ST PHILOMENA'S PRIMARY SCHOOL
LITERACY MEDIUM TERM PLANNING EYFS
2026–2027

Every half term	Power of Reading Text with writing outcomes	Shared Reading Texts	Spelling, Punctuation and Grammar Focus	Assessments– end of every half term
	4 taught sessions per week 1 written outcome in books	RWI books Phonics carousel 5 times a week	Daily- Phonics Daily- Vocabulary of the day	Phonics assessment sheet Reading book levels Y1 phonics test Summer 1 and Summer 2

Non-Negotiables for English

- Daily Phonics EYFS
- Daily shared reading
- High-quality text-based curriculum through Power of Reading
- Class reading book at the end of every day
- Every child to have a reading record and book at their level (RWI)
- Vocabulary-rich classroom environments
- Speaking and listening opportunities (oracy) within every unit
- Half-termly assessments: Writing, SPaG, Reading Comprehension and Reading Fluency
- Wide range of genre's covered (in writing genre progression document)
- Learn a short poem and nursery rhyme by heart each term

Progress is achieved through the careful sequencing of the curriculum. Children build on prior knowledge and skills by learning the curriculum in the intended order, ensuring secure understanding before moving on to new concepts. Teachers regularly revisit previous learning to strengthen long-term memory and support mastery.

Cultural Capital

At St Philomena's, cultural capital is woven throughout our rich and broad curriculum. Every subject provides opportunities for children to develop the knowledge, experiences and understanding needed to become well-rounded, informed citizens.

Children are exposed to:

- High-quality literature and ambitious texts.
- A wide range of subjects, cultures, faiths, history and the arts.

- Meaningful real-life experiences and enrichment opportunities.
- Character-building experiences that develop resilience, respect, compassion and responsibility.
- Cross-curricular learning that broadens understanding and deepens connections across the curriculum.

Where appropriate, every English lesson provides opportunities to further develop pupils' cultural capital through carefully chosen texts, discussion and vocabulary.

Adaptive Teaching

Teachers adapt learning to ensure that every pupil can access the curriculum and achieve success.
This includes:

- High expectations for all learners.
- Appropriate scaffolds and challenge.
- Planned support for pupils with SEND, informed by individual Provision Maps.
- Flexible grouping and responsive teaching based on ongoing assessment.
- Adaptations that enable pupils to access the same ambitious curriculum as their peers.

Formative Assessment

Formative assessment is embedded within every lesson to identify misconceptions, inform teaching and maximise progress.
Teachers will routinely use:

- Clearly shared success criteria.
- Targeted questioning to assess understanding and deepen thinking.
- Live feedback during learning.
- Retrieval of prior knowledge.
- Pupil self-assessment using the P Box at the end of each lesson.
- Opportunities for peer discussion and reflection where appropriate.

Assessment information is used to adapt teaching and determine next steps.

Rich and Ambitious Vocabulary

Developing pupils' vocabulary is central to learning across the curriculum.
Teachers will explicitly teach ambitious vocabulary by:

- Introducing a daily Word of the Day as part of our whole-school vocabulary initiative.
- Explicitly teaching and displaying key subject-specific vocabulary in lessons.
- Revisiting new vocabulary regularly in different contexts.
- Modelling precise, ambitious language.
- Encouraging pupils to use newly acquired vocabulary confidently in both speech and writing.
- Providing opportunities for vocabulary to be rehearsed, discussed and applied across the curriculum.

Our aim is for every child to develop a rich vocabulary that enables them to communicate effectively, comprehend increasingly challenging texts and succeed across all areas of learning.

Autumn 1 – EYFS Who Am I?

Power of reading texts = The colour monster and My hair

Links to wider curriculum = Who am I?

Kay texts = Non Fiction: The Body, All families are different, Fiction: Me and my amazing feelings, What Makes Me, Grandpa, Ruby's Worry, Ravi's Roar, My Family
Poetry: Book of Cuddles
Key Nursery rhymes = Hello, Tidy up, Welcome, Head shoulders Knees and Toes, Simon Says, One Finger one Thumb, Rhymes from children's own culture eg Frere Jaques

CP opportunities = Book corner, writing area, writing shed, writing bags and caddies, books and writing equipment in all areas of provision. Regular opportunities to write labels, captions, speech bubbles, lists, recipes, menus, letters, diaries, recounts in provision.

