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| Reading - Word reading | Caterpillars C:\Users\teacher\AppData\Local\Microsoft\Windows\INetCache\IE\NZQHEH3N\TJ-Openclipart-86-circles-caterpillar-legless-7-11-16-final[1].png | Adult input and strategies | Progression in knowledge, skills attitudes- what is the child learning? | Butterflies |
| ELG “say a sound for each letter and at least 10 digraphs”  “read words consistent with their phonic knowledge by blending”  “read aloud simple sentences and books that are consistent with their phonic knowledge including common exception words” | Listen and respond to different sounds including singing  Notice print in different places  Environmental and instrumental phonics phase 1 - distinguish between different sounds  Develop shared attention with an adult looking at a story/book together and talking about the illustrations / characters | Listening games / toys which make sounds in play  Song rhyme times in daily timetable | Tune into spoken language (EAL consideration)  How to give attention when someone speaks or reads  How to sustain listening during group times - expected body stillness and looking at person who is reading  Distinguish between different sounds  Identify sounds in phonics games such as silly soup / cross the river / guess the instrument / which sound  Recognition of some letters  How books work, page turning, following print etc | Distinguish sound in word - initial sounds/ oral blend and segment |
| Adults model print eg left to right in English  Adults model writing etc to show print has meaning | Understand that print has meaning and begin to show some recognition of print /letters relevant to them – eg letters in name |
| Phase 1 phonics games | Sustain attentive listening in range of situations - phonics games/story times / group times |
| Praise for pupils engagement at group time, story time etc  Build up language - adult model language | Enjoy range of stories, books, poems and be able to discuss book with some attempt to sequence events |
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