

	Autumn Term		Spring Term		Summer Term		Links to Year 1
Literacy	<p>Nursery Skills:</p> <p>Understand the key concepts about print:</p> <p>print has meaning</p> <p>print can have different purposes</p> <p>page sequencing</p> <p>we read from left to right & from top to bottom</p>	<p>Reception Skills:</p> <p>Read individual letters by saying the sounds</p> <p>Spell words by identifying the sounds & recording in order Read a few common exception words</p> <p>Hear initial & end sounds</p> <p>Draw & label pictures</p> <p>Begin to write simple captions</p> <p>Oral retelling</p> <p>Mark making</p> <p>Name writing</p> <p>Basic letter formation</p> <p>Tell an adult what we have written</p> <p>Recall key events in stories</p> <p>Recount events from their lives and in stories</p>	<p>Nursery Skills:</p> <p>Understand the key concepts about print:</p> <p>- the names of the different parts of a book.</p> <p>Develop their phonological awareness, so that they can:</p> <p>Spot and suggest rhymes</p> <p>Count or clap syllables in a word</p> <p>Use some print in their early writing</p>	<p>Reception Skills:</p> <p>Blend sounds into words, read short words</p> <p>Read simple phrases & sentences made up of words with known letter-sound correspondences &, some exception words.</p> <p>Re-read books to build up their confidence in word reading, fluency, understanding & enjoyment.</p> <p>Record sounds in order to write phonetically plausible words.</p> <p>Be aware of finger spaces, capital letters & full stops.</p> <p>Begin to write simple phrases/ sentences Reading back what we have written</p> <p>Begin to show understanding of what we read</p>	<p>Nursery Skills:</p> <p>Engage in extended conversations about stories and learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can:</p> <p>Recognise words with the same initial sound, i.e. money and mother</p> <p>Use some of their print and letter knowledge in their writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p>	<p>Reception Skills:</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter & full stop</p> <p>Form lower-case & capital letters correctly</p> <p>Re-read what is written to check that it makes sense.</p> <p>Blend & segment words to read phonetically plausible sentences</p> <p>Begin to use question marks & exclamation marks</p> <p>Show clear and confident understanding of what they have read</p> <p>Spelling HF words correctly</p> <p>Describing characters and events in stories in detail</p>	<p>Handwriting and letter formation</p> <p>Spell words using the known grapheme and phoneme correspondences (where applicable, alternative sounds for graphemes).</p> <p>Spell common exception words</p> <p>Saying sentences aloud and composing orally. Re-read</p> <p>Conventions of a sentence</p> <p>Engage in extended conversations about stories.</p>
	<p>Nursery Knowledge:</p> <p>Know some stories - familiar and well loved</p>	<p>Reception Knowledge:</p> <p>Letter sounds s, a, t, i, p, n, m, d, g, o, c, k, e, u, r, h, b, f, l, j, v, w, x, y, z</p> <p>Digraphs: ck, ll, ff, ss, zz, qu, ch, sh, th, ng, nk</p> <p>Tricky words: is, l, to, the, no, go, into, as, and, has, his, her, he, she, we, me, be, of, put, pull, full, push</p> <p>Orally segment cvc words with the sounds taught Concept of print</p>	<p>Nursery Knowledge:</p> <p>Rhyme is when words sound the same at the end</p> <p>Break words into syllables - clap them out play games</p>	<p>Reception Knowledge:</p> <p>Digraph/ trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure</p> <p>Tricky words: was, my, you, her, they, my, by, all, are, sure, pure</p> <p>Words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words</p> <p>Capital letter, finger spaces, full stops</p>	<p>Nursery Knowledge:</p> <p>That words can be broken down into sounds</p> <p>The letters that spell their name</p>	<p>Reception Knowledge:</p> <p>Tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what, love, here, says, there, today</p> <p>Short & long vowels with adjacent consonants</p> <p>Longer words & compound words</p> <p>Words ending in suffixes</p> <p>Capital letter, finger space, full stop</p> <p>Question and exclamation marks</p>	<p>Engage in non-fiction text - learn and use new vocabulary</p> <p>Read accurately by blending sounds</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge.</p>

	Vocab: Book, story favourite,	Vocab: phoneme/sound letter rhyme label caption, read, write, list, label, story, next, capital letter, book. Book related vocab	Vocab: Rhyme, syllables, front cover, back, title	Vocab: finger space, full stop, capital letter, digraph, trigraph, character, blend, segment. Book related vocabulary	Vocab: listen, hear, sound, first sound	Vocab: question mark exclamation mark, digraph, trigraph, understand, describe, time adverbials, poster Book related vocab	
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