	TEXT	WRITING (outcome in books)	PHONICS AND PHONOLOGICAL AWARENESS	HANDWRITING	ORACY (SPEAKING AND LISTENING)
Ongoing throughout the half term	Comprehension: Weekly visits to school library, targeted questions to support children's understanding of what has been read, join in with refrains and rhyme, read for pleasure in class, wordless books Word reading: identify initial/middle/end sounds of given words, CT segments, chn guess the word, chn begin to segment/blend, build words with letters. Vocabulary: listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Word collector strategies: explain unknown vocabulary, display it and return it use it regularly encouraging children to use new vocabulary. Sibling, parent, grandparent, aunt, uncle, relation, senses, names of body parts. Specific vocabulary: Phoneme, grapheme, digraph, trigraph, blend and segment.				
Week 1	Text: The colour monster 1. Read story to the children and talk about the colours seen. 2. Read the story to the children. Children talk to their talk partner about the story.	Recognise and write own name, experiment with making marks	Identify environmental sounds Initial sounds: m a s CVC words: Sam, as, mad, sad, dam, am	Handwriting patterns - straight lines, zig zags, circles, etc	Word of the day: tender polite sharing patient supportive Throughout text activities.

Autumn 1 – EYFS Who Am I?					
			Non decodable words: I the		
Week 2	Text: The colour monster 1. Read story to the children. Ask them to retell it to their partner. 2.Show children a picture from the book and ask them to talk about what is happening. 3. Make a list of all the colours and feelings in the book. 4. Choose a colour and children act out that feeling.	Write CVC words Sound sheet	Identify environmental sounds Initial sounds: d t i n p CVC words: tin, pin, din, sin, pat, mat, sat, sit, pit, dad Non decodable words: my you	Handwriting patterns - straight lines, zig zags, circles, etc m a s d	Word of the day: announce conversation express calm whisper Throughout text activities.
Week 3	Text: The colour monster 1. Recap story with class. Talk about how the children are feeling today. 2. Partner work- one child acts out a feeling and the other one has to guess. 3. Read the colour monster goes to school. 4. Introduce zones of regulation.	Write CVC words Sound sheet	Play rhyming games Initial sounds: g o c k CVC words: cat, kit, pig, dig, mog, dog, cog, cap, pick, pond, Non decodable words: said, your	Handwriting patterns - straight lines, zig zags, circles, etc t i n p	Word of the day: encouraging notice remember imagine discussion Throughout text activities.
Week 4	Text: My hair 1. Look at cover and talk about what the book is going to be about.	Write cvcc/ccvc words Sound sheet	Play games with initial sounds Initial sounds: u b f e	Handwriting patterns - straight lines, zig zags, circles, etc t i n p	Word of the day: reply cheerful disappointed murmur wondering

Autumn 1 – EYFS Who Am I?					
	2. Read story and children use talk partners to say what happened. 3. Talk about their own hair and their partners hair- what does it look like? Similarities and differences. 4. Read story and see if any children's hair matches any in the book.		CVC words: fan, fat, fit, fib,fab, bat, bet, met, tub, cub, desk Non decodable words: are be		Throughout text activities.
Week 5	Text: My hair 1. Read story. Talk about hair styles that people in their family have. 2. Complete whole class story mountain of the books. 3. Complete individual story mountain using whole class one. 4. Use story mountain to tell story to their talk partner.	Write cvcc/ccvc words Sound sheet	Play games with middle sounds Initial sounds: l h r j CVC words: red, run, ram, rag, hat, hit, him, hid, jet, Jim, jog, jam, jug, leg, log, crab, plug, pram Non decodable words: of no	Handwriting patterns - straight lines, zig zags, circles, etc t i n p	Word of the day: spot gigantic miniature shimmering envision Throughout text activities. Harvest festival song
Week 6	Text: My hair 1. Read Hair love 2.Story whoosh of story. 3.Compare and contract the two books. What is the same? What is different? 4.Story whoosh of story.	Write cvcc/ccvc words Sound sheet	Play games with final sounds Initial sounds: v y w z x CVC words: Win, wet, yet, west, swim, flag, black, frog, drum, slug	Handwriting patterns - straight lines, zig zags, circles, etc t i n p	Word of the day: focus increase reduce uneasy jovial Throughout text activities.

