



Curriculum Overview for Literacy in Reception

Confident Curious and Creative

Literacy	Autumn 1 - Marvellous Me!	Autumn 2 - Dark and Light - Space	Spring 1 - Winter Wonderland	Spring 2 - The Great Outdoors	Summer 1 - Animal Kingdom	Summer 2 - Under the Sea & Pirates
	Possible Themes, Texts, Genres					
	Texts in Red from Pie Corbett Reading Spine and used or Talk For Writing					
	<p>Talk for writing - Nursery Rhymes</p> <p>Room on the Broom Bonfire night story Owl Babies Hats of Faith Little Red Hen</p>	<p>Talk for writing - Crackle, Spit, Pop (Poetry)</p> <p>Lists, labels and captions Whatever Next Rocket Rocket Zoom Aliens Love Underpants Beegu Zoom to the Moon</p>	<p>Talk for writing - Information report about Arctic/winter animals (Non Fiction)</p> <p>The Gruffalo A fruit is a suitcase for seeds The Bad Tempered Ladybird Jack Frost Stickman</p>	<p>Talk for writing - Recount Trip to Farm/Beach</p> <p>The booktime first poems - Julie Crebbin We're going on a bear hunt Three Little Pigs The Very Hungry Caterpillar Three Billy Goats Gruff Jack and the Beanstalk The Tiny Seed Olivers Vegetables</p>	<p>Talk for writing - Instructions</p> <p>Croc and Bird Rumble in the Jungle Handa's Surprise Giraffes Can't Dance Little People Big Dreams - David Attenborough Dear Zoo Goldilocks & The Three Bears</p>	<p>Talk for writing - Commotion in the Ocean - (Rhymes)</p> <p>Sea Creatures information (non fiction) The Rainbow Fish Sharing a Shell Tiddler Somebody Swallowed Stanley Mr Gumpys Outing</p>
	<p>Comprehension</p> <p>Listen and enjoy sharing a range of books</p> <p>Hold a book correctly, handles with care Know that a book has a beginning and an end and can hold the book the right way</p> <p>Know that text in English is read top to bottom and left to right Know the difference between text and illustrations</p> <p>Recognise some familiar words in print, eg own name or advertising logos Enjoy joining in with rhyme, songs and poems</p> <p>Explain in simple terms what is happening in a</p>	<p>Comprehension</p> <p>Children will engage and enjoy an increasing range of books.</p> <p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and nonrhyming stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>I know how to make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>I know how to sequence two events from a familiar story,</p>	<p>Comprehension</p> <p>Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play)</p>	<p>Comprehension</p> <p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books. Innovate a well known story with support</p>	<p>Comprehension</p> <p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Blank level 4 questions.</p> <p>Play influenced by experience of books - gestures and actions used to</p>	<p>Comprehension</p> <p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a storybook.</p>

