

EYFS Curriculum overview/Long
term plan 2026-2027
Cycle A

Croft Primary School



Term	Autumn 1 26/8 - 16/10 8 weeks	Autumn 2 26/10 - 18/12 8 weeks	Spring 1 4/1 - 12/2 6 weeks	Spring 2 22/2 – 19/3 4 weeks	Summer 1 5/4 – 28/5 8 weeks	Summer 2 7/6 – 9/7 5 weeks
Themes	Marvellous me!	Let's Celebrate!	Around the world	Houses and homes	Amazing animals	Fun at the seaside
Focus topics/Key events	My family What do I like and dislike? Favourite stories Feelings World space week How have we and others changed?	Diwali Bonfire night Remembrance Day Nativity Christmas Santa visit	Food tasting Flag making	Types of houses Local walk Habitats Easter	Farm trip Caterpillars/butterflies	Beach day Transition days
Core texts (Children will be asked their favourite stories before starting school and incorporate these into our weeks too)	Colour Monster goes to school We're going on a bear hunt The Gruffalo Bumblebear Incredible you Peepo	Room on the Broom The best Diwali Sparks in the sky Where the poppies now grow Stick man The Nativity Barnaby bears magical midnight countdown	All are welcome Handa's Surprise (Africa) How we say I love you (China) Kuwi's first egg (NZ) The can caravan (Travelling community) Can Bears ski?	Three Little pigs Homes around the world Walking through the jungle Happy Easter from the crayons	What the ladybird heard That's not my....books Non-fiction animals Dear zoo The very hungry caterpillar	Bluey beach Commotion in the ocean Sea creature non-fiction Follow every loop and bend
Song and Rhyme focus	Morning songs Song of the day Singing throughout the day	Morning songs Song of the day Singing throughout the day	Morning songs Song of the day Singing throughout the day	Morning songs Song of the day Singing throughout the day	Morning songs Song of the day Singing throughout the day	Morning songs Song of the day Singing throughout the day
Communication and language – pre-school	Listening, attention and understanding I can listen to simple stories and use pictures to help me know what is happening I can understand simple instructions and questions e.g. Where is your hat?	Listening, attention and understanding I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes I can follow simple instructions with up to two key words	Listening, attention and understanding I can answer questions using who, what, when, where I can respond and give my attention when someone speaks to me (using my name helps) I can start to listen to longer stories and join in	Listening, attention and understanding I can follow instructions with two key words accurately I can answer a range of questions. I am starting to understand 'why?' in terms of investigations etc.	Listening, attention and understanding I can respond appropriately when I am spoken to e.g. asked a direct question I know to try and listen when someone else is speaking I can listen carefully to songs, stories and	Listening, attention and understanding I can understand and respond to instructions with: *2 key words- Put on your hat *3 key words- Can you wash dolly's face?

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	(Not yet 'why' questions- what, where, who) I can listen to others talk and start to join in		with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc		rhymes and respond by joining in	I can understand and respond to 'why' questions I can start a conversation and take it in turns to speak
	Speaking I can use the names for a range of familiar objects, people and actions I can use a range of words for time, space, function and description	Speaking I can use talk in my play to help organise e.g. "You sit there.... I will be the mummy" I can link words together in the start of a sentence e.g. more milk	Speaking I can develop my sentences e.g. I have more milk I can express my opinion using short sentences	Speaking I can use some new vocabulary e.g. scientific and story vocabulary I can develop my sentences e.g. can I have more milk? I can express my opinion using more extended sentences	Speaking I can join in with conversation (linked to listening) I can use a sentence of 4- 6 words e.g. Can I have more milk please?	Speaking I can explain, describe, recount and retell I can use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice
Communication and language - Reception	Listening, attention and understanding I can follow a one or two part instruction I enjoy joining in at group times and story times I can talk to others and take it in turns to speak	Listening, attention and understanding I can demonstrate good listening behaviours. I can follow simple instructions (with two or more parts) reliably. I engage in story times. I like to join in with familiar songs and rhymes I can wait and take turns in conversation.	Listening, attention and understanding I can say what I think. I ask questions about what I have heard.	Listening, attention and understanding I can respond to what I have heard by asking questions and saying what I think. I can respond to what others say.	Listening, attention and understanding Make comments about what they have heard and ask questions to clarify understanding I can have a conversation with a friend or teacher Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions. Hold conversation when engaged in back and forth exchanges with their teachers and peers	
	Speaking I can express a point of view I can use talk to share what I think I can use a sentence of 4- 6 words	Speaking I am starting to share my ideas with familiar adults. I can talk to others (adults and children). I use talk to organise my thoughts.	Speaking I can share my ideas with familiar adults. I can engage in stories, rhymes and non-fiction sharing my ideas about them. I can start to use full sentences.	Speaking I can share my ideas in small groups. I can explain events that have already happened in detail. I am starting to use past, present and future tenses.	Speaking Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhyme and poems when appropriate	