Autumn 1 – EYFS Who Am I?					
			Non decodable words: what all		
Week 7	Poetry focus using the book A great big cuddle				Poetry performance

Autumn 2 – EYFS Festivals and celebrations					
Power of reading texts = Rama and Sita and This is the star Links to wider curriculum = Diwali, Christmas Kay texts = Non Fiction: Autumn, Winter, Weather, Cookery books, Antartica Fiction: Pumpkin Soup, Rama and Sita, Snowman, Stick man, The Nut Cracker, Scrooge, Night before Christmas, Christmas Postman Poetry: Christmas poem Jill Bennett Key Nursery rhymes = Happy and you know it, Twinkle little Star, Diwali is Here, Santa stuck up the Chimney, Rudolph the Reindeer, Jingle Bells CP opportunities = Book corner, writing area, writing shed, writing bags and caddies, books and writing equipment in all areas of provision. Regular opportunities to write labels, captions, speech bubbles, lists, recipes, menus, letters, diaries, recounts in provision.					
	TEXT	**WRITING (outcome in books)**	**PHONICS AND PHONOLOGICAL AWARENESS**	**HANDWRITING**	**ORACY (SPEAKING AND LISTENING)**
Ongoing throughout the half term	Comprehension: VIPERS guided reading in phonics groups, level of challenge set by attainment of group. Vocabulary: Diwali, country, continent, climate, Iceberg, Antarctica, Arctic, Refugee, stable, manger equator, rangoli, diva, Bollywood				
Week 1	Text: Rama and Sita 1. Read part of the story and discuss 2. Read rest of story and discuss. 3. Complete story map 4. Use story map to retell story.	Write onomatopoeic words for Fireworks Story mountain Sound sheet	Sounds: recap set 1 sh, ch, th, ng, nk Word reading examples: Shop, ship, chop, much, king, ring, think, thank	Curly caterpillar letters	Word of the day: Downhearted Eager Confident Reassured Valorous Throughout text activities

Autumn 2 – EYFS Festivals and celebrations					
			Non decodable words: what, all		
Week 2	Text: Rama and Sita 1. Watch BBC version of story with shadow puppets. 2. Retell story using shadow puppets as a class. 3. Make own shadow puppets and retell with talk partner. 4. Reread the story.	Write a Diwali Card Sound sheet	Sounds: ay, ee, igh, ow Word reading examples: play, may, see, week, high, sight, snow, blow Non decodable words: was, we	Ladder letters	Word of the day: Brilliant Welcome Include Colossal Companionship Throughout text activities
Week 3	Text: Rama and Sita 1. Use puppets to retell story. 2. Complete story whoosh as class. 3. Act out sections of the story and freeze frame. 4. Read the story for final time.	Write a shopping list for Diwali sweet ingredients Sound sheet	Sounds: oo, oo, ar, or Word reading examples: zoo, hoop, book, look, car, start, corn, born Non decodable words: so, to	One-armed robot letters	Word of the day: Beginning Tiny Sparkling Fictional Splendid Nativity practice
Week 4	Text: This is the star 1. Read the story and discuss. 2. Complete story mountain as a class. 3. Use talk for writing techniques to retell story using story mountain. 4. As above	Write a letter (invitation) to parents Story mountain Sound sheet	Sounds: air, ir, ou, oi Word reading examples: fair, hair, bird, third, shout, loud, toy, boy Non decodable words: me, call	Zig zag monster letters	Word of the day: Inspect Mature Observation Similar Difference Nativity practice

Autumn 2 – EYFS Festivals and celebrations					
Week 5	Text: This is the star 1. Retell story using talk for writing techniques. 2. Retell story using finger puppets as a class. 3. Create finger puppets and use these to retell story with talk partner. 4. Reread the story.	Write a letter to Elf Sound sheet	Writing words from set 1 and set 2. Introduce finger spaces and full stops for short sentences. Introduce finger spaces and full stops for prepositional sentences EG In the tree, on the bench. Non decodable words: her, there	Recap letters which children have found challenging	Word of the day: Multiply Marvel Question Fascinating Perplexed Nativity performance
Week 6	Text: This is the star 1. Reread the story and as a class begin to complete a comic. 2. Continue as above 3. Continue as above 4. Read story for a final time.	Write a Christmas card Sound sheet	Writing words from set 1 and set 2. Introduce finger spaces and full stops for short sentences. Introduce finger spaces and full stops for prepositional sentences EG In the tree, on the bench. Non decodable words: want, go	Recap letters which children have found challenging	Word of the day: Environment Location Distant Lesson Surround
Week 7	Poetry focus using the Christmas poem				Poetry performance