Writing

<p>picture and in a familiar story</p> <p>Complete a repeated refrain in a familiar rhyme , story or poem benign read aloud</p> <p>Word Reading Hear general sound discrimination and able to orally blend and segment (then moving on to blend VC and CVC words with letters learnt)</p>	<p>using puppets, pictures from book or role-play</p> <p>Word Reading Children will begin to read captions and sentences.</p>	<p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p>	<p>Word Reading Children will read words containing tricky words and digraphs,</p>	<p>Word Reading Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading Children will read books matched to their phonics ability.</p>
<p>Phonics Development</p> <p>Phase 2</p> <p>Know grapheme phoneme correspondence for 19 letters.</p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling.</p> <p>Know high-frequency (tricky words/words for life) - the, to, no, go, l</p>	<p>Phonics Development</p> <p>Phase 2</p> <p>Continue to consolidate learning.</p> <p>Recognise digaphs ck and consonant endings ff ll ss</p> <p>Consoidate tricky words the, to, no, go, l</p> <p>Blend and segment known sounds for reading and spelling.</p> <p>Write a caption using graphemes learnt.</p>	<p>Phonics Development</p> <p>Phase 2/3</p> <p>Consolidate Phase 2 and begin phase 3.</p> <p>Know the remaining grapheme-phoneme correspondence for j, v, w, x, z, zz, qu.</p> <p>Know the 4 consonant digraphs - sh, th, ch, ng</p> <p>Know the vowel digraphs ai ee oa</p> <p>Know trigraph igh</p> <p>Know tricky words he, she, we, be, me, was, my, you, they, her, all, are, like</p> <p>Write graphemes and digraphs when they hear them, using a sound mat or the phonics display for support if needed.</p>	<p>Phonics Development</p> <p>Phase 3</p> <p>Consolidate phase 2 and 3 skills.</p> <p>Know trigraphs ear, ure, air.</p> <p>Know vowel digraphs oo oo ar or ur ow oi</p> <p>Read tricky words said, when, have, one, come, do, so, were, some, there, out, little, what</p> <p>Write two syllable words and captions using graphemes learnt</p> <p>Understand that some words are real but some are pseudo (unreal)</p> <p>Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>Phonics Development</p> <p>Phase 3</p> <p>Consolidate phase 2 and 3 skills as required</p> <p>Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>Phonics Development</p> <p>Phase 3</p> <p>Consolidate phase 2 and 3 skills</p> <p>Write more graphemes from memory and write simple sentences using phonic knowledge.</p> <p>Read and write from memory all tricky words learnt.</p> <p>Spell phonetically regular words of more than one syllable. eg postman, lipstick, forget.</p>
<p>Emergent Writing Development</p>	<p>Emergent Writing Development Use appropriate letters for initial sounds</p>	<p>Emergent Writing Development Use appropriate letters for initial sounds</p>	<p>Emergent Writing Development Build words using known letter-sound</p>	<p>Emergent Writing Development</p>	<p>Emergent Writing Development Show awareness of the different audience of writing</p>

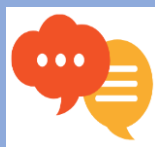
	<p>Develop listening and speaking skills in a range of contexts</p> <p>Aware that writing communicates meaning</p> <p>Give meaning to marks they make</p> <p>Understand that thoughts can be written down</p> <p>Write their name copying it from a name card or try to write it from memory</p>	<p>Copies adult writing behaviour eg. writing on a whiteboard, writing messages</p> <p>Makes marks and drawings using increasing control</p> <p>Knows there is a sound/symbols relationship</p> <p>Use some recognisable letters and own symbols</p> <p>Write letters and strings, sometimes in clusters like words</p> <p>Orally spell VC and CVC words by identifying the sounds. Writes own name.</p>	<p>Children will write words representing the sounds with a letter/letters.</p> <p>Spell to write VC and CVC words independently using Phase 2 graphemes.</p>	<p>correspondences in own writing</p> <p>Children will write labels/[phrases representing the sounds with a letter/letters.</p> <p>Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p>	<p>Continue to build on knowledge of letters sounds to build words in writing</p> <p>Using writing in play</p> <p>Use familiar words in their writing</p> <p>Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p>	<p>Write short sentences with words with knowledge letter-sound correspondences sometimes using a capital letter and full stop</p>
	<p>Compositional Skills</p> <p>Use talk to organise describe events and experiences</p>	<p>Compositional Skills</p> <p>use talk to link ideas, clarify thinking and feelings</p> <p>Understand that thoughts and stories can be written down</p>	<p>Compositional Skills</p> <p>Orally compose a simple sentence using colourful semantic prompts and hold it in memory before attempting to write it down</p>	<p>Compositional Skills</p> <p>Orally compose a simple sentence/.caption and hold it in memory before attempting to write it</p>	<p>Compositional Skills</p> <p>Write a simple sentence/caption which may include a full stop</p>	<p>Compositional Skills</p> <p>Write a simple narrative in short sentences with known letter-sound correspondences.</p> <p>May include a capital letter and full stop.</p>
	<p>Handwriting Development</p> <p>Know that print carries meaning and is read from left to right</p> <p>Draws lines and circles</p> <p>Knows about handwriting lines - <i>broken lines, solid lines</i></p>	<p>Handwriting Development</p> <p>Form letters from their name correctly using the handwriting lines</p> <p>Recognise that after a word there is a space</p>	<p>Handwriting Development</p> <p>Shows a dominant hand</p> <p>Writes from left to right and top to bottom</p> <p>Begin to form some recognisable letters</p>	<p>Handwriting Development</p> <p>Holds a pencil effectively to form recognisable letters</p> <p>Knows how to form clear ascenders and descenders</p>	<p>Handwriting Development</p> <p>Form most lower case letters correctly starting from and finishing in the right place, going the right way around and correctly orientated.</p> <p>Include spaces between words</p>	<p>Handwriting Development</p> <p>Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly</p>
<p>YEAR 1 EXPECTATIONS</p> <p>The Reception year provides the foundation for many skills the children will build upon in Year 1.</p>	<p>Phonics Phase 4</p> <p>Composition</p> <p>Understand what a sentence is and recognise sentences in my own writing</p> <p>Say sentences out loud and orally before writing them down</p>	<p>Phonics Phase 5</p> <p>Genres Covered</p> <p>Instructional - Recipes</p> <p>Narrative - Fairy tale</p> <p>Informative - Fact File</p>	<p>Phonics Phase 5</p> <p>Vocabulary, grammar and punctuation</p> <p>Know the job of a capital letter and a full stop and use them accurately to make a sentence</p>	<p>Phonics Phase 5</p> <p>Vocabulary, grammar and punctuation</p> <p>Understand that nouns are objects, people and places</p> <p>Use capital letters for proper nouns, people, places, days of the week and I</p>	<p>Phonics Phase 5</p> <p>Vocabulary, grammar and punctuation</p> <p>Use talk to organise events and experiences</p> <p>Write in past tense and use simple past tense verbs</p> <p>Write in the present tense</p>	<p>Phonics Phase 5/Jane Considine Spelling</p> <p>Reading Summary</p> <p>Make simple inferences about the characters and about events</p> <p>Predict what might happen next from repetitive phrases</p>