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	I can use speech as a way of starting to express myself	I can listen to and talk about stories, rhymes and non-fiction. I can share my ideas using talk as a tool. I can say how I feel using talk as a tool.				Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult
Personal, social and emotional development – pre-school	Self-regulation I can express a range of emotions and start to talk about them, I can share or take turns with the support of an adult, I can identify feelings using words like happy, sad, angry I can follow rules and don't always need adult support, I can talk about my feelings and feelings of others, I can follow basic instructions and the "rules" of the setting, I can play with others cooperatively,					
	Managing self I can explore the setting confidently knowing that a familiar person is close by I can use the toilet with help	Managing self I am becoming outgoing with unfamiliar people in the safe context of the setting I can use the toilet independently	Managing self I am more confident in new social situations and with new people	Managing self I can manage my toileting needs e.g. using the toilet, washing and drying hands	Managing self I am starting to handle new experiences with more confidence	Managing self I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day
	Building relationships I enjoy the company of other children, I can play with others extending and elaborating play ideas, I can talk with others to resolve conflicts and resolve issues (some support needed),					
	Jigsaw Being me in my world	Jigsaw Celebrating difference	Jigsaw Dreams and goals	Jigsaw Healthy me	Jigsaw Relationships	Jigsaw Changing me
	Self-regulation I can talk about feelings (happy, sad, angry) I can choose what I need to complete a goal (short term) I am starting to follow instructions	Self-regulation I can identify a range of different feelings. I can keep on trying when I find something difficult.	Self-regulation I am starting to sit and listen more consistently during adult focus time. I can follow simple instructions. I can say how others are feeling based on their expressions and actions	Self-regulation I can say what I am good at and what I would like to improve I can sit and listen during adult focus time. I can follow instructions with two or more parts.	Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions	
Personal, social and emotional development - Reception	Managing self I am starting to become more confident when	Managing self I am starting to try new activities	Managing self I can keep on trying even when I am finding something difficult.	Managing self I can talk about the school and class rules.	Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	

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	things are new (dealing with the transition) I am showing an awareness of rules and how to behave in the classroom I can toilet myself	I am starting to be aware of rules in the school and classroom. I can dress and undress for Forest School etc. I am starting to know ways to stay healthy.	I can follow the school and class rules.	I can talk about what is right and wrong I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.	Explain the reasons for rules, know right from wrong and try to behave accordingly Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	
	Building relationships I can play with one or more children cooperatively I can start to talk about the way I feel	Building relationships I can play with a small group of children, sharing ideas. I am starting to form good relationships with the familiar adults in my class. I can express and identify my feelings. I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.	Building relationships I can use words to help solve conflicts with others. I can work well with others. I can listen and sharing ideas	Building relationships I can show friendly behaviour in the classroom and around school. I am developing friendships with lots of different people. I can identify how others feel and respond to them appropriately.	Building relationships Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and others needs	
	Jigsaw Being me in my world	Jigsaw Celebrating difference	Jigsaw Dreams and goals	Jigsaw Healthy me	Jigsaw Relationships	Jigsaw Changing me
Physical development – Pre-school	Fine motor I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)	Fine motor I can run, jump and hop I can climb stairs using alternate feet	Fine motor I can start to manage zips, putting on coats etc.	Fine motor I can start to eat using a knife and fork	Fine motor I can use one handed tools confidently	Fine motor I can use a comfortable grip with good control when using pencils
	Gross motor I can climb confidently	Gross motor I can show a preference for a dominant hand	Gross motor I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.		Gross motor I can balance (balance bikes, scooters, climbing) I can skip, hop and stand on one leg	Gross motor I can use large scale muscle movements
Physical development - Reception	Fine motor I show a preference for a dominant hand with a comfortable pencil grip I can draw a picture	Fine motor I can show good pencil control when mark making and drawing.	Fine motor I can sit at a table to write. I can hold my pencil comfortably.	Fine motor I can hold a pencil in a tripod grip. I can use scissors.	Fine motor I can hold a pencil effectively (tripod) I can use a range of tools e.g. scissors I can draw with accuracy	

