

EYFS CLL/ Reading/Writing	Autumn 1 Marvellous Me!	Autumn 2 Let's Celebrate!	Spring 1 Beware of the Bears!	Spring 2 Africa!	Summer 1 Minibeasts	Summer 2 Journeys.
Book Title Key Texts including Plagues of Reading.	Archaic Text: The Gingerbread Man (linked to NELI) vocab work. Traditional Nursery Rhymes – Archaic.	Pumpkin Soup. Narratively complex: The Jolly Postman. Diwali The Christmas Story. Bonfire night poems.	We're Going on a Bear Hunt Biscuit Bear Resistant Text: The Bear Who Stared. Can't You Sleep Little Bear Goldilocks and the 3 Bears.	Non Linear Text: Handa's Surprise and Meerket Mail. Mama Panya's Pancakes. Non-Fiction texts about animals.	Eric Carle Author study The Very Hungry Caterpillar, The Very Busy Spider Cora Caterpillar Symbolic Text: Walking Through The Jungle. The Tiger Who Came to Tea.	The Naughty Bus The Train Ride Non-fiction books about London. Paddington Bear Stories – Archaic. Lost and Found The Snail and the Whale.
Communication Language and Literacy	Vocabulary: Body Parts. NELI Naming equipment in the classroom. Listen to a story in a small group. Respond to a 1 part instruction. Ask a question. Join in with songs and rhymes. Use key people's names eg teacher and TA.	NELI - Re-tell a familiar story using pictures and prompts – in 3 parts sequentially. Understand and respond to a 2 part instruction. Use How, why, when to ask a question. Talk about key events with a familiar adult such as home, family, favourite toys. vocabulary linked to celebrations. Respond to greetings e.g hello, good morning, goodbye.	. NELI Listen attentively to a longer story. Focused listening and attention. Use longer sentences to express thoughts and ideas, use of 'because' Talk about past and present events in their own lives. Vocabulary – prepositions. Use names of peers correctly when speaking.	Recall key events from stories using correct vocabulary such as characters names. Contribute to discussions in a simple sentence, not just a word eg I like ... because. Link ideas together in a sentence using 'and'. Vocabulary – animals and fruits from Africa. Use of 'please' and Thank you in conversations.	Share ideas,pictures,photos in front of a group and talk about their experience. Re-tell familiar stories using prompts, pay attention to key vocabulary from the text. Follow a more complex instruction. Vocabulary: Mini-beasts, life-cycles.	Engage in serve and return conversations with familiar adults. Use talk to negotiate with peers in social situations. Use past, present and future tenses correctly when speaking. Vocabulary: Our capital city, Landmarks. Use personal pronoun 'I correctly when speaking.
Reading	Read Write Inc: Teach the first set 1 sounds. Read individual letters by saying the sounds for them. Oral blending Fred Games	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Green words 1:1-1 Speed sound cards.	Introduce special friends – sh, th, ng, nk,qu and double consonants: ll, ss, ff, Read Green words 1.4-1.6 Fred Talk Read the word. Read Purple Blending books	Read all set 1 sounds speedily. Recognise digraphs as special friends. Identify the special friend with a tap on the green card then Fred Talk Read the word. Read Ditty Sheets.	. Paired read taking it in turns. Read all set 1 sounds speedily. Teach set 2 sounds. Fred talk read the word with words containing set 2 sounds.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read speedy green words. Start to read pseudo words
Writing	Pre- writing patterns and shapes in order: Vertical line Horizontal line	Letter formation linked to Read Write Inc. Letters. Regular handwriting practice with adult support.	Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen	Spell words by identifying the sounds and then writing the sound with letter/s.	Link Capital letters to lower case letters. Learn how to form capital letters correctly.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Building transcriptional skills from the start is key to becoming a successful writer. Oral composition and rehearsal is a key part of learning to write. Teacher modelling of vocabulary and writing is an essential part of teaching and learning for early writers Writing Framework 2025	Circle Square Diagonal lines X shape Triangle. Development of fine motor control supports this progression through planned C.P on a daily basis. Gross motor skills are developed for core strength and stability needed for writing.	Regular oral composition as a key stepping stone to physical writing. Teacher modelling – think aloud and write. Explicit instruction on how to hold a pencil and maintain good posture.	grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line. Learn how to write own name using correct letter formation.	Show children how to touch each finger as they say each sound Regular handwriting practice ensures letter formation becomes automatic, freeing cognitive resources for composing.	Write simple sentences using phonic knowledge. This will be in a ‘hold a sentence’ modelled session. Opportunities for adult modelled writing and adult to support children to write in the C.P.	Re-read what they have written to check that it makes sense. Meaningful writing is promoted throughout the environment. Transcription skills
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