

|   |  |  |  |   |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
|---|--|--|--|---|-----------|--------------|-----------|--------------|----|------|----|------|----|------|----|-----|----|-----------|----|------|----|------|----|-----|----|------|----|------|----|------|-----|------|-----|-------|-----|------|----|------|-----|------|----|-----------|----|--------|----------|-----------|----------|----------|----------|--|--|------------|----------|-----------|-----------|-------------|-----------|----------|
| Teaching Sequence   | The Enormous Turnip  | Recount<br>Vegetable Soup Recipe                                   | The Little Red Hen   | Information Text<br>Chicken facts           |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| Text/Outcome  | Key Learning Outcomes<br>Simple story sequence, Repetition,<br>Story language  | Key Learning Outcomes<br>Captions, Lists,<br>Time sentence openers | Key Learning Outcomes<br>Speech language, character and<br>actions | Key Learning Outcomes<br>Simple connectives |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| Phonics   | Consolidation of Phase 1 aspects of Letters and Sounds<br>Consolidation of Phase 2 phonemes. Sound to Grapheme correspondence.<br>Teaching spellings of Phase 2 Tricky Words and High Frequency words.<br>Teaching of Phase 3 phonemes, digraphs and trigraphs.<br>Teaching reading Phase 3 Tricky Words and High Frequency words.   |  |  |   |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| Letters and Sounds<br>Whole Class Teaching<br>Daily - 20 Minutes<br><br>Small group teaching<br>3X 10 minutes minimum daily | <div>Letters</div> <div>Set 6:    j        v        w        x*</div> <div>Set 7:    y        z, zz    qu*</div> <div><table><tr><td>Graphemes</td><td>Sample words</td><td>Graphemes</td><td>Sample words</td></tr><tr><td>ch</td><td>chip</td><td>ar</td><td>farm</td></tr><tr><td>sh</td><td>shop</td><td>or</td><td>for</td></tr><tr><td>th</td><td>thin/then</td><td>ur</td><td>hurt</td></tr><tr><td>ng</td><td>ring</td><td>ow</td><td>cow</td></tr><tr><td>ai</td><td>rain</td><td>oi</td><td>coin</td></tr><tr><td>ee</td><td>feet</td><td>ear</td><td>dear</td></tr><tr><td>igh</td><td>night</td><td>air</td><td>fair</td></tr><tr><td>oa</td><td>boat</td><td>ure</td><td>sure</td></tr><tr><td>oo</td><td>boot/look</td><td>er</td><td>corner</td></tr></table></div> <div><table><tr><td>he<br/>••</td><td>she<br/>—•</td><td>we<br/>••</td><td>me<br/>••</td><td>be<br/>••</td><td></td><td></td></tr><tr><td>was<br/>•••</td><td>my<br/>••</td><td>you<br/>•—</td><td>her<br/>•—</td><td>they<br/>— —</td><td>all<br/>•—</td><td>are<br/>—</td></tr></table></div> |  |  |   | Graphemes | Sample words | Graphemes | Sample words | ch | chip | ar | farm | sh | shop | or | for | th | thin/then | ur | hurt | ng | ring | ow | cow | ai | rain | oi | coin | ee | feet | ear | dear | igh | night | air | fair | oa | boat | ure | sure | oo | boot/look | er | corner | he<br>•• | she<br>—• | we<br>•• | me<br>•• | be<br>•• |  |  | was<br>••• | my<br>•• | you<br>•— | her<br>•— | they<br>— — | all<br>•— | are<br>— |
| Graphemes   | Sample words   | Graphemes  | Sample words   |   |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| ch  | chip   | ar   | farm   |   |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| sh  | shop   | or   | for  |   |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| th  | thin/then  | ur   | hurt   |   |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| ng  | ring   | ow   | cow  |   |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| ai  | rain   | oi   | coin   |   |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| ee  | feet   | ear  | dear   |   |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| igh   | night  | air  | fair   |   |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| oa  | boat   | ure  | sure   |   |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| oo  | boot/look  | er   | corner   |   |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| he<br>••  | she<br>—•  | we<br>••   | me<br>••   | be<br>••                                    |           |              |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |
| was<br>•••  | my<br>••   | you<br>•—  | her<br>•—  | they<br>— —                                 | all<br>•— | are<br>—     |           |              |    |      |    |      |    |      |    |     |    |           |    |      |    |      |    |     |    |      |    |      |    |      |     |      |     |       |     |      |    |      |     |      |    |           |    |        |          |           |          |          |          |  |  |            |          |           |           |             |           |          |

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|---|---|
| Guided Reading  |   |
| 1X guided reading session per week using phonetically decidable book applicable to age band<br><br>1X individual reading session per week using phonetically decidable book applicable to age band<br><br>Daily, whole class guided reading | <u>Pie Corbett Reading Spine</u><br><br><u>First Half Term</u><br>Six Dinner Sid<br>Farmer Duck<br><br><u>Second Half Term</u><br>On the way home   |
| Fine Motor Development  | Daily fine motor skills through continuous provision.<br>3X weekly fine motor skill activities as part of guided reading timetable and structure.<br>Daily 10 minute small group interventions for identified children. |