Spring 1 – EYFS Animal Adventures Power of reading texts = The Gruffalo and The Great Race Links to wider curriculum = Animals Kay texts = Non Fiction: Animals, China, Lunar New Year, London. Fiction: Zodiac story, Zog, Gruffolo Child, Tiger who came to tea Poetry: Animal Poems Jennifer Curry Key Nursery rhymes: Nellie the Elephant, BINGO, Bear over the Mountain, The Animal Fair, Old Mac Donald, Ugly Ducking, Never Smile at a Crocodile, Three Blind Mice CP opportunities = Book corner, writing area, writing shed, writing bags and caddies, books and writing equipment in all areas of provision. Regular opportunities to write labels, captions, speech bubbles, lists, recipes, menus, letters, diaries, recounts in provision.					
	TEXT	**WRITING (outcome in books)**	**PHONICS AND PHONOLOGICAL AWARENESS**	**HANDWRITING**	**ORACY (SPEAKING AND LISTENING)**
Ongoing throughout the half term	Weekly visits to school library, targeted questions to support children's understanding of what has been read, join in with refrains and rhyme, read for pleasure in class, VIPERS Wordless Books VIPERS guided reading in phonics groups, level of challenge set by attainment of group. Vocabulary: Mammal, hibernate, camouflage, carnivore, herbivore, omnivore. Zodiac, Lantern, firecracker, Wok, chopsticks				
Week 1	The Gruffalo 1. Read part of the story and discuss 2. Read rest of story and discuss. 3. Complete story map 4. Use story map to retell story.	Write an animal fact file Story mountain Hold a sentence	Sounds: Recap set 2 sounds Word reading examples: Set 2 sentences Non decodable words: old, some	Curly caterpillar letters	Word of the day: Past Previous Remembrance Adjust Generation Throughout text activities
Week 2	The Gruffalo 1. Complete story whoosh. 2. Use puppets to retell the story.	Write an animal fact file Hold a sentence	Sounds: Recap set 2 sounds Word reading examples: Set 2 sentences	Ladder letters	Word of the day: Group Category Position Adjacent Corresponding

Spring 1 – EYFS Animal Adventures					
	3. Make own puppets and retell with talk partner. 4. Tell story using T4W.		Non decodable words: he, does		Throughout text activities
Week 3	The Gruffalo 1. Tell story using T4W. 2. Complete story whoosh as class. 3. Act out sections of the story and freeze frame. 4. Go on a Baby Gruffalo hunt.	Write an animal fact file Hold a sentence	Sounds: Recap set 2 sounds Word reading examples: Set 2 sentences Non decodable words: Tall, come	One-armed robot letters	Word of the day: Attempt Steady Assured Hardy Adaptable Throughout text activities
Week 4	The great race: 1. Read the story and discuss. 2. Complete story mountain as a class and individually. 3. Use story mountain to retell story to partners. 4. Story whoosh.	Write a fact sheet about Lunar New Year Story mountain Sound sheet Hold a sentence	Sounds: Set 3, ea,ai,aw,ur Word reading examples: Eat, clean, snail, tail, yawn, dawn, nurse, purse Non decodable words: watch, who	Zig zag monster letters	Word of the day: Material Gallant Absorbent Magnetic Buoyant Throughout text activities
Week 5	The great race: 1. Retell story using talk for writing techniques. 2. Retell story using finger puppets as a class. 3. Create finger puppets and use these to retell story with talk partner.	Write a fact sheet about China Sound sheet Hold a sentence	Sounds: Set 3 oa, er, ow, oi Word reading examples: Goat, float, letter, better, cow, brown, coin, spoil	Recap letters which children have found challenging	Word of the day: Togetherness Reverent Praise Creation Gratitude Throughout text activities

Spring 1 – EYFS Animal Adventures					
	4. Act out the story in small groups.		Non decodable words: were, brother		
Week 6	The great race: 1.Reread the story and as a class begin to complete a zig zag book. 2.Continue as above 3.Continue as above 4. Read story for a final time.	Write a fact sheet about London Zig zag book Sound sheet Hold a sentence	Sounds: Set 3 ew, are, ure, ire Word reading examples: Stew, flew, care, share, sure, pure, fire, wire Non decodable words: any, their	Recap letters which children have found challenging	Word of the day: Greet Retell Event Imaginative Traditional Throughout text activities
Week 7	Poetry focus using Animal poems				Poetry performance

