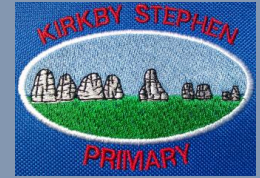


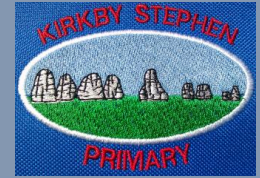
# Reception

## Progression of skills





| By the end of Autumn   | By the end of Spring   | By the end of Summer  |
|--|--|---|
| <p>Understand why listening is important.<br/>           Listen to and follow an instruction.<br/>           Follow the instructions provided they are not over-engaged in own choice activity;<br/>           Listen to stories with increased attention and recall;<br/>           Ask and respond to 'why' questions;<br/>           Show interest in the lives of other people or events;<br/>           Listen to one another in one to one or small groups.<br/>           Show interest in non-fiction books.</p> | <p>Know that they need to be quiet and concentrate when listening.<br/>           Maintain attention, concentrating and sitting quietly during appropriate activities;<br/>           Listen to a whole story from beginning to end;<br/>           Respond to instructions involving a two-part sequence;<br/>           Listen and respond to ideas expressed by others in conversation and discussion;<br/>           Remember key points from story without needing prompts;<br/>           Show specific interest in a non-fiction book linked to a topic or theme;<br/>           Have back and forth conversation (using at least 4 exchanges).</p> | <p><b>ELG</b><br/>           Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;<br/>           Make comments about what they have heard and ask questions to clarify their understanding;<br/>           Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</p> |

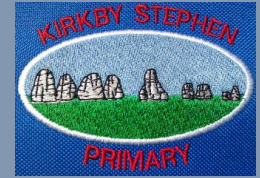


| By the end of Autumn   | By the end of Spring   | By the end of Summer   |
|--|--|--|
| <p>Expand their vocabulary to include new words related to the topic or theme.<br/>           Continue using new vocabulary when the topic or theme has ended.<br/>           Ask questions to understand.<br/>           Retell a simple past event in correct order.<br/>           Use talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences.<br/>           Use talk in pretending that objects stand for something else in play, e.g., this ruler is my sword.</p> | <p>Use new vocabulary in different contexts.<br/>           Ask questions to learn more about an event or a task.<br/>           Use complete sentences more regularly and begin to use conjunctions to make longer sentences.<br/>           Use the correct tense more frequently.<br/>           Use language to explore imaginary events, storylines and themes.<br/>           Use language to imagine and recreate roles and experiences in play situations.<br/>           Link statements and stick to a key theme or intention.<br/>           Use talk to organise, sequence and clarify thinking, feelings and ideas.</p> | <p><b>ELG</b><br/>           Take part in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;<br/>           Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br/>           Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |

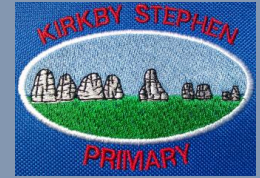


| Physical   | Linguistic   | Cognitive  | Social & Emotional   |
|--|--|--|--|
| <p>Speak clearly at an appropriate volume.</p> <p>Look at who is talking and who they are talking to – sitting still.</p> <p>Use gestures to support delivery, e.g., pointing at parts of a plant they are discussing.</p> <p>Express themselves effectively, showing an awareness of listeners' needs.</p> <p>Use intonation, rhythm and phrasing to make the meaning clear to the listeners.</p> | <p>Speak in sentences.</p> <p>Use specific vocabulary, e.g., lighter/ heavier rather than bigger and smaller.</p> <p>Answer what, where, when, how and why questions.</p> <p>Use joining connectives for longer sentences.</p> | <p>Answers match the questions; relevant, appropriate.</p> <p>Retell stories and experiences.</p> <p>Ask simple questions.</p> | <p>Wait their turn without speaking over someone.</p> <p>Listen and respond appropriately.</p> <p>Build friendships.</p> <p>Use language to express needs and feelings, e.g., rather than snatching.</p> |

Reception  
 Progression of skills  
 Personal, Social and Emotional Development: Self-Regulation



| By the end of Autumn   | By the end of Spring  | By the end of Summer   |
|--|---|--|
| <p>Describe themselves in positive terms and talk about their own abilities.<br/>           Be confident in speaking to others about needs, wants, interests and opinions.<br/>           Begin to express their feelings and consider the feelings of others.<br/>           Know when they are upset about a situation.<br/>           Begin to moderate their feelings when they are upset.<br/>           Choose their own equipment necessary to complete a task;<br/>           Show enthusiasm and excitement when anticipating and engaging in certain activities.</p> | <p>Recognise themselves as a valuable individual.<br/>           Willingly express their feelings and know when they have been kind and considerate.<br/>           Moderate their feelings when they are upset.<br/>           Be confident in trying new activities.<br/>           Explain why they are upset about a situation.<br/>           Say why they like some activities more than others.<br/>           Be confident in speaking in a familiar group.<br/>           Be happy to talk about their own ideas.<br/>           Choose the resources they need for a given activity.<br/>           Say when they do and do not need help</p> | <p><b>ELG</b><br/>           Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br/>           Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>           Give focused attention to what the teacher says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> |



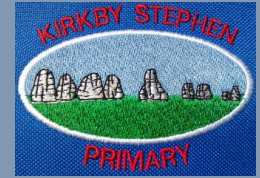
| By the end of Autumn   | By the end of Spring  | By the end of Summer   |
|--|---|--|
| <p>Show that they can stick with an activity, even if it is challenging.<br/>           Select and use activities and resources, with help.<br/>           Enjoy the responsibility of carrying out small tasks.<br/>           Be confident in talking to other children when playing and communicating freely about their home and community.<br/>           Be confident with unfamiliar people and more confident in new social situations.<br/>           Begin to show confidence in asking adults for help;<br/>           Know when to wash hands, e.g., after visiting the bathroom or before snack time.</p> | <p>Be able to talk about a challenging task and be prepared to have a go.<br/>           Welcome and value praise for what they have done.<br/>           Willingly take part in a wide range of activities.<br/>           Show enthusiasm and excitement when anticipating and engaging in certain activities.<br/>           Be confident in speaking to others about needs, wants, interests and opinions.<br/>           Be confident in speaking in front of a small group.<br/>           Describe themselves in positive terms and talk about their abilities.<br/>           Show resilience and perseverance in the face of challenge;<br/>           Have awareness of keeping teeth clean and not eating too many sweets.</p> | <p><b>ELG</b><br/>           Be confident in trying new activities and show independence, resilience and perseverance in the face of challenge.<br/>           Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>           Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> |



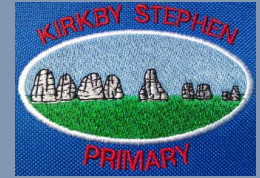
| By the end of Autumn   | By the end of Spring  | By the end of Summer  |
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| <p>Build constructive and respectful relationships.<br/>Initiate conversations, attending to and taking account of what others say.<br/>Take steps to resolve conflicts with others and attempting to find a compromise.</p> | <p>Play cooperatively with others, taking account of their ideas.<br/>Be happy to listen to others' organisational ideas.<br/>Show sensitivity to others' feelings.<br/>Explain their own knowledge and understanding.<br/>Form positive relationships with adults and other children.<br/>Ask appropriate questions of others.</p> | <p><b>ELG</b><br/>Work and play cooperatively and take turns with others.<br/>Form positive attachments with adults and friendships with peers.<br/>Show sensitivity to their own and to others' needs.</p> |



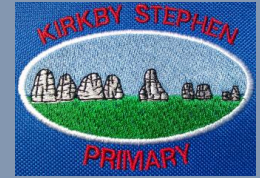
| By the end of Autumn  | By the end of Spring   | By the end of Summer   |
|---|--|--|
| <p>Know that it is good to be active and sometimes get out of breath.<br/>           Move freely with confidence in a range of ways.<br/>           Mount stairs, steps or climbing equipment using alternative steps.<br/>           Walk downstairs, two feet on each step.<br/>           Negotiate personal space safely.<br/>           Stand momentarily on one foot.</p> | <p>Show increasing control when linking movements together.<br/>           Start to experiment with different types of movements.<br/>           Negotiate space and obstacles safely.<br/>           Recognise how they can refine a range of physical actions, such as rolling, running, skipping, etc.<br/>           Jump off objects safely and carefully.<br/>           Negotiate space carefully.<br/>           Travel with confidence and skill when moving around, under, over and through various equipment.<br/>           Show increasing control when throwing, catching and kicking a ball.<br/>           Run skilfully whilst negotiating space successfully, adjusting speed and direction as needed.</p> | <p><b>ELG</b><br/>           Negotiate space and obstacles safely, with consideration for themselves and others.<br/>           Demonstrate strength, balance and coordination when playing.<br/>           Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> |



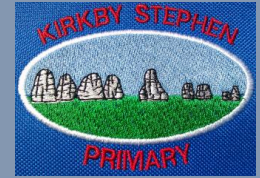
| By the end of Autumn   | By the end of Spring   | By the end of Summer  |
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| <p>Draw lines and circles using gross motor movements.</p> <p>Use one handed tools and equipment, e.g., child scissors.</p> <p>Hold pencils between the thumb and two fingers instead of the whole hand and with tools such as felt tips, chunky pencils and whiteboard markers.</p> <p>Hold a pencil correctly, showing good control.</p> <p>Copy some letters, especially letters from their own name.</p> | <p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Hold pencils between the thumb and two fingers instead of the whole hand using thinner pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Begin to show anti-clockwise movements and retrace vertical lines.</p> <p>Begin to form recognisable letters.</p> <p>Use a pencil and hold it effectively to form recognisable letters, especially letters in their own name.</p> | <p><b>ELG</b></p> <p>Hold a pencil effectively to prepare for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Show accuracy and care when drawing.</p> |



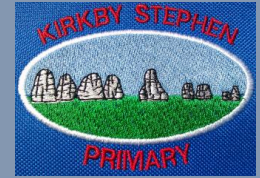
| By the end of Autumn  | By the end of Spring   | By the end of Summer  |
|---|--|---|
| <p>Join in with rhymes and stories.<br/>Join in with the rhythm of well-known rhymes and songs.<br/>Recognise their own name.<br/>Identify sounds in words, in particular, initial sounds.<br/>Segment and blend simple words (Phase 2) demonstrating knowledge of sounds (in line with the phonics programme).<br/>Link sounds to letters in the alphabet (GPC).</p> | <p>Read simple words.<br/>Read simple sentences of about 4 words.<br/>Be familiar with several rhymes and identify some rhyming words.<br/>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.<br/>Read some digraphs from Phase 3 (Little Wandle) and say the phoneme for them.<br/>Read some common exception words matched to the school’s phonic programme (Little Wandle).<br/>Read simple sentences with some learnt tricky words.</p> | <p><b>ELG</b><br/>Say a sound for each letter in the alphabet and at least 10 digraphs (not double letters).<br/>Read words consistent with their phonic knowledge by sound blending.<br/>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> |



| By the end of Autumn   | By the end of Spring  | By the end of Summer   |
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| <p>Hold a book, turn the pages and show an understanding of pictures and print.<br/>Tell a story to friends.</p> | <p>Talk about events.<br/>Talk about the characters in books.<br/>Make suggestions about what might happen next in a story.<br/>Read simple words and simple sentences linked to the phonics trajectory.<br/>Talk about their favourite book.<br/>Use vocabulary and events from stories in their play.<br/>Re-read books to build their confidence, their fluency and their understanding and enjoyment in word reading.</p> | <p><b>ELG</b><br/>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br/>Anticipate – where appropriate – key events in stories.<br/>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.</p> |



