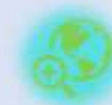




DISCOVER the joy of the world around us at Holy Trinity

To be the best we can be: for God, for others and for ourselves



Communication and Language is developed throughout the year through high quality **back and forth interactions**, daily group discussions, whole class sharing, stories, nursery rhymes and poems, singing, speech and language interventions and EYFS performances. The development of children's spoken language underpins all seven areas of learning and development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**.

Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	DAILY STORY TIME Story of the week and pre selected key vocab DAILY RHYME TIME (inc poems) Settling in activities All About me activities Sharing facts about me Making friends	DAILY STORY TIME Story of the week and pre selected key vocab DAILY RHYME TIME (inc poems) Tell me a story - retelling stories from reading spine and known stories Story language Following instructions Taking part in discussions Understanding how to listen carefully and why listening is important. Use new vocabulary through the day	DAILY STORY TIME Story of the week and pre selected key vocab DAILY RHYME TIME (inc poems) Retell a story using story language Listen to and talk about stories to build familiarity and understanding Ask questions to find out more and to check they understand what has been said top them Describe events in detail	DAILY STORY TIME Story of the week and pre selected key vocab DAILY RHYME TIME (inc poems) Describing events in detail Non-fiction texts to support children knowledge of the world around them Hold conversations with adults and peers, engaging in back and forth exchanges Using language from Word Hierarchy's in the room	DAILY STORY TIME Story of the week and pre selected key vocab DAILY RHYME TIME (inc poems) Re-read stories so children have a deeper understanding of the language being used, can talk about what is happening in the story and the illustrations and relate this to their own lives Develop knowledge of a range of vocabulary	DAILY STORY TIME Story of the week and pre selected key vocab DAILY RHYME TIME (inc poems) Read books from reading spines, fiction and non-fiction, that will extend children's knowledge of the world and illustrate a current topic. Continue to develop children's range of vocabulary
Speaking	Model talk routines through the day e.g. when arriving at school "Good morning, how are you?"					
Outcomes						
Nursery rhyme / Poem in focus	Head, shoulders, knees and toes (English) Toast in the toaster Hands are clapping Two little dickie birds Three blind mice Three hungry ants Tick tock tick tock I'm a little cuckoo clock Five little ducks Five currant buns Hickory dickory dock Row row row your boat The wheels on the bus	Five little monkeys Five little speckled frogs Five little men Hey diddle diddle It's raining it's pouring Incy wincy spider I hear thunder Mr Sun Old McDonald Zoom Zoom Zoom	Five fat sausages If you're happy and you know it 1,2,3,4,5 once I caught a fish alive One, two buckle my shoe Jack and Jill Humpty Dumpty Miss Polly had a Dolly	Dr Knickerbocker Ten green bottles Ten in a bed BINGO Alphabet song One potato, two potato Five eggs and five eggs Ten sleepy fingers	I can sing a rainbow Mary Mary quite contrary Down in the jungle Lcky sticky bubblegum	I'm so happy Head, shoulders, knees and toes (Spanish) Caterpillar poem There's a tiny caterpillar on a leaf There's a worm at the bottom of the garden
Performance Rhyme / Poem / Song	Open shut them	Away in a manger	Wind the bobbin up	Hot cross buns	A tiny seed was sleeping	I'm so happy



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Children will be working in different groups for Read, Write Inc (RWI). The focus will be on consolidation of Set 1 and 2 sounds, Green words, Ditty sheets, Red Ditty Books and working through the different coloured bands. Children will work through the RWI programme, based on the half termly assessments and sessions will be matched to individual needs.

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word Reading/ Phonics Outcomes	Phonics Sounds: RWI Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Phonics Sounds: RWI Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers Read 26 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Phonics Sounds: RWI Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Phonics Sounds: RWI Review Set 1 Sounds Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Phonics Sounds: RWI Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Phonics Sounds: RWI Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers



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English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
High Quality Texts as a stimulus	The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Writing Outcome & Writing Purpose						
	Narrative: A Friendship and animal them Purpose: To tell and write sentences around a theme	Narrative: A star theme Purpose: To tell and write sentences around a theme	Narrative: A superhero theme Purpose: To tell and write sentences around a theme	Narrative: A traditional tale theme Purpose: To tell and write sentences around a theme	Narrative: A plant growing theme Purpose: To tell and write sentences around a theme	Narrative: A seaside theme Purpose: To tell and write sentences around a theme
	Recount: Animal information Purpose: To inform	Recount: Poster to find a lost star Purpose: To inform (and describe)	Recount: A letter wanting to be a sidekick Purpose: To inform	Recount: How to trap an animal Purpose: To instruct	Recount: How to grow a garden plant / vegetable Purpose: To instruct	Recount: Sea creature poems Purpose: To describe