Spring 2 – EYFS In the garden					
Power of reading texts = The hungry caterpillar and The bog baby Links to wider curriculum = minibeasts Kay texts = Non Fiction: Spring, gardening, flowers, mini beasts. Fiction: Oliver's vegetables, Hungry caterpillar, Mr Wolf's pancakes, Garden, A little Guide to Wild Flowers, Titch, Matisse Magical Trail Poetry: Moon Frog Key Nursery rhymes = 5 Speckled Frogs, Shoo Fly, Frog went Courting, There was a bee, Fidle dee dee, songs from Spring Play CP opportunities = Book corner, writing area, writing shed, writing bags and caddies, books and writing equipment in all areas of provision. Regular opportunities to write labels, captions, speech bubbles, lists, recipes, menus, letters, diaries, recounts in provision.					
	TEXT	WRITING (outcome in books)	PHONICS AND PHONOLOGICAL AWARENESS	HANDWRITING	ORACY (SPEAKING AND LISTENING)

Spring 2 – EYFS In the garden					
Ongoing throughout the half term	VIPERS guided reading in phonics groups, level of challenge set by attainment of group. Vocabulary: Bulb, stem, stalk, roots, pond, lake, stream. Cocoon, metamorphosis, pupa, moth, silk, larva, chrysalis.				
Week 1	The hungry caterpillar: 1. Read the story and retell it to their talk partner. 2. Create a story mountain using the book to support. 3. Retell the first part of the story using T4W techniques. 4. Retell the rest of the story using T4W techniques.	Instructions to support a tadpole to frog Story mountain Sound sheet Hold a sentence	Sounds: Set 3 ear, tion, tious, cious. Word reading examples: EG hear, fear, celebration, congratulation, nutritious, cautious Non decodable words: where, two	Curly caterpillar letters	Word of the day: Unique Respect Involve Partner Diverse Throughout text activities
Week 2	The hungry caterpillar: 1. Complete story whoosh 2. Use post it notes to describe what the caterpillar and butterfly look like, then compare them. 3. Begin to rewrite the story using T4W to support. 4. Complete story writing as above.	Instructions to support a caterpillar to butterfly Zig zag book Sound sheet Hold a sentence	Sounds: Set 3 a-e, i-e, o-e, u-e Word reading examples: Split digraphs eg Make, take, smile, pile, home, phone, huge, flute Non decodable words: small, love	Ladder letters	Word of the day: Friendship Opening Backdrop Order Imaginary Throughout text activities
Week 3	The hungry caterpillar: 1. Reread the story using the book. 2. Watch the video of the hungry caterpillar and	Instructions to grow vegetables Hold a sentence	Sounds: Polysyllabic words Word reading examples:	One-armed robot letters	Word of the day: Journey Depart Arrive Tale Finding

Spring 2 – EYFS In the garden					
	compare it to the story. 3. Retell the story using T4W techniques. 4. Story whoosh.	Write the story of the hungry caterpillar in their own words	Eg. thundering, lightening, shampoo Non decodable words: many, here		Throughout text activities
Week 4	The bog baby: 1. Read the story and retell it their talk partners 2. Repeat the story and complete whole class story mountain 3. Complete story whoosh using story mountain to support, then complete individual story mountains.	Instructions to find a Bog Baby Story mountain Hold a sentence	Sounds: Suffix ed Word reading examples: EG jumped, looked Non decodable words: once, buy	Zig zag monster letters	Word of the day: Alike Variation Connection React Occur Throughout text activities Spring play (class assembly)
Week 5	The bog baby: 1. Use T4W techniques to retell the story. 2. Use puppets to retell the story. (Children create own puppets) 3. Create a whole class zigzag book using T4W to support. 4. Complete story whoosh	Instructions to look after a Bog Baby Zig zag book Hold a sentence	Sounds: Suffix er Word reading examples: EG taller, helper Non decodable words: worse, thought	Recap letters which children have found challenging	Word of the day: Questioning Charity Admire Serve Disciple Throughout text activities
Week 6	The bog baby: 1. In small groups children role play different parts of the story 2. How is the bog baby feeling throughout	Instructions to make a Bog Baby Speech and thought bubbles	Sounds: Suffix est Word reading examples: EG brightest, smartest	Recap letters which children have found challenging	Word of the day: Species Survive Shelter Nocturnal Dormant

