



Reception – Literacy

	Autumn	Spring	Summer
	Core Content		
Early Learning Goal	Comprehension	Word Reading	Writing
	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet 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. 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
Topic	Who am I and where do I live? Let's celebrate!	Around the World Watch me grow!	A journey through time... We're all going on a Summer holiday!



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<p>End Points</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Develop love of books, stories and poems. • Learn to handle books with care. • Recognise parts of a book- cover, title, author, page. • Join in with shared books, repeated refrains. • Make predictions. • Develop L-R directionality. • Develop awareness of print in environment. • Begin to re-tell familiar stories. • Dictate and draw to show response to stories and books. • Retell stories using puppets. <p>Word Reading</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds: a i m s t n o p b c g h d e f v k l r u j w z x y • Blend sounds into words, so that they can read CVC words. • Read high frequency words: is, a, the, I, for, of, are, was, all. <p>Writing</p> <ul style="list-style-type: none"> • Write individual letters by saying the sounds for them. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write CVC words. • Form most lower-case letters correctly. • Write their own name. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Differentiate fiction + non-fiction. • Parts of a book- blurb, illustrator, spine and contents. • Suggest how stories might end. • Identify rhyming words and continue rhyming strings. • Express preferences about books. • Sequence + retell stories. • Learn stories off by heart and retell orally. • Comprehension questions. • Begin to show some understanding of features of genre e.g. a list. <p>Word Reading</p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them: ff ll ss zz ch sh th ck ng tch, q-u. • Blend sounds into words to read vcc, cvcc, ccvc, ccvcc and cvccc words. • Begin to recognise capital letters. • Add to their repertoire of high frequency words: there, what, come, to, these, where, who. <p>Writing</p> <ul style="list-style-type: none"> • Orally rehearse then write sentence with finger spaces. • Label drawings independently. • Write from memory some high frequency words. • Begin to make phonetic attempts at unfamiliar words. • Write simple instructions for others. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Retell stories and narratives using their own words and recently introduced vocabulary. • Verbally answer comprehension questions. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. • Retell known stories using puppets and small world figures. <p>Word Reading</p> <ul style="list-style-type: none"> • Read books appropriate to their phonic ability independently. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Read all Reception high frequency words: is, a, the, I, for, of, are, was, all, there, what, come, to, these, where, who. • Spell words by identifying the sounds and then writing the sound with letter/s. <p>Writing</p> <ul style="list-style-type: none"> • Orally rehearse then write sentence with capital letters, finger spaces and full stops. • Spell words by identifying the sounds and then writing the sound with letter/s. • Reread their own writing as they write and make changes to make it makes sense. • Read their writing aloud to small and larger groups. • Form lower-case and capital letters correctly. • Use writing to record in the areas of learning. • Explore writing purposes – postcards, tickets, invitations.
<p>Vocab</p>	<p>Book, cover, title, author, page, fiction, non-fiction, poetry, rhyme, story, re-tell, letter, blend, sound, segment, lower-case, develop, read, write.</p>	<p>Fiction, non-fiction, poetry, blurb, illustrator, spine, contents, rhyme, setting, character, prefer, story map, capital letter, instructions.</p>	<p>Fiction, non-fiction, poetry, question, predict, vocabulary, capital letter, lower-case letter, postcards, tickets, invitations, reread.</p>

Weekly Overview (phonics and reading)

Autumn	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12	Week 13-14	Week 15-16
Review	Baseline	Content from previously taught units based on formative assessment using Lessons 2, 3, 4						




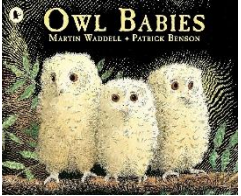
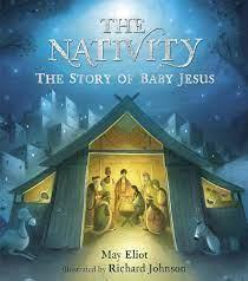

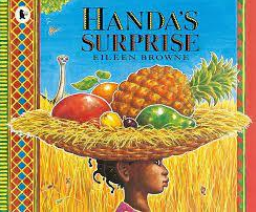
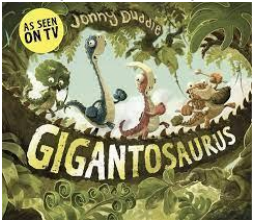