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	I can use mark-making tools such as paintbrushes, pens and chalk. I can write my name in a way that I can recognise (May be the first few letters only, in capitals or not correctly formed). I can cut straight lines with scissors/snippers. I can draw circles, horizontal/vertical lines. I can use a spoon or fork to eat independently.	I can use cutlery and other one handed equipment.				
	Gross motor I can run and begin to travel with more speed and control. (May not have developed a fluent running style yet). I can stop or attempt to avoid obstacles when running/travelling. I can explore and use climbing equipment, with a little adult support at challenging parts.	Gross motor I can use lots of different ways of moving appropriately. I can climb over, under and through obstacles.	Gross motor I can throw, kick, pass and catch a large ball.	Gross motor I can move and use both large and smaller scale equipment (building blocks etc)	Gross motor I can travel around space and obstacles safely I can show strength, balance and co-ordination in movement I can move in different ways- run, jump, skip, climb	
Phonics – Pre-school				Single sounds set 1 m, a, s, t, d, l, n, p, g, o, c, k, b, u, f, e, l, h, r, j, v, y, w, z, x	Single sounds set 1 m, a, s, t, d, l, n, p, g, o, c, k, b, u, f, e, l, h, r, j, v, y, w, z, x	Begin to read and make CVC words with known sounds
Phonics - Reception	Set 1 sounds CVC words Set 1 red words Children will be assessed half termly using Read Write Inc phonics. Children will be grouped according to	Set 1 sounds Short dictated sentences Set 1 red words	Set 2 sounds Words to do with sound and dictated sentences Set 2 red words	Set 2 sounds Words to do with sound and dictated sentences Set 2 red words	Set 3 sounds Words to do with sound and dictated sentences Set 3 red words	Set 3 sounds Words to do with sound and dictated sentences Set 3 red words

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	attainment and will not be progressed until ready.					
Literacy –Pre-school	Speaking Use the names for a range of familiar objects, people and actions Use a range of words for time, space, function and description Use talk in their play to help organise e.g. “You sit there.... I will be the mummy” Link words together in the start of a sentence e.g. more milk			Speaking Use some new vocabulary e.g. scientific and story vocabulary Develop their sentences e.g. I have more milk Express their opinion using short sentences	Speaking Explain, describe, recount and retell Join in with conversation (linked to listening) Use a sentence of 4-6 words e.g. Can I have more milk please? Use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice	
	Reading Enjoy stories, songs and rhymes Notice print e.g. familiar logos, bus numbers, their name/ first letter Repeat words and phrases a familiar book Join in with some words in familiar songs Start to develop play around favourite stories and props Have an understanding of letters and print e.g. page sequencing, book parts, etc. Start to notice rhyme and can clap syllables Start to join in with familiar stories, rhymes and songs			Reading Sequence events from stories they have heard Hear the sounds in words and start to blend them back together Spot words with the same initial sound Start to use different vocabulary from books in their play	Reading Talk about stories they have heard Retell some familiar stories Use good phonological awareness including oral blending skills, rhyme, alliteration and syllables Join in with familiar rhymes and songs (and some patterned stories) Use some story language or new vocabulary in their play	
	Writing Start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc. Tune into sounds during listening games Show awareness of alliteration Add marks to pictures giving meaning to them Add marks to show my name Demonstrate good gross motor skills in making large marks Tune into the sounds in words- showing understanding Apply some print knowledge to writing e.g. m for mummy Write the first letter of my name			Writing Demonstrate good fine motor control when using tools e.g. scissors, threading, etc. Segment words in the order in which they occur (with support) Change the initial sound to make new words e.g. at-hat, cat, mat, sat Use a wider print knowledge for writing Write some of their name e.g. first two letters	Writing Write some letters with good formation e.g. the letters from my name Orally segment single sound CVC words e.g. c-a-t Say the initial sounds in most words Apply print knowledge to their emergent writing Write their own name	
Literacy – Reception	Comprehension Listen and talk about stories we have read	Comprehension Retell key events in a story	Comprehension Retell key events from stories	Comprehension Recall facts from a non-fiction book	Comprehension Begin to retell stories and narratives in our own words	Comprehension Demonstrate understanding of what has been read by retelling