Spring 2 – EYFS In the garden					
	the story? What is he saying? Use speech and thought bubbles to go with each page. 3. Reread the end of the story and talk about what might happen next. 4. As a class, write the next part of the story.	Hold a sentence	Non decodable words: talk, caught		Throughout text activities
Week 7	Poetry focus using Moon frog				Poetry performance

Summer 1 – EYFS Marvellous machines					
Power of reading text and traditional tales focus = The three little pigs and The gingerbread man and The Naughty bus Links to wider curriculum = vehicles and machines Kay texts = Non Fiction: Metals, electricity, cities, transport, construction. Fiction: The 3 little pigs, The gIngerbread Man, Izzy Gizmo, The Naughty Bus, Iggy Peck Architect, The Building Boy, What We'll Build Poetry: All aboard the London Bus, Patricia Tohy Key Nursery rhymes = Wheels on the Bus, One man went to Mow, London Bridge is Falling Down, Oh Dear what can the matter be, Grandfather clock, The Runaway Train, Down at the station, I've been working on the rail road CP opportunities = Book corner, writing area, writing shed, writing bags and caddies, books and writing equipment in all areas of provision. Regular opportunities to write labels, captions, speech bubbles, lists, recipes, menus, letters, diaries, recounts in provision.					
	TEXT	WRITING (outcome in books)	PHONICS AND PHONOLOGICAL AWARENESS	HANDWRITING	ORACY (SPEAKING AND LISTENING)

Summer 1 – EYFS Marvellous machines					
Ongoing throughout the half term	VIPERS guided reading in phonics groups, level of challenge set by attainment of group. Cog, pulley, Stove, range, mangle, chamber pot, coal. antique, engine, propeller, electric.				
Week 1	The three little pigs 1. Read story and retell with talk partner 2. Complete story mountain 3. Reread the first part of the story and write as a class 4. Reread the middle part of the story and write as a class	Story mountain Zig zag book Hold a sentence	Set 2 and set 3 consolidation Non decodable words: bought, walk	Curly caterpillar letters	Word of the day: Illustrate Captivating Rhythm Rhyme Phrase Throughout text activities
Week 2	The three little pigs 1. Reread the end of the story and write as a class 2. Think of an alternative building material for the houses and tell talk partner 3. Write an alternative part of the story using an another building material 4. Story whoosh	Story written Alternative ending written Hold a sentence	Set 2 and set 3 consolidation Non decodable words: could, anyone	Ladder letters	Word of the day: Design Puzzled Place improve Area Throughout text activities
Week 3	The gingerbread man 1. Read story and retell with talk partner 2. Complete story mountain	Story mountain Zig zag book Hold a sentence	Set 2 and set 3 consolidation Non decodable words: would, great	One-armed robot letters	Word of the day: Encircle Sensible Former Honest humble

Summer 1 – EYFS Marvellous machines					
	3. Reread the first part of the story and write as a class 4. Reread the middle part of the story and write as a class				Throughout text activities
Week 4	The gingerbread man 1. Reread the end of the story and write as a class 2. Think of an alternative ending to the story and tell talk partner 3. Write an alternative ending to the story 4. Story whoosh	Story written Alternative ending written Hold a sentence	Set 2 and set 3 consolidation Non decodable words: water, should	Zig zag monster letters	Word of the day: Earlier Royal Kingdom Memorial Age group Throughout text activities
Week 5	The naughty bus 1. Read the story and discuss all the places that the Naughty bus goes. 2. Write a list of the places the Naughty bus goes. 3. Take photos around the classroom and playground of where the Naughty bus might go. 4. What do you think the bus is saying or thinking? Complete speech and thought bubbles,	Stroy mountain List of places the bus travelled Speech bubbles Hold a sentence	Set 2 and set 3 consolidation Non decodable words: they, half	Recap letters which children have found challenging	Word of the day: Sort Class Neighbouring Matching Propose Throughout text activities

Summer 1 – EYFS Marvellous machines					
Week 6	The naughty bus 1-4. Use photos taken from the previous week to create a class book about the Naughty bus. Use the week to write different pages for the book. Children then create individual books as well.	Naughty bus book with different pages Hold a sentence	Set 2 and set 3 consolidation Non decodable words: these, because	Recap letters which children have found challenging	Word of the day: Try Option Answer Inventive Versatile Throughout text activities
Week 7	Poetry focus using All aboard the London bus				Poetry performance

