



Autumn														
Area of Learning Development Matters:	Reading	<p>Read individual letters by saying the sounds for them.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>												
	Writing	<p>Remember the GPC'S they have learned in phonics sessions.</p> <p>Begin to form lower case letters.</p> <p>Write own name.</p> <p>Begin to write some of the graphemes.</p> <p>Write words with known letter-sound correspondences.</p>												
	Physical Development	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>												
Term	Autumn 1							Autumn 2						
Week	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Phonics Phase 2	Settling in	s, a, t, p	i, n, m, d	g, o, c, k <i>is</i>	ck, e, u, r l	h, b, f, l <i>the</i>	Assess and review	ff, ll, ss, j <i>as</i>	v, w, x, y <i>and, has, his, her</i>	z, qu, ch, words ending in s <i>go, no, to, into</i>	sh, th, ng, nk <i>she, he, of</i>	Words ending in s <i>we, me, be</i>	Assess	Review
Writing		Drawing and name writing.						Writing words using known GPC'S.						
Handwriting - <i>Taught in the letter family order: Long, curly, one armed robot and zig zag</i>		Pre-Writing I - O + □ / \ X Δ						l, i, u, t	y, j, c, a,	d, g, q, o,	e, s, f, r	n, m, h, b	p, z, x, v	w, k and recap based on class needs.

Spring												
Area of Learning Development Matters:	Reading		Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.									
	Writing		Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Develop the foundations of a handwriting style which is fast, accurate and efficient.									
	Physical Development		Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.									
Term:	Spring 1						Spring 2					
Week	1	2	3	4	5	6	1	2	3	4	5	6
Phonics Phase 3	ai, ee, igh, oa	oo, oo , ar, or was, you, they	ur, ow, oi, ear, my, by, all	air, er, Double letters: dd, mm, tt, bb, rr, gg, dd, pp, ff, tt are, sure, pure	Longer words.	Assess and review.	ai, ee, igh, oa, oo, ar, or, ur, oo , ow, oi, ear	er, air, Double letters and longer words.	Words with 2 or more digraphs.	Longer words. Words ending in -ing Compound words.	Longer words. /z/ -s /s/ -s /z/ -es	Assess and review.
Writing	Writing captions with words containing known GPC'S						Writing sentences with words containing known GPC'S.					
Handwriting - <i>Taught in the letter family order: Long, curly, one armed robot, zig zag.</i>	l, i, u, t, y	j, c, a, d, g	q, o, e, s, f	r, n, m, h, b	p, z, x, v, w,	k and recap based on class need	l, i, u, t, y	j, c, a, d, g,	q, o, e, s, f	r, n, m, h, b	p, z, x, v, w	k and recap based on class needs.

Summer													
Area of Learning Development Matters:	Reading		Re-read what they have written to check that it makes sense.										
	Writing		Form most lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.										
	Physical Development		Develop the foundations of a handwriting style which is fast, accurate and efficient.										
Term:	Summer 1						Summer 2						
Week	1	2	3	4	5	6	1	2	3	4	5	6	7
Phonics Phase 4	Cvcc with short vowels <i>said, so, have, like</i>	Cvcc, ccvc <i>Some, come, love, do</i>	Ccvc, cccvc, cccvcc <i>were, here, little, says</i>	Phase 4 longer words, compound words <i>there, when, what, one</i>	Words ending in: ing, ed, est <i>out, today</i>	Assess and review	Phase 4 cvcc and ccvc with long vowels	Ccvc, cccvc, ccv, ccvcc	Words ending in: s, es. Longer words.	Root words with: ing, ed	Root words with er, est.	Review	Assess
Writing	Writing sentences with words containing known GPC'S using finger spaces and a full stop.						Writing sentences with words containing known GPC'S using finger spaces, a capital letter and full stop.						
Handwriting - <i>Taught in the letter family order: Long, curly, one armed robot, zig zag.</i>	l, i, u, t, y, j	c, o, a, d, g, q, s, f, e	r, n, m, h, b, p	v, w, z, x, k	Recap based on class need		A, B, C, D, E	F, G, H, I, J	K, L, M, N, O	P, Q, R, S, T	U, V, W, X, Y,	Z and recap based on class needs.	