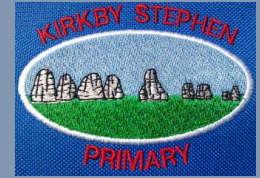
| By the end of Autumn   | By the end of Spring   | By the end of Summer   |
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| <p>Begin to form lower case and capital letters correctly.</p> <p>Be more confident in writing identifiable shapes and letters.</p> <p>Segment to spell the sounds in simple words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Talk about sentences and write short phrases/ sentences;</p> <p>Be aware of the use of full stops and capital letters in the correct places.</p> | <p>Use their phonic knowledge to write words in ways that match their spoken sounds.</p> <p>Write some tricky words.</p> <p>Write simple phrases/ sentences that can be read by themselves and sometimes by others.</p> <p>Spell small, familiar words correctly and make phonetically plausible attempts.</p> <p>Re-read what they have written to make sure it makes sense.</p> <p>Begin to use some elements of punctuation (capital letters and full stops).</p> | <p><b>ELG</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Spell small, familiar words correctly and make phonetically plausible attempts to include tricky words.</p> <p>Start to use full stops and capital letters in the correct places.</p> |



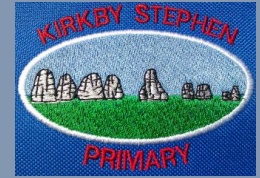
| By the end of Autumn  | By the end of Spring  | By the end of Summer  |
|---|---|---|
| <p>Begin to familiarise themselves with the tens structure of the number system.</p> <p>Subitise to 4.</p> <p>Count up to three or four objects by saying one number name for each item.</p> <p>Verbally count to 10 and begin to count beyond 10.</p> <p>Count up to 5 from a larger group.</p> <p>Select the correct numeral to represent 1 to 5.</p> <p>Recognise some numerals of personal significance.</p> <p>Use the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Link the number symbol (numeral) with its cardinal value (up to 5).</p> <p>Show fingers</p> | <p>Show fingers together (up to 5) without counting.</p> <p>Subitise to 5 (with irregular patterns).</p> <p>Begin using 'teens' to count beyond 10.</p> <p>Count an irregular arrangement of up to ten objects.</p> <p>Find one more or one fewer from a group of up to five objects, then ten objects.</p> <p>Select the correct numeral to represent 1 to 10.</p> <p>Estimate how many objects they can see and check by counting them.</p> <p>Understand 5, 6, 7 etc. and recognise that 6 to 9 is 5 and another smaller unit.</p> <p>Find the total number of items in two groups by counting all of them (up to 10).</p> <p>Begin to use the vocabulary involved in adding and subtracting including counting on and back.</p> | <p><b>ELG</b></p> <p>Have a deep understanding of numbers to 10, including the composition of each number.</p> <p>Subitise up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Automatically recall number bonds for numbers 0 to 10.</p> <p>Understand addition up to 5 using all combinations, then explore 6, 7, 8, 9, 10.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Use the vocabulary and symbols involved in adding and subtracting, including counting on and back.</p> |



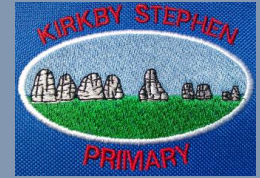
| By the end of Autumn  | By the end of Spring  | By the end of Summer   |
|---|---|--|
| <p>Talk about the routine of the day and using language like before and after.<br/>Use comparative language such as 'taller', 'shorter' and 'the same'.<br/>Be more confident in identifying shapes in the environment.<br/>Recognise particular shapes that may be useful for certain tasks.<br/>Make more meaningful pictures, patterns and arrangements with shapes.<br/>Create and describe patterns.<br/>Use everyday language to talk about time.</p> | <p>Begin to experiment with length, height and capacity.<br/>Begin to compare length, weight and capacity.<br/>Identify money and use money in play.<br/>Recall the names of some 2D and 3D shapes.<br/>Order and sort according to simple properties.<br/>Use the language of direction.</p> | <p><b>ELG</b><br/>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities.<br/>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.<br/>Understand the value of money with increasing confidence.</p> |



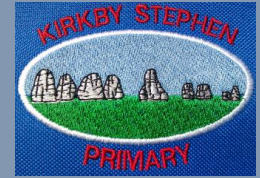
| By the end of Autumn  | By the end of Spring  | By the end of Summer  |
|---|---|---|
| <p>Remember and talk about significant events in their own experiences, e.g., birthday.</p> <p>Know and understand that their grandparents are older than their parents.</p> <p>Begin to be familiar with words and phrases associated with long ago, such as 'in the past' accurately.</p> <p>Begin to explore key events of the past, e.g., nativity, bonfire, etc.</p> <p>Begin to understand that some familiar stories were set in a time before they were born.</p> | <p>Recognise and describe special times or events for family or friends, e.g., Eid, Christening, Christmas.</p> <p>Begin to compare and contrast characters in stories about the past.</p> <p>Understand that people celebrated events like Eid and Christmas before they were born.</p> <p>Use appropriate language to describe the past, such as 'in the past'.</p> | <p><b>ELG</b></p> <p>Talk about the lives of the people in the past and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> |



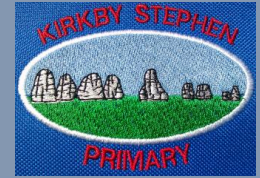
| By the end of Autumn   | By the end of Spring  | By the end of Summer  |
|--|---|---|
| <p>Show increased interest in the lives of people who are familiar to them.</p> <p>Begin to understand that not all people celebrate the same things as them.</p> <p>Have a greater understanding of why certain events are being celebrated.</p> <p>Talk about people who are helpful to them, from within their family and from outside their family.</p> <p>Begin to understand the similarities and differences between living in our country and other countries.</p> | <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Start to show an interest in different occupations and ways of life.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Have a deeper understanding of the similarities and differences between living in our country and other countries.</p> | <p><b>ELG</b></p> <p>Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p> |



| By the end of Autumn  | By the end of Spring   | By the end of Summer  |
|---|--|---|
| <p>Talk about some things they have observed, such as plants, animals, natural and found objects.</p> <p>Have greater awareness of seasonal change, summer to autumn and the beginning of winter.</p> <p>Ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Ask questions about some things they have observed, such as plants and animals.</p> | <p>Talk about why things happen and how things work.</p> <p>Have greater awareness of seasonal change, winter to spring.</p> <p>Begin to understand more about growth, decay and changes over time.</p> <p>Identify features of living things, such as animals with legs or those with wings.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> | <p><b>ELG</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand more about growth, decay and changes over time.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |



| By the end of Autumn   | By the end of Spring   | By the end of Summer   |
|--|--|--|
| <p>Realise that tools can be used for a purpose.</p> <p>Use simple tools and techniques safely and appropriately.</p> <p>Select the appropriate size of brush for a purpose.</p> <p>Explore what happens when they mix colours.</p> <p>Experiment with different textures, including glue.</p> <p>Successfully cut a piece of paper in two using scissors.</p> | <p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Use simple tools and techniques competently.</p> <p>Experiment with colour, design, texture, form and function.</p> <p>Select tools and using techniques needed to shape, assemble and join materials they are using.</p> <p>Cut out a four-sided shape with scissors accurately, rotating the paper.</p> <p>Understand that different media can be combined to create new effects.</p> | <p><b>ELG</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share creations, explaining the process used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> |



| By the end of Autumn   | By the end of Spring  | By the end of Summer  |
|--|---|---|
| <p>Enjoy joining in with dance and sing games.</p> <p>Sing a few familiar songs.</p> <p>Begin to move rhythmically.</p> <p>Imitate movement in response to music.</p> <p>Tap out simple repeated rhythms.</p> <p>Explore and learn how sounds can be changed.</p> <p>Act out scenarios and situations that are familiar to them.</p> <p>Act out stories that have been read to them, using puppets and resources, as needed.</p> | <p>Explore and learn how sounds can be changed in a controlled way (exploring pitch).</p> <p>Sing songs, make music and experiment with ways of changing them.</p> <p>Begin to build a repertoire of songs and dances.</p> <p>Explore the distinct sounds of instruments.</p> <p>Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Act out scenarios and situations that are familiar to them, developing their own storylines in doing so.</p> <p>Develop stories in their pretend play.</p> <p>Act out stories that have been read to them, using puppets and resources, and adapting the story with others.</p> | <p><b>ELG</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Develop stories in their pretend play with their peers, taking on different roles.</p> |

