

Reception	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Talk Through Stories Text	Harry and the dinosaurs go to school/ and school stories Aliens love underpants Can't you sleep little bear Scarecrow's wedding The snake in my school	Handa's Hen Elmer Mog the forgetful cat Hugless Dougless The Wonkey Donkey The Christmas Postman What the Ladybird Heard At Christmas	Cottonwool Colin Rainbow Fish Owl Babies Slow Samson Only one you	The Koala who could The lion inside The squirrels who squabbled Stickman Cinderella	Burglar Bill Cops and Robbers I'm in Charge Me and My Monster Room on the broom Funny Bones Three little pigs	Me and my Monster Supertato On the way home The artist who painted a blue horse Jack and the beanstalk Kasper and the beanstalk
Talk through stories vocabulary (8 words per week)	See appendix	See appendix	See appendix	See appendix	See appendix	See appendix
Development Matters and ELG ongoing focus	Trace, copy and write name on a name card Colourful semantics Initial sounds Irregular verbs	Trace, copy and write name on a name card Colourful semantics Initial sounds Final sounds CVC words Irregular verbs	Trace, copy and write name on a name card 2 word phrases Irregular verbs	Trace, copy and write name on a name card 2 word phrases Irregular verbs	Trace, copy and write name on a name card Simple sentences Irregular verbs	Trace, copy and write name on a name card Simple sentences Irregular verbs
Development Matters Communication and language Listening , attention and understanding	Birth to three - babies, toddlers and young children		3 & 4-year-olds		Children in reception	EL Goals
	<ul style="list-style-type: none">• Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.• Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.• Watch someone's face as they talk.• Recognise and are calmed by a familiar and friendly voice.• Listen and respond to a simple instruction.• Understand single words in context – 'cup', 'milk', 'daddy'.• Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.• Understand simple instructions like "give to mummy" or "stop".• Recognise and point to objects if asked about them.• Generally focus on an activity of their own choice and find it difficult to be directed by an adult.• Listen to other people's talk with interest, but can easily be distracted by other things.• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.• Listen to simple stories and understand what is happening, with the help of the pictures.• Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').		<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Can find it difficult to pay attention to more than one thing at a time.• Use a wider range of vocabulary.• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		<ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Use new vocabulary in different contexts.• Listen carefully to rhymes and songs, paying attention to how they sound.• Learn rhymes, poems and songs.• Engage in non-fiction books.	<ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions• Make comments about what they have heard and ask questions to clarify their understanding• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Development Matters Communication and language Speaking	Birth to three - babies, toddlers and young children				3 & 4-year-olds		Children in reception		EL Goals	
	<ul style="list-style-type: none">Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.Enjoy singing, music and toys that make sounds.Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).Babble, using sounds like 'ba- ba', 'mamama'.Use gestures like waving and pointing to communicate.Reach or point to something they want while making sounds.Copy your gestures and words.Constantly babble and use single words during play.Use intonation, pitch and changing volume when 'talking'.Can become frustrated when they can't make themselves understood.Start to say how they are feeling, using words as well as actions.Start to develop conversation, often jumping from topic to topic.Use the speech sounds p, b, m, w.Are usually still learning to pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer'				<ul style="list-style-type: none">Sing a large repertoire of songs.Know many rhymes, be able to talk about familiar books, and be able to tell a long story.Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'Use longer sentences of four to six words.Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.Can start a conversation with an adult or a friend and continue it for many turns.Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."		<ul style="list-style-type: none">Articulate their ideas and thoughts in well-formed sentences.Connect one idea or action to another using a range of connectives.Describe events in some detail.Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.Develop social phrases.Engage in story times.Listen to and talk about stories to build familiarity and understanding.Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		<ul style="list-style-type: none">Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabularyOffer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriateExpress their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	
Development Matters Literacy Comprehension	Birth to three - babies, toddlers and young children				3 & 4-year-olds		Children in reception		EL Goals	
	<ul style="list-style-type: none">Enjoy songs and rhymes, tuning in and paying attention.Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.Say some of the words in songs and rhymes.Copy finger movements and other gestures.Sing songs and say rhymes independently, for example, singing whilst playing.Enjoy sharing books with an adult.Pay attention and responds to the pictures or the words.Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.Repeat words and phrases from familiar stories.Ask questions about the book. Makes comments and shares their own ideas.Develop play around favourite stories using props.				<ul style="list-style-type: none">Engage in extended conversations about stories, learning new vocabulary.		<ul style="list-style-type: none">Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		<ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabularyAnticipate – where appropriate – key events in storiesUse and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	

Development Matters Literacy Word Reading	Birth to three - babies, toddlers and young children <ul style="list-style-type: none">• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	3 & 4-year-olds <ul style="list-style-type: none">• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Children in reception <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• 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.	EL Goals <ul style="list-style-type: none">• 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
	Birth to three - babies, toddlers and young children <ul style="list-style-type: none">• Enjoy drawing freely.• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."• Make marks on their picture to stand for their name.	3 & 4-year-olds <ul style="list-style-type: none">• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.• Write some or all of their name.• Write some letters accurately.	Children in reception <ul style="list-style-type: none">• Form lower-case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with letter/s.• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.• Re-read what they have written to check that it makes sense.	EL Goals <ul style="list-style-type: none">• 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