



Autumn Term																												
	Nursery	Reception		Year 1	Year 2																							
Sounds taught	Environmental sounds	1	cvc	a i m s t	<p>Autumn 1</p> <p>Recap:</p> <table border="1"> <tr> <td>9</td> <td>CCVC 2 consonants in initial position 4-sound words</td> <td></td> </tr> <tr> <td>10</td> <td>CCCVC, CCVCC and CVCCC 3 adjacent consonants 5-sound words</td> <td></td> </tr> <tr> <td>11</td> <td>CCVC, CVCC, CCVC & CCCVCC</td> <td>sh ch th ck wh ng q & u</td> </tr> </table> <p>(qu together)</p> <p>Bridging lesson</p> <p>Autumn 2</p> <p>Extended code</p> <table border="1"> <tr> <th colspan="2">EXTENDED CODE</th> </tr> <tr> <td>1</td> <td>First spellings of sound /ae/ - ai ay ea a-e</td> </tr> <tr> <td>2</td> <td>First spellings of sound /ee/ - ee ea y e</td> </tr> <tr> <td>3</td> <td>Spelling <ea> representing /ae/ & /ee/</td> </tr> <tr> <td>4</td> <td>First spellings of sound /oe/ - o oa ow oe o-e</td> </tr> <tr> <td>5</td> <td>Spelling <o> representing /o/ & /oe/</td> </tr> </table> <p>(5 weeks new teaching, 2 weeks recap)</p>	9	CCVC 2 consonants in initial position 4-sound words		10	CCCVC, CCVCC and CVCCC 3 adjacent consonants 5-sound words		11	CCVC, CVCC, CCVC & CCCVCC	sh ch th ck wh ng q & u	EXTENDED CODE		1	First spellings of sound /ae/ - ai ay ea a-e	2	First spellings of sound /ee/ - ee ea y e	3	Spelling <ea> representing /ae/ & /ee/	4	First spellings of sound /oe/ - o oa ow oe o-e	5	Spelling <o> representing /o/ & /oe/		
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Instrumental sounds	2	cvc	n p o																									
Rhythm and rhyme	3	cvc	b c g h																									
Alliteration	4	cvc	d e f v																									
Body percussion	5	cvc	k l r u																									
Voice sounds	6	cvc	j w z																									
Singing songs	7	cvc	x y ff ll ss zz																									
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<p>Key vocabulary/ Everyday Words</p>	<p>Vocabulary related to topic Rhyming texts and nursery rhymes</p>	<p>am, it, at , a is, a, in, and big, the, I, to, was dog, for, of, can, on are, go, no, mum, dad was, we, me, you, get all, yes, went, up</p>	<p>Recap to, this, they, day said, away, going, play she, he, there, their, these, where, what, who, he</p> <p>New Learning: they, came, day, made, make, away, play, take, way, may, say, great We're, he's, please, really, he, she, we, be, me, see, very, people, eat, tree, been, sea, these, began, need, three, keep, even, before, key, sleep, feet, queen, each, green, trees, tea, floppy So, go, no, don't, oh, old, going, home, know, only, told, clothes, boat, window, snow, most, cold, grow</p>	<p>Recap: For, all, your, called, saw, water, or, door, small, because, morning, horse There, their, bear, where, air, there's.</p> <p>New, use Boy Are, asked, can't, after, car, garden, fast(s), laughed, last(s), dark, hard, park Was, what, want, wanted, because</p> <p>New Learning: Baby, gave, place</p>
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			<p>Year 1 Common Exception Words taught alongside everyday words during soft start and in spellings homework.</p>	<p>Year 2 Common Exception Words taught alongside everyday words during soft start and in spellings homework.</p>
<p>Skills</p>	<p>Enjoys rhyming and rhythmic activities.</p> <ul style="list-style-type: none"> • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 	<ul style="list-style-type: none"> • Blending – the ability to push together sounds to build words • Segmenting – the ability to pull apart the individual sounds in words • Phoneme manipulation – sound swapping • Focusing on VC/CVC words 	<ul style="list-style-type: none"> • Blending – to read words containing the target sound • Segmenting – to spell words containing the target sound • Manipulating alternative sounds in and out of words • Focusing on CVC/CCVC/CVCC/CCVCC words • Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. • Develops children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter. • Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter. 	<ul style="list-style-type: none"> • Blending – to read words containing the target sound • Segmenting – to spell words containing the target sound • Manipulating alternative sounds in and out of words • Focusing on CVC/CCVC/CVCC/CCVCC words and also 2 syllable words • Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. • There are no new GPCs to be learnt in this phase. • Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.



	<p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p>			
Knowledge	<p>Recognises rhythm in spoken words</p> <p>Sings a few familiar songs</p>	<ul style="list-style-type: none">• Letters are symbols that represent sounds• A sound may be spelled by 1, 2 or 3 letters	<ul style="list-style-type: none">• A spelling can represent more than one sound• The most common sound is represented by the target spelling	<ul style="list-style-type: none">• A spelling can represent more than one sound• The most common sound is represented by the target spelling

Learning to recognise print in the environment

Shows an awareness of rhyme and alliteration

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories