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| 2-Year-Olds | Nursery | Reception |
| Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| To explore looking at books independently. Explore sensory books and learn new vocabulary related to their senses. Enjoy looking at class made books related to families.To look at some non-fiction books related to Topics in small groups eg. Autumn, Christmas etc. To use a basic picture book and find information following a prompt. Eg. Where is the dog? | To choose books that interest them independently and begin to understand how to handle them carefully, turning the pages independently.To obtain information from a more detailed image in a book following a prompt. Eg. What is the duck doing?Recognise their name alongside their photograph.  | Have a selection of favourite stories.To understand that stories have a beginning and the end and join in saying ‘The end’.To join in with key phrases when reading familiar books with adults. To talk in simple sentences and phrases about books the enjoy, using the images to help them. To listen to audio stories without images. Recognise familiar logos related to their interests. | Independently select favourite books demonstrating positive reading behaviours including holding the book the correct way up, turning the pages one at a time and talking about the illustrations.Begin to understand that print carries meaning, noticing and commenting on print in the environment and in books. Begin to develop phonological awareness by spotting and suggesting rhyme in stories, songs and when playing rhyming games.Recognise and distinguish between environmental sounds.  | Name the different parts of a book including title, front cover and content page.Know that print can have different purposes and enjoy giving their own meaning to print, using diagrams and illustrations as a guide.Know that stories have sequence and use language including first, next, then and finally to describe what has happened in our story focus. Hear and say the initial sound in their name.  Know that stories have a title and can predict the title using illustrations as a guide.  | Count and clap syllables in names when singing hello to each other every day.Recognise words with the same initial sound during games such as ‘I Spy’ or on sound hunts.Begin to hear and say the initial, final and then middle sound in cvc words. Know the difference between a letter and word and follow print to ‘read’ the title of a familiar story. Engage in extended conversations about stories, learning new vocabulary and using it when retelling the story. Know that the author is the person who write a story and the illustrator draws the pictures. Begin to identify letters of the alphabet.  | Reading individual letters by saying the sound for them.Read simple phrases and sentences made up of words with known letter – sound correspondences and a few exception words.  | Children to know the letter name. To recognise and read diagraphs within phase 3 –Spring 1: qu, ch, sh, th,ng. Spring 2: ai,ee, igh, oa, oo, Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.Re-read what they have written to check that it makes sense.  | To recognise and read diagraphs within phase 3 ar, or, ur, ow,oi, ear, ure, er. To be able read some phase 4 common exception words. Say a sound for each letter in the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound blending.  |