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	Join in with some familiar rhymes	Start to recall facts from non-fiction Talk about what has happened in a story so far Listen carefully to stories, songs, rhymes and non-fiction	Describe key events in detail	Say what might happen next linked to other similar stories Talk about stories, rhymes, non-fiction and songs	Use new vocabulary in play Predict what might happen next in a story Begin to use and understand recently introduced vocabulary during play	stories and narratives using own words and new vocabulary Anticipate key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
	Word reading Hear and say initial sounds for words Say the sound for some letters Orally segment words Orally blend some words	Word reading Match most set 1 letters and sounds Say the set 1 sounds in CVC words Start to blend sounds together Segment and blend CVC words Read most of the EYFS tricky words Start to read captions	Word reading Match all set 1 single letters and sounds Start to identify some digraphs	Word reading Segment and blend simple words matched to phonics knowledge Read captions Read phonics matched tricky words	Word reading Start to identify more digraphs and trigraphs and use these to segment and blend Begin to read longer captions Begin to fluently read and re-read captions	Word reading Say a sound for each letter and at least 10 digraphs Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
	Writing Letter formation Begin by writing some letters in their name to write it all independently Say the initial sounds in most words Write some initial sounds	Writing Write some lower case letters correctly Identify known letters to match initial sounds Match set 1 letters and sounds Write CVC words and labels Write simple labels	Writing Write most lower case letters correctly and begin to recognise and use upper case letters Begin to use a correct tri-pod grip Match set 1 letters to the sounds Spell some common exception words Begin to write a short caption Begin to use finger spaces	Writing Write some upper case letters correctly Use a tri-pod grip Match set 1 letters and sounds and some set 2 Spell some Common exception words Write simple captions Start to use finger spaces between the words	Writing Write the lower and upper versions of letters Segment words and begin to spell some correctly Begin to write simple phrases and sentences they can read back	Writing Write letters which are mostly well formed Spell words by Identifying sounds in them and represent the sounds with a letter or letters Write simple phrases and sentences that can be read by themselves and others

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Mathematics – Pre-school	Number 1, 2, 3, 4 Number songs More, less, same Explore and build with shape Explore repeats Hear and say number names Begin to order number names I see 1, 2, 3 Join in with repeats Explore position and space		Number 5, 6, 7, 8 Number songs Show me 1, 2, 3 Move and label 1, 2, 3 Explore position and routes Explore own first patterns Take and give 1, 2, 3 Match, talk, push, pull Talk about dots Compare and sort collections		Number 9, 10 and beyond Number songs Lead on own repeats Starting to puzzle Making patterns together Make games and actions Show me 5 My own pattern Stop at 1, 2, 3, 4, 5 Match, sort, compare	
Mathematics - Reception	Number Numbers to 5 Comparing groups within 5	Number Number bonds within 5 Change within 5	Number Numbers to 10 Comparing numbers within 10 Addition to 10	Number Number bonds to 10 Subtraction	Number Counting on and back Numbers to 20	Number Numbers to 20
	Numerical patterns 3D shape	Numerical patterns 2D shape Spatial awareness	Numerical patterns Measure (length, height and weight)	Numerical patterns Exploring patterns	Numerical patterns Numerical patterns (eg. Doubles) Shape	Numerical patterns Measure (volume and capacity) Sorting Time
Understanding the world – pre-school	Past and present Start to show who they are with preferences Talk about themselves and immediate family		Past and present Talk about some of the ways they have changed over their life		Past and present Talk about some of their own and their family's history (grandparents, parents, etc.)	
	People, culture and communities Start to notice differences between people Talk about different occupations and job roles		People, culture and communities Name other countries in the world Be positive about the differences between people		People, culture and communities Talk about the differences I have seen in people, countries and communities	
	The natural world Explore natural and man-made materials Talk about natural materials using a wide vocabulary linked to all the senses		The natural world Show care for the environment and plant and care for plants		The natural world Talk about the key features of life cycles using key vocabulary Talk about the world around us observing animals and plants	
Understanding the World - Reception	Past and present Talk about different jobs people do and people in the community Name some members of their family and talk about them		Past and present Talk about changes that have happened within their family's lifetime Talk about the past and what it was like Talk about what they have heard and spotted in stories and picture books and how this is different/the same		Past and present Talk about the lives of people around them and their role in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	

