

Teacher/s:	Year Group(s)	Year: R	Term 1
<p>Range: Fiction and poetry: a wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language.</p> <p>Non-Fiction: simple non-fiction texts, including recounts.</p>			
Titles:	Teaching Objectives: Text Level	Sentence Level	Word Level
Week 1 – <i>Rhyming text;</i> <i>The Bear and the Scary Night</i> <i>Nursery Rhymes</i>	ELG: to listen to rhymes, stories and songs and join in with repeated refrains; Curricular target: to continue a rhyming string	S3: to understand that words are ordered left to right and need to be read that way to make sense;	W1: to understand and be able to rhyme through: <ul style="list-style-type: none"> o recognising, exploring and working with rhyming patterns, e.g. learning nursery rhymes;
Week 2 & 3 –& <i>Nursery Rhymes</i> Rhymes and Times	T1: to understand and use correctly terms about books and print: book, cover, beginning, end, page, line, word, letter, title; T1: to track the text in the right order, page by page, left to right, top to bottom; pointing while reading/telling a story, Curricular target: to point left to right when reading known text.	S4: to write own name using a capital letter;	W3: to develop alphabetic and phonic knowledge through: <ul style="list-style-type: none"> o sounding and naming letters of the alphabet in lower and upper case; in own name, in oacggde letter group. Curricular target: to know letters in own name
Week 4 & 5 – <i>The Farm Concert</i>	T1: making one-to-one correspondences between written and spoken words; Curricular target: to understand the concept of a word.	S1: to expect written text to make sense and to check for sense if it does not;	W2: to develop knowledge of grapheme/phoneme correspondences through: <ul style="list-style-type: none"> o reading letters that represents the sounds: a c o g q e d r m h b p k o writing each letter in response to each sound: a c o g q e d Curricular target: to blend CVC words; dog, cog
Week 6 Traditional story	through shared reading: ELG: to describe main story elements: sequence of events, main characters, openings; T5: to understand how story book language works and to use some formal elements when re-telling stories, e.g. 'Once there was ...', 'She lived in a little ...', 'he replied' Curricular target: to retell a narrative.	S2: to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories; Curricular target: to write own name	W2: to develop knowledge of grapheme/phoneme correspondences through: <ul style="list-style-type: none"> o reading letter(s) that represent(s) the sound(s): a c o g q e d r m h b p k o writing each letter in response to each sound: r m h b p k o begin to recognise some familiar words Curricular target: to blend CVC words; red, hen