

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Skills	<p>To be able to mark make and identify their marks. (Au1)</p> <p>To recognise familiar logos and labels within the environment. (Au1)</p>	<p>To find and identify familiar letters, e.g. letters in their names. (Au2)</p> <p>To talk about and retell a range of familiar stories. (Au2)</p> <p>To begin to explore initial sounds in familiar words. (Au2)</p>	<p>To begin to attempt writing familiar letters, e.g letters in their name. (Sp1)</p> <p>Adults will consistently model correct formation. (Sp1)</p> <p>To find and identify familiar letters, e.g. letters in their names. (Sp1)</p> <p>To talk about and retell a range of familiar stories. (Sp1)</p>	<p>To be able to mark make and give meaning to their marks. (Sp2)</p> <p>To identify the pictures linked to RWI sound. (Sp2)</p> <p>To begin to form some letters correctly, e.g. letters in their name. (Sp2)</p>	<p>To identify the pictures linked to PS sound. (Su1)</p> <p>Children will begin to identify some sounds during oral blending games. (Su1)</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary. (Su1)</p>	<p>Lots of Fred games focussing on oral blending. (Su2)</p> <p>Children can identify initial sounds and blend familiar CVC words. (Su2)</p> <p>Make predictions about a story using the relevant vocabulary with independence. (Su2)</p> <p>To mark make for a purpose and be able to talk about the marks. (Su2)</p>
	Knowledge	<p>To know that text can be used as a form of identification. (Au1)</p> <p>To know that text has a meaning. (Au1)</p> <p>To know that text is read from left to right and top to bottom in English. (Au1)</p>	<p>To know that letters are used to make up words. (Au2)</p> <p>To know that each letter makes a sound – focussing on sounds in their names. (Au2)</p> <p>To learn that stories have a sequence; beginning, middle and end. (Au2)</p> <p>To know that text is read from left to</p>	<p>To know that each letter makes a sound – focussing on sounds in their names. (Sp1)</p> <p>To join in with repetition within stories and rhymes (Sp1)</p> <p>To be able to talk about different parts of the story. (Sp1)</p>	<p>To be able to talk about their marks with confidence. (Sp2)</p> <p>To talk about the sounds they have identified from the RWI program. (Sp2)</p> <p>To join in with repetition within stories. (Sp2)</p> <p>To be able to talk about different parts of the story. (Sp2)</p>	<p>To know that blending sounds makes words. (Su1)</p> <p>To identify the pictures with corresponding. (Su1)</p> <p>To join in with repetition within stories. (Su1)</p> <p>To be able to talk about different parts of the story. (Su1)</p>	<p>To identify CVC words orally. (Su2)</p> <p>To be able to segment sounds in CVC words. (Su2)</p> <p>To know that letters make sounds. (Su2)</p> <p>To join in with repetition within stories. (Su2)</p> <p>To engage in extended</p>

		<p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au1)</p> <p>To learn a range of Nursery Rhymes. (Au1)</p>	<p>right and top to bottom in English. (Au2)</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au2)</p> <p>To begin to acknowledge initial sounds and their relevance in the environment (Au2)</p>				<p>conversations about stories. (Su2)</p>
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