Summer 2 – EYFS Under the sea					
Power of reading texts = Billy's bucket and The rainbow fish Links to wider curriculum = sea creatures Kay texts = Non Fiction: Fish, Pollution, Fiction: Stella and the Seagull, Billy's Bucket, The Storm Whale, Noah's Arc, Lighthouse Keeper's Lunch, The Proudest Blue Poetry: Commotion in the Ocean Key Nursery rhymes = Row your Boat, 1,2,3,4,5 Caught a Fish, A sailor went to Sea, Five little Ducks, Talent show songs CP opportunities = Book corner, writing area, writing shed, writing bags and caddies, books and writing equipment in all areas of provision. Regular opportunities to write labels, captions, speech bubbles, lists, recipes, menus, letters, diaries, recounts in provision.					
	TEXT	WRITING (outcome in books)	PHONICS AND PHONOLOGICAL AWARENESS	HANDWRITING	ORACY (SPEAKING AND LISTENING)
Ongoing throughout the half term	VIPERS guided reading in phonics groups, level of challenge set by attainment of group. Atlantic, pacific, indian, southern, arctic. Ocean, plant, reef, coral, marine, flipper.				

Summer 2 – EYFS Under the sea					
Week 1	Billy's bucket 1. Read the story and discuss in talk partners 2. Complete a story mountain 3. Retell story using T4W techniques 4. As above	Sound sheet Story mountain Hold a sentence	Sounds: ph Building stamina to read longer texts Non decodable words: one, people	Introduce pre-cursive handwriting	Word of the day: Substance Feature Soaking Attracted Floating Throughout text activities
Week 2	Billy's bucket 1. Reread the story and discuss in partners 2. Talk about the character of BIlly. 3. Shared write about the character of BIlly 4. Story whoosh	Sound sheet Character description Hold a sentence	Sounds: wh Building stamina to read longer texts Non decodable words: grey, another	Introduce pre-cursive handwriting	Word of the day: Holy Gloomy Celebrate Vibrant Mysterious Throughout text activities
Week 3	Billy's bucket 1. Retell story using T4W techniques 2. Shared write of the first part of the story 3. Share write if the middle part of the story 4. Shared write of the final part of the story	Sound sheet Rewrite the story Hold a sentence	Sounds: au Building stamina to read longer texts Non decodable words: bear, other	Introduce pre-cursive handwriting	Word of the day: World Agree Disagree Thankfulness Anticipate Throughout text activities Summer play (class assembly)
Week 4	The Rainbow fish 1. Read the story and discuss in talk partners 2. Complete a story mountain	Sound sheet Story mountain Hold a sentence	Sounds: mb Building stamina to read longer texts	Introduce pre-cursive handwriting	Word of the day: Happening Measure Creative Regard Teamwork

Summer 2 – EYFS Under the sea					
	3. Retell story using T4W techniques 4. As above		Non decodable words: baby, only		Throughout text activities
Week 5	The Rainbow fish 1. Reread the story and discuss in partners 2. Describe the fish and write a list of his characteristics 3. Shared write about the character of the rainbow fish 4. Story whoosh	Sound sheet Character description Hold a sentence	Sounds: y/e alternative spelling Building stamina to read longer texts Non decodable words: told, why	Introduce pre-cursive handwriting	Word of the day: Fairness Varied Understand Establish Differentiate Throughout text activities Talent show
Week 6	The Rainbow fish 1. Retell story using T4W techniques 2. Shared write of the first part of the story 3. Share write if the middle part of the story 4. Shared write of the final part of the story	Sound sheet Rewrite the story Hold a sentence	Sounds: ge/dge alternative spelling Building stamina to read longer texts	Introduce pre-cursive handwriting	Word of the day: Meaning Workout Trip Leave Reach Throughout text activities
Week 7	Poetry focus using Commotion in the ocean				Additional words of the day: Guide Outcome Hope Peace Worship Link Happen Kindheartedness Synthesize Giving

Summer 2 – EYFS Under the sea					
					Poetry performance

Early Learning Goals	
Literacy	Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
Physical development	Gross Motor Skills • Demonstrate strength, balance and coordination when playing. Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Communication and language	Listening, Attention and Understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

	• Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.