	<p>Create a sequence of sentences to create their own text</p> <p>Re-read sentences carefully to spot any mistakes</p> <p>Identify mistakes in their sentences when they are orally read to them</p> <p>Discuss what they have written to an adult and a peer</p>		<p>Create question sentences and use a question mark to punctuate it correctly</p> <p>mark statement and commence sentences with an exclamation mark</p> <p>Identify a statement, question command and exclamation sentence by its punctuation</p>	<p>Understand the job of an adjective and start to identify them in sentences</p> <p>Begin to use adjectives to create simple noun phrases</p>	<p>To be able to use the conjunctions 'and' 'but' and 'because' to create compound sentences</p> <p>Discuss word meaning of new words</p>	<p>and/or from what has already been read</p> <p>Discuss the significance of the title</p> <p>Identify the events/points from the text</p> <p>Explain what has just been read to them orally</p> <p>Answer simple retrieval questions by finding the information in non-fiction and fiction texts</p>
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Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Communication and Language



Children will have a daily story time (3 a day) and phonics session.

Adults model and repeat back correctly, grammatically and will encourage those high quality interactions between children and adults.

Talk for writing actions.

Questions are appropriately pitched to each child's ability using blank levels (L3/4 expected).

Talk Boost (Jan)

Colourful semantics used to support composing sentences as a universal offer.

Weekly PSHE sessions, weekend news, show and tell (from January)

Listening Skills (6)

Listen to the opinion of others when in a small group.

Attention Skills

Can sit for a short carpet teaching time.

Respond Skills

Engage in story times.

Join in with repeated refrains and anticipate key events in stories or rhymes.

Respond appropriately to the tambourine (stop, show me your fingers and look at me to show me you are listening)

Understanding

Follow 1 step instructions eg get your book bag

Understands simple who, what and where questions.

Speaking

Uses sentences of 4-6 words

Sing a large repertoire of songs eg nursery rhymes or number songs.

Begin so use social phrases - eg Good morning!

Use talk to organise themselves and their play.

Children will talk in front of small groups and their

Listening Skills (6)

Listens in familiar and new situations.

