

Year R	Autumn	Spring	Summer
	<p>Term 1: Phonics See Extend Letters and Sounds Programme Progression</p> <p>Reading Stories, non-fiction, rhymes and poems are selected for reading to children which broaden and deepen their vocabulary and which have sufficient aesthetic form to encourage broader and deeper interpretations that demand greater imaginative effort.</p> <p>The aim is that all children listen to and have opportunity to talk about five stories, non-fiction, rhymes or poems daily in small groups or as a whole class</p> <p>Adults model reading focusing on:</p> <ul style="list-style-type: none"> • Concepts of print: how a text conveys a message; how a book works; the idea of directionality (that English books are read from left to right, top to bottom); and other mechanical features (spacing, punctuation, the difference between letters, numerals, and other symbols) • Three ways to enjoy quality children's picture books: tell the pictures; retell the story; read the words <p>In small groups, children are supported to independently tell the pictures or retell the story in a quality children's literature.</p> <p>The learning environment is set up to provide the opportunity for children to enjoy quality children's picture books</p> <p>Writing Teacher models writing for real purposes.</p> <p>Children tell their own stories which are scribed by an adult and they act them out.</p> <p>The learning environment is set up to provide the opportunity for children to mark-make and 'role-play' writing for real purposes.</p> <p>There is a focus on physical development: upper arm and shoulder strength; independent movement and rotation of lower arms and wrists; core strength and stability</p> <p>Term 2: Phonics: See Extend Letters and Sounds Programme Progression</p> <p>Reading Curriculum provision continues as for term 1.</p> <p>In addition, children are taught in small groups to decode phrases and sentences closely matched to their level of phonic attainment. Such words and phrases are introduced into the learning environment to support their play.</p> <p>Writing Curriculum provision continues as for term 1.</p> <p>In addition, children are taught in small groups to encode words using magnetic letters which are closely matched to their level of phonic development. A similar activity is introduced into continuous provision. Children are taught the pre-writing strokes and correct posture, pencil grip, paper position and pressure</p>	<p>Term 3 Phonics See Extend Letters and Sounds Programme Progression</p> <p>Reading Curriculum provision continues as for term 2. However, in small group sessions children are taught to independently decode reading scheme books that are closely matched to their phonics attainment (instructional level) and to develop fluency and prosody. Children are encouraged to reread these books to parents, as part of their play and, increasingly, as a teacher directed task.</p> <p>Writing Curriculum provision continues as for term 2. However, in small groups, children are taught letter formation. In addition, the teacher models transcribing fully encodable sentences.</p> <p>Term 4 Phonics See Extend Letters and Sounds Programme Progression</p> <p>Reading Curriculum provision continues as for term 3.</p> <p>Writing Curriculum provision continues as for term 3. However, in small group sessions, children are taught to independently encode sentences that are closely matched to their phonics attainment. In addition, children are encouraged to encode such sentences as part of their play and, increasingly, as a teacher directed task. They will also take part in a communal re-telling of a traditional tale, supported by a story-map created by the teacher.</p>	<p>Term 5 and 6 Phonics See Extend Letters and Sounds Programme Progression</p> <p>Reading Curriculum provision continues as for term 4.</p> <p>Writing Curriculum provision continues as for term 4.</p> <p>In addition, children take part in communal re-tellings of traditional tales, simple recounts and instructions. These communal re-tellings are supported with story-maps created by the teacher.</p>