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New		Unit 1 Lessons 1, 4	Unit 2 Lessons 1, 4	Unit 3 Lessons 1, 4	Unit 4 Lessons 1, 4	Unit 5 Lessons 1, 4	Unit 6 Lessons 1, 4	Unit 7 Lessons 1/5, 4
Reading and Writing in Connected Text			Unit 1 Decodable texts	Unit 2 Decodable texts	Unit 3 Decodable texts	Unit 4 Decodable texts	Unit 5 Decodable texts	Unit 6 Decodable texts
					Code up to Unit 2 Lesson 4a Dictation	Code up to Unit 3 Lesson 4a Dictation	Code up to Unit 4 Lesson 4a Dictation	Code up to Unit 5 Lesson 4a Dictation
Spring	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12		
Review	Content from previously taught units based on formative assessment							
New	Unit 8 Lessons 1/5, 4	Unit 9 Lessons 1/5, 4	Unit 10 Lessons 1/5, 4	Unit 11 Lessons 1/5, 4	Unit 11 Lessons 1/5, 4	Unit 11 Lessons 1/5, 4	Unit 11 Lessons 1/5, 4	Unit 11 Lessons 1/5, 4
Reading and Writing in Connected Text	Unit 7 Decodable texts	Unit 8 Decodable texts	Unit 9 Decodable texts	Unit 10 Decodable texts	Unit 11 Decodable texts	Unit 11 Decodable texts	Unit 11 Decodable texts	Unit 11 Decodable texts
	Code up to Unit 6 Lesson 4a Dictation	Code up to Unit 7 Lesson 4a Dictation	Code up to Unit 8 Lesson 4a Dictation	Code up to Unit 9 Lesson 4a Dictation	Code up to Unit 10 Lesson 4a Dictation	Code up to Unit 10 Lesson 4a Dictation	Code up to Unit 11 Lesson 4a Dictation	Code up to Unit 11 Lesson 4a Dictation
Spring	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12		
Review	Content from previously taught units based on formative assessment							
New	Bridging Unit							
Reading and Writing in Connected Text	Review knowledge from previous units using formative assessment Decodable texts Lesson 4a Dictation							

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Who am I and where do I live?	Let's celebrate!	Around the World	Watch me grow!	A journey through time...	We're all going on a Summer holiday!



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Core Texts (Talk4Writing)</p>	<p>The Colour Monster (feelings)</p>  <p>Owl Babies (Autumn/being brave)</p> 	<p>In My Mosque (other religious communities – acceptance and tolerance)</p>  <p>The Nativity (Christmas)</p> 	<p>One Snowy Night (Winter)</p>  <p>Handa's Surprise (Africa)</p> 	<p>The Ugly Duckling (traditional tales/growing)</p>  <p>The Little Red Hen (traditional tales/growing)</p> 	<p>Gigantosaurus (dinosaurs)</p>  <p>Darlington to Stockton Railway (local history)</p> 	<p>Somebody Swallowed Stanley (plastic pollution)</p>  <p>We're Going on a Bear Hunt (journeys)</p> <p><i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury</p>  <p>We're going to find a Monster (journeys)</p> 
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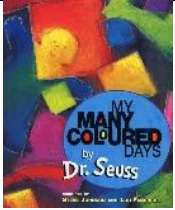
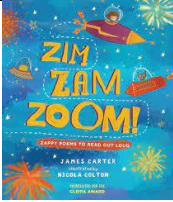
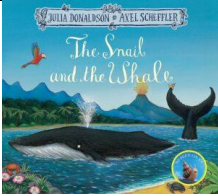
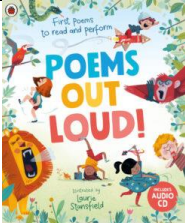
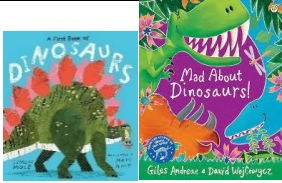
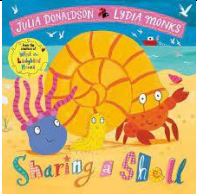


Reception – Literacy

<p>Other Texts</p>					
<p>Non-Fiction</p>					



Reception – Literacy

Poetry						
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Preparation for Year 1:

Reading	Writing
<ul style="list-style-type: none"> Verbally answer simple comprehension questions. Make simple predictions and anticipate events. Retell known stories and narratives. Read books appropriate to their phonic ability independently. Re-read these books to build up their confidence in word reading. Recognise Reception high frequency words: is, a, the, I, for, of, are, was, all, there, what, come, to, these, where, who. Spell words by identifying the sounds and then writing the sound with letter/s. Read simple sentence. Understand the purpose of finger spaces, capital letters and full stops. 	<ul style="list-style-type: none"> Orally rehearse then write simple sentence with capital letters, finger spaces and full stops. Spell words by identifying the sounds and then writing the sound with letter/s. Reread their own writing as they write and make changes to make it makes sense. Form lower-case and capital letters correctly