Engages in stories that are familiar and new with interest and enjoyment.

Attention Skills

Understands that maintaining attention in new situations (eg Celebration Assembly, PE) is important and understanding 'Ready to learn' means paying attention.

Shift attention when required eg when given a clear prompt 'name'

Respond Skills

Make relevant comments when listening to a story and can answer 'why' questions.

Asks questions to find out more and to check they understand what has been said to them.

Respond to others appropriately in play.

Engage in story times.

Engage in non-fiction books.

Understanding Skills

Can follow instructions with 2 parts in familiar situations.

Speaking Skills

Listening Skills (7)

Listen attentively in a range of situations and know how to listen carefully, eg. understand 'good looking' then they can think about what the person is saying.

Attention Skills

Maintains attention, concentrates and sits quietly during appropriate activity for a short time when listening to others.

Respond Skills

Makes predictions about what might happen next in a story next or story endings in response to texts read.

Engage in non-fiction books.

Link events in a story to their own experiences. Introduce a storyline into their play.

Understanding Skills

Consider the listener and takes turns to listen and speak in different contexts.

Speaking Skills

Use talk to pretend objects stand for something else in play.

Demonstrate use of past tense verbs, such as 'ran' or 'fell' but may still get confused. Offer explanations for why things happen.

Listening Skills (7)

Conversations reflect basic 'back and forth' interaction. (8)

Understand why listening is important.

Attention Skills

Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.

Respond Skills

Keep going in response to the ideas of others and engage in conversation relevant to their play theme.

Use talk to help them work out problems and organise thinking and activities.

Explain how things work and what they think may happen.

Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Understanding Skills

Ask questions to clarify understanding of a text or task.

Ask questions to find out more and check understanding.

Speaking Skills

Children will engage in non-fiction books and to use new

Listening Skills (8)

Listen to and understand instructions about what they are doing, whilst busy in another task.

Attention Skills

Listen and continue with an activity for a short time.

Respond Skills

Keep play going in response to the ideas of others and engage in conversation relevant to the play theme.

Ask and answer 'how' and 'why' questions about their experiences and 'what could we do next' questions.

Understanding Skills

Carry out a series of 3 directions.

Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play.

Understand 'how' 'why' and 'where' questions.

Speaking Skills

Recount an event in the correct order and some detail.

Give some details that they know are important and will influence the listener, eg George fell over that stone, Stanley didn't push him.

Listening Skills (moving towards 9)

Listens attentively with sustained concentration to follow a story without pictures of prompts.

Listens attentively and responds to what they hear with relevant questions, comments or actions.

Attention Skills

Attends to others in play, play cooperatively and can pretend to be someone else talking.

Games can be quite elaborate and detailed.

Respond Skills

Makes comments about what they have heard and ask questions to clarify thinking.

Respond by asking if unsure and uses words specifically to make meaning clear eg 'I didn't want my yellow gloves; I wanted the spotty ones that match my hat.'

Speaking Skills

Articulate and create an imaginary story of their own in play or in writing.

Speak clearly in well formed sentences of 8 words or more in length with some detail eg 'I made a big round pizza with tomato, chees and ham on top.'

teacher offering their own ideas.

Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns.

Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a past simple event eg. how they hurt themselves at playtime.

Recognise words that rhyme or sound similar eg 'cat and hat'.

Develop social phrases - 'Good morning, how are you?'

Recount events that happen in their day.

vocabulary in different contexts.

Use talk to clarify thinking, connect ideas and share thinking with others.

Articulate their ideas and thought in well formed sentences.

Retell/create own stories for teaching scribing.

Use simple conjunctions 'and' or 'because'.

Use talk to help work out problems and organise thinking and activities.

Express ideas about feelings and experiences.

Articulate their ideas in a sentences.

Show that they can use language to reason and persuade eg 'Can I go outside because it's stopped raining?'

Use new vocabulary in new contexts.

Use past, present and future tenses in conversation with peers and adults.

Use conjunctions to extend and articulate their ideas, join phases with words such as 'if' 'because' 'so' 'could' eg 'I can have a biscuit if I eat all my dinner.'