



	Reading	Writing
Reception	Autumn term Initially, picture books are taken home – the children are encouraged to use these to tell their own stories and develop basic book skills Morning activities to recognise name Reading is encouraged in the continuous provision – indoor and outdoor reading areas (including reading boat outside) Week 4 – Phonics begins after baseline assessments – all children begin on Set 1 (apart from in exceptional circumstances where the children have already As phonic skills progress, children take home a decodable book matched with their phonics phase, as well as a 'reading for pleasure' book Whole class story at the end of each day Core reading book on a 2-weekly basis: Adult-led activities (5/6 children) and continuous provision based on the book, including: - drama / role play - sequencing cards to put the story in order - character / setting focus - comprehension questions During reading sessions, KS1 Talk for Reading skills are beginning to be incorporated – <i>predict, retrieve, summarise, infer, explain vocabulary</i> <u>Keep up interventions:</u> - Bottom 20% children have short phonics and reading interventions in the afternoons 1:1 reading with priority children (e.g. children who do not read regularly at home)	Autumn term Children practise writing their name when they come in Dough Disco to develop muscle strength – every morning 'Funky Fingers' learning station in continuous provision to strengthen muscles in hands and fingers (Play- Doh, scissors, pegs, hole punching etc) <u>RWI phonics</u> Set 1 – children practise letter formation with accompanying phrases – in the air, on hands, on backs. Application of writing their letter on practise sheets during the phonics lesson. Practice sheets also sent home. <u>Talk for Writing</u> Two-weekly process Adult-led writing activity 2 or 3 x weekly with a focus on initial sounds / letter formation Verbal rehearsal with use of story maps <u>Continuous provision</u> Independent writing books for the children to use whenever they choose Whiteboard outside for the children to write on Clipboards/ pens/ pencils provided Phonics station with current sound and activities to accompany Labelling using initial sounds and CVC words once children are secure on Set 1 sounds

	Spring term Reading red words after Christmas – during phonics lessons and in the environment	Spring term Progression from labelling to captions
	Summer term Adult-led groups continue with another group working alongside more independently	Summer term Short sentences - more independently in their groups Continuous provision – captions and sentences Writing 'challenges' are given in the continuous provision
Year 1	<u>Talk for Reading</u> • A core book is introduced and studied over two weeks • Five key reading skills are developed during lessons: <i>predict, retrieve, summarise, infer, explain vocabulary</i> • Children begin to use a journal in some reading sessions which can be used to aid assessment Children take home phonetically decodable books to read and re-read, matched with their phonic knowledge (RWI phonics) Children also continue to take home a reading for pleasure book <u>Phonics</u> • Children continue with RWI phonics – Set 1, 2 or 3 • Grouped according to ability and groups are fluid and children assessed regularly • Red words are incorporated into phonics sessions and are also in the front of RWI reading books • RWI core storybooks are used at the end of phonics lessons to spot 'special friends' that have been taught <u>Assessment and intervention</u> • Regular phonics assessments • Termly PIRA assessments to validate teacher assessment on reading comprehension	<u>Talk for Writing</u> • A core book/ model text is used in Talk for Writing • Story maps used to support verbal rehearsal of the text • Planning process through the stages of imitation, innovation and invention is used, with children producing independent writing at the end of each unit • Writing sentences: - Children compose sentences orally: <i>Think it, say it, write it, read it back</i> - Sequence sentences to form short narratives - Read aloud their own writing and discuss their writing and ways to improve it with the teacher or peers <u>Phonics</u> • Children apply the graphemes taught each lesson. This progresses from writing words to short sentences to longer sentences.

	• Assessment during whole class reading sessions / using journal • Bottom 20% reading interventions – e.g. daily reading • Short phonics interventions in the afternoons	
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