spell words by identifying the sounds and then writing the sound with letter/s.	Children will progress through the RWI phonics scheme and use the strategy of 'Fred Talk'. Regular teacher assessments will ensure progression and challenge as appropriate. Interventions planned where necessary to ensure quick catch up.	Spell words by identifying the sounds and then writing the sound with letter/s.	Children will progress through the RWI phonics scheme and use the strategy of 'Fred Talk'. Regular teacher assessments will ensure progression and challenge as appropriate. Interventions planned where necessary to ensure quick catch up.	
	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Children will practice this skill using 'Fred Talk' and 'Fred Fingers' during phonics lessons. They will be encouraged to use these strategies in class Literacy lessons, with increasing confidence, when responding to anchor texts.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Children will practice this skill using 'Fred Talk' and 'Fred Fingers' during phonics lessons. They will be encouraged to use these strategies in class Literacy lessons, with increasing confidence, when responding to anchor texts.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Children will practice this skill using 'Fred Talk' and 'Fred Fingers' during phonics lessons. They will be encouraged to use these strategies in class Literacy lessons, with increasing confidence, when responding to anchor texts.	
	Children will orally rehearse what they would like to write, including using new and subject based vocabulary.	Children are encouraged to talk to one another to share ideas and structure their sentences.	Children will orally rehearse what they would like to write, including using new and subject based vocabulary.	Children are encouraged to talk to one another to share ideas and structure their sentences. They will begin to up level this using things such as more sophisticated vocabulary and writing techniques such as adjectives.	Children will orally rehearse what they would like to write, including using new and subject based vocabulary.	With increasing independence, children talk to one another to share ideas and structure their sentences. They will begin to independently up level this using things such as more sophisticated vocabulary and writing techniques such as adjectives.	

	Re-read what they have written to check that it makes sense.	Through adult modelling, children will be shown how to re-read their work to ensure that it makes sense and spot the mistakes.	Re-read what they have written to check that it makes sense.	Through adult modelling, moving to some independence, children will be shown how to re-read their work to ensure that it makes sense and spot the mistakes.	Re-read what they have written to check that it makes sense.	Children independently re-read their work to ensure that it makes sense and spot the mistakes.	