By the end of Autumn

By the end of Spring

By the end of Summer

|          |  |   |   |
|----------|--|---|---|
| Autumn 1 | Phase 1, weeks 21-25.<br>Phase 2, weeks 1-3.   | <ul style="list-style-type: none"> <li>Revisit and review phase 1 with a focus on aspect 7</li> <li>GPCs: s, a, t, p, i, n, m, d, g, o, c, k</li> <li>Assessment and intervention support for children falling behind</li> </ul>  | <ul style="list-style-type: none"> <li>Tricky word: to</li> <li>High frequency words: a, an, as, at, in, is, it, on, can, dad, and, not, got</li> </ul>   |
| Autumn 2 | Phase 2, weeks 4-6.<br>(Week 6 can be repeated if needed.)   | <ul style="list-style-type: none"> <li>GPCs: ck, e, u, r, h, b, f, ff, l, ll, ss</li> <li>Revision of all phase 2 graphemes</li> <li>Assessment and intervention support for children falling behind</li> </ul>   | <ul style="list-style-type: none"> <li>Tricky words: to, go, the, no, I</li> <li>High frequency words: if, of, off, had, back, get, big, him, his, up, mum, but, put</li> </ul>   |
| Spring 1 | Phase 3, weeks 1-5.<br>Repeat lessons as needed.   | <ul style="list-style-type: none"> <li>GPCs: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow</li> <li>Assessment and intervention support for children falling behind</li> </ul>  | <ul style="list-style-type: none"> <li>Tricky words: my, you, her</li> <li>High frequency words: will, that, this, then, them, with, see, for, now, down, look, too</li> </ul>  |
| Spring 2 | Phase 3, weeks 6-8.<br>(Week 8 to be repeated as needed.)  | <ul style="list-style-type: none"> <li>GPCs: oi, ear, air, ure, er</li> <li>Revision and consolidation of phase 3 graphemes</li> </ul>  | <ul style="list-style-type: none"> <li>Tricky words: he, she, we, me, be, was, they, all, are</li> </ul>  |
| Summer 1 | Phase 3, weeks 9-10.<br>(Weeks 9 and 10 to be repeated as needed.)   | <ul style="list-style-type: none"> <li>Words containing a combination of phase 3 graphemes</li> <li>Revision and consolidation of all phase 3 graphemes</li> <li>Assessment and intervention support for children falling behind</li> </ul>   | <ul style="list-style-type: none"> <li>Tricky words: my, you, her, she, we, me, be, was, they, all, are</li> </ul>  |
| Summer 2 | (If needed, repeat phase 2, week 6 and phase 3, weeks 9 and 10.)<br>Phase 4, weeks 1-4.<br>Repeat lessons as needed. | <ul style="list-style-type: none"> <li>Revision of phase 2 and 3 graphemes</li> <li>Phase 4:               <ul style="list-style-type: none"> <li>Reading and spelling CVCC words</li> <li>Reading and spelling CCVC words</li> <li>Reading sentences</li> <li>Writing short sentences with tricky words</li> <li>Reading adjacent consonants</li> <li>Reading polysyllabic words</li> </ul> </li> <li>Assessment and intervention support for children falling behind</li> </ul> | <ul style="list-style-type: none"> <li>Tricky words: your, said, so, have, like, some, come, out, were, there, little, one, do, when, what</li> <li>High frequency words: went, it's, from, children, just, help</li> </ul> |