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	Talk about changes that have happened throughout their lives Become more aware of the past, making links to themselves and own family and how it has changed Talk about what they can see in pictures of the past		Understand the past through settings, characters and events encountered in books and storytelling
	People, culture and communities Make detailed observations of the world around them thinking about and using their senses Start to explore the natural world Talk about how different people celebrate Start to use stories and pictures to talk about differences in life in other countries	People, culture and communities Explore and talk about the natural world using what they know from books. Draw information from a simple map. Talk about some special places for people in our and other communities. Start to talk about the differences in lives in other countries.	People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps
	The natural world Show understanding that we need to care for living things Use senses to explore natural materials and describe what they observe Describe what they can see, hear and feel outside. Talk about the area they live in, including the weather etc. Talk about forces they feel e.g. push, pull etc. Talk about the differences in materials.	The natural world Describe animals and plants (both from photos and real-life experiences). Describe their own environment and local area. Describe another environment e.g. Jungle, Arctic etc. Talk about the weather linked to seasonal change. Talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)	The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Expressive art and design – Pre-school	Creating with materials Explore art materials for large and small scale art e.g. drawing, paint, sculpture Use different art materials and start to refine ways of creating art	Creating with materials Use self- chosen materials to create my own ideas	Creating with materials Use a range of art materials, joining and colour mixing purposefully and freely
	Music Enjoy joining in with songs, rhymes and music Make rhythmic sounds e.g. banging a drum Remember and sing a range of familiar songs	Music Sing own created songs and follow pitch, melody and tone	Music Sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm

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	Explore the different sounds musical instruments make	Play musical instruments with greater control and purpose	
	Being imaginative and expressive Express ideas through play, particularly pretend play Engage in simple pretend play, using some objects to represent others	Being imaginative and expressive Create more complex small world set ups to adapt and create stories	Being imaginative and expressive Start to develop own stories linked to what they know through role & small world play
Expressive art and design - Reception	Creating with materials Start to join materials together Explore art materials and colour mixing freely Develop own ideas for art and start to talk about them (with adult support) Start to develop own stories linked to what they know through role & small world play Use various tools for artwork and design e.g. playdough tools. Select own art and design materials to create with. Explore art materials and colour mixing freely. Tell others what their artwork is and identify key parts Start to recreate familiar stories (with adult support).	Creating with materials Use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) Be able to combine different techniques e.g. collage, paint, crayon, clay to create art. Talk about their artwork or designs- linked to some of the materials/ techniques used. Use materials and props to retell stories and create imaginary situations linked to what they know	Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations explaining the processes they have used Make use of props and materials when role playing characters in narratives and stories
	Being imaginative and expressive Use imagination in play to help role play and create small world set ups. Remember most of a song to sing and make up my own "silly" songs Remember and sing songs Start to match the melody and pitch of others Rerecount and retell familiar stories with friends and adults (small world/ role play). Role play imaginary scenarios linked to experiences. Know some popular songs and can sing them supported by an adult. Listen and respond to sounds. Sing with others and supported by an adult.	Being imaginative and expressive Adapt well known stories and narratives and small world/ role play them with others. Use what they know and have read to help create own stories. Sing well known songs in a group or alone and match the pitch and melody. Listen carefully to music and start to move to it. Join in with singing and dancing.	Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well known nursery rhymes and songs Perform songs, rhymes, poems and stories with others and try to move in time to music
Religious education	Daily collective worship and prayers	Daily collective worship and prayers	Daily collective worship and prayers
	Why is the word God so important to Christians?	Why do Christians perform Nativity plays at Christmas?	Why do some Christians put a Cross in an Easter garden?
	Being special – where do we belong?	Which places are special and why?	What stories are special and why?

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Assessment – Pre-school	Baseline assessment at 3+ on insight Tapestry	Insight updates Tapestry	Insight updates Tapestry	Insight updates Tapestry	Insight updates Tapestry	Insight updates Tapestry Reports for children moving up to Primary
Assessment - Reception	Baseline Phonics assessments Insight updates	Objectives against ELG Phonics assessments Insight updates	Phonics assessments Insight updates	Objectives against ELG Phonics assessments Insight updates	Phonics assessments Insight updates	Objectives against ELG Phonics assessments Insight updates Reports sent to parents