

Literacy			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>All About Me</p> <ul style="list-style-type: none"> • During daily story times children will be introduced to the five concepts of print: - print has meaning - print can have different purposes. We read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing. • Through the core texts children will be encouraged to describe the setting, events and characters of the story. • Through role play areas and story whoosh's children will re-enact and reinvent stories. • Through daily phonics inputs children will practise hearing initial sounds, segmenting and blending CVC words. • Children will continue to build on their segmenting and blending skills during individual and guided reading. • Each week the children will be introduced to new common exception words and understand that some can be read using their sounds and some need to be memorised. • Children practise writing their name daily through morning work and labelling work during provision. 	<p>Celebrations</p> <ul style="list-style-type: none"> • During daily story times, children will be introduced to the five concepts of print: - print has meaning - print can have different purposes. We read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing. • Through the core texts, children will be encouraged to describe the setting, events and characters of the story. • Through daily phonics inputs, children will practise hearing initial sounds, segmenting and blending CVC words and writing simple sentences. Phonics phase 1-4 will run, dependent on the children's needs and abilities ascertained through assessment. • Children will continue to build on their segmenting and blending skills during individual and guided reading. • Each week, the children will be introduced to new common exception words and understand that some can be read using their 	<p>Traditional Tales</p> <ul style="list-style-type: none"> • Opportunities to write their own story maps, posters and write short sentences forming lowercase and capital letters correctly. This will be linked to the core texts to allow children to begin to understand writing for a purpose. • Using the tales toolkit, children will have the opportunity to retell stories and create new stories considering characters, settings and events that happen. • Children will have opportunities to ask and answer questions when hot seating as a pig or a wolf. • Opportunities to label and write sentences related to the core texts. Children will continue to use sound mats to segment words to spell. • Through shared writing and then independent writing, children will increase their understanding of lower-case and capital letters, full stops and finger spaces to ensure that they can re-read their sentence to check for sense. • Phase 1-4 phonics groups. Daily sessions writing new sounds, c-v-c words, high 	<p>Animals</p> <ul style="list-style-type: none"> • A focus on common exception words will support children's overall reading skills and fluency. Children will develop their recognition of these words through the use of a word wall, opportunities to read and write using word banks and in phonics. • Children will continue to progress through the appropriate phase group in phonics increasing their phonological awareness, from phase 1-5. Children in Phase 3 will learn 10+ digraphs. • In writing, children will be encouraged to extend their sentences and use full stops, capital letters and finger spaces consistently. Their writing will be inspired by the exposure to various new and familiar animals, including wild and domestic. This will be through videos, live pets in the classroom, books and visits from families and their pets. • With the opportunity to handle, stroke and feed a guinea pig and chicks in the classroom, children will write a list of rules about how to look after pets. 	<p>Growth and Change</p> <ul style="list-style-type: none"> • A focus on letter formation will support children's overall writing skills. Children will develop their letter formation through morning work, daily phonics inputs, independent writing, focused writing tasks, a wide range of provision and targeted interventions for specific children. • Children will continue to progress through the appropriate Phase group in Phonics increasing their phonological awareness, from Phase 1-5. Children in Phase 3 will learn 10+ digraphs. • In writing, children will start to write simple sentences in their own English books weekly. These sentences will be structured through daily English inputs where we will revise core sentence skills, such as using full stops, capital letters and finger spaces consistently. Their independent writing will be inspired by the exposure to various new and familiar plants and planting experiences. • With the opportunity to observe their own plants and class caterpillars grow and 	<p>People who Help Us</p> <ul style="list-style-type: none"> • Children will be encouraged to write multiple sentences at a time to produce fact files about different occupations. • Children will write for a purpose, by writing questions that they would like to ask our visitors. • Children will learn to write for an audience by writing thank you cards for each of our visitors. • Children will continue to develop their comprehension skills through daily story times and questions encouraging them to make predictions about the story and re-tell the story in their own words. • Children will continue to learn their phonics sounds, applying this to words during phonics lessons – both alien and real words. • Children will write in their role play for example letters and postcards in the post office, recipes in the mud kitchen and orders in the restaurant. • Children will write 'All About Me' transition passports for their new Year 1 teacher.

Individually Strong, Collectively Stronger!



<ul style="list-style-type: none"> • Children will be encouraged to label their work using initial sounds, words and simple sentences. There will be a variety of writing opportunities throughout the term, including: <ul style="list-style-type: none"> ○ Writing a list of clothes to pack when coming to England. ○ Labelling Elmer's different colours. ○ Drawing and writing goals we want to achieve. ○ Writing questions to ask our Black History Month visitors. 	<p>sounds and some need to be sight read and remembered.</p> <ul style="list-style-type: none"> • Children practise writing their name daily through morning work and labelling work when independently writing in provision. • Children will be encouraged to label their work using initial sounds, words and simple sentences. There will be a variety of writing opportunities throughout the term, including: <ul style="list-style-type: none"> ○ Writing about how this terms celebrations are celebrated. ○ Writing Happy Diwali, Hanukkah & Christmas Cards. ○ Writing letters to Father Christmas. 	<p>frequency words and captions.</p> <ul style="list-style-type: none"> • During guided and individual reading, children will continue to revisit and apply known sounds, segment and blend words to read and answer comprehension questions about their book. • Writing will be incorporated throughout the provision, in the role play area, construction, creative tables to allow for children to begin writing for different purposes. 	<ul style="list-style-type: none"> • Children will develop their communication and understanding through asking questions about these fascinating creatures. The curiosity cube in the class room will ignite these questions as well as carpet sessions, where we discuss animals who help humans, endangered animals and animals from the past. • To develop their comprehension skills, children will listen to the story Handa's Surprise and will be encouraged through small world and role play areas to retell the narrative in their own words. 	<p>change, children will write increasingly detailed and personal observations.</p> <ul style="list-style-type: none"> • The curiosity cube in the classroom will ignite questions, as well as carpet sessions, where we discuss the celebrations of Ramadan and Eid. • To develop their comprehension skills, children will be read pictures books at least two times a day when they will be prompted to recall key events from the story and even anticipate what will happen next. • Moreover, Errol's Garden and The Very Hungry Caterpillar small world areas will encourage children to retell the narrative in their words. • During guided reading and individual reading, children will be asked to retell stories and the main events along with simple retrieval questions to increase understanding of the plot. 	<ul style="list-style-type: none"> • Children will be introduced to the Summer Reading challenge where they will collect stickers for reading poems, stories, non-fiction books, magazines and comics. • Children will form letters with more consistency and accuracy.
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