

Literacy			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>All About Me</b></p>	<p><b>Exploring Autumn/ Traditional Tales/ Sparkle and Shine</b></p>	<p><b>Before Me: Long Ago/ Stories and Rhymes</b></p>	<p><b>Growth: Ready, Steady, Grow/ Signs of Spring/ Easter</b></p>	<p><b>Animals: Big Wide World/ Creep, Crawl and Wriggle</b></p>	<p><b>Water: Shadows and Reflections/ On the Beach/ Moving on</b></p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Through the core texts children will be encouraged to describe the setting, events and characters of the story.</li> <li>• Through role play areas and story whoosh's children will re-enact and reinvent stories.</li> <li>• Through daily phonics inputs children will practise hearing initial sounds, segmenting and blending CVC words.</li> <li>• Children will continue to build on their segmenting and blending skills during individual and guided reading.</li> <li>• Each week the children will introduced to new common exception words and understand that some can be read using their sounds and some need to be memorised.</li> <li>• Children practise writing their name daily through morning</li> </ul>	<ul style="list-style-type: none"> <li>• To enjoy creating texts to communicate meaning for an increasingly wide range of purposes.</li> <li>• To describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</li> <li>• To use props, acting and story sequences to re-enact and reinvent the story.</li> <li>• To use phonic knowledge by linking sounds to letters, naming initial sounds for writing and pictures.</li> <li>• To give meaning to marks when drawing, writing and painting.</li> <li>• To include everyday literacy artefacts in play, such as labels.</li> <li>• To join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound.</li> <li>• To demonstrate an understanding of what has been read by retelling stories through small world play, using key vocabulary.</li> <li>• To use and understand recently introduced vocabulary during</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about the pictures in storybooks and use them to discuss how characters might be feeling.</li> <li>• To develop storylines in their pretend play and use conversations and discussion to help solve problems.</li> <li>• To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• To demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary.</li> <li>• To represent scientific observations by mark making, drawing or creating simple charts and tables.</li> <li>• To use writing to support their play.</li> <li>• To read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.</li> <li>• To blend sounds into words so that they can read short words made up of known</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to and talk about selected fiction books to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• To break the flow of speech into words to write simple phrases and sentences that can be read by others.</li> <li>• To write short sentences using words with known sound-letter correspondences, beginning to use capital letters and full stops.</li> <li>• To ask questions to understand what has been said during small group, class and 1:1 discussions.</li> <li>• To use writing to communicate ideas, experiences and events.</li> <li>• To join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound.</li> <li>• To describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</li> <li>• To use new story vocabulary in their play and everyday narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• To use their knowledge of sounds to write short sentences.</li> <li>• To describe the main events in a story and answer questions about them.</li> <li>• To recall and discuss stories and information that has been read to them.</li> <li>• To listen to and talk about stories to build familiarity and understanding with new knowledge and vocabulary.</li> <li>• To demonstrate an understanding of what has been read to them by retelling the story using learnt vocabulary.</li> <li>• To anticipate key events and character's feelings in a story.</li> <li>• To read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.</li> <li>• To describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</li> <li>• To ask and answer questions about a story they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen and retell parts of a story in sequence.</li> <li>• To use extended sentences to talk about the characters, events and settings in stories they have listened to.</li> <li>• To anticipate the key events in stories.</li> <li>• To use recently introduced vocabulary in new contexts.</li> <li>• To write phrases and sentences that can be read by others.</li> <li>• To write short sentences using words with known sound-letter correspondences, capital letters and full stops.</li> <li>• To talk about stories and make connections with events in their own lives or other familiar stories.</li> <li>• To listen to and talk about fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• To represent scientific observations by mark making, drawing or creating simple charts and tables.</li> </ul>



<p>work and labelling work during provision.</p> <ul style="list-style-type: none"> <li>• 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"> <li>○ Writing a list of clothes to pack when coming to England.</li> <li>○ Labelling Elmer's different colours.</li> <li>○ Drawing and writing goals we want to achieve.</li> <li>○ Writing questions to ask our Black History Month visitors.</li> </ul> </li> <li>• Phonics groups focusing on Set 1A single letter sounds.</li> <li>• Phonics groups focused on supporting children to orally blend words.</li> </ul>	<p>discussions about stories, non-fiction, rhymes, poems.</p> <ul style="list-style-type: none"> <li>• To use talking to support the writing process, saying words, captions and sentences aloud before writing.</li> <li>• To use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems.</li> <li>• To begin to re-read what they have written to check for sense.</li> <li>• To use writing to communicate ideas, experiences and events.</li> <li>• To write short sentences using words with known sound-letter correspondences.</li> <li>• With support, begin to use a capital letter and a full stop.</li> <li>• Phonics groups focusing on Set 1A and B single letter sounds.</li> <li>• Phonics groups focused on supporting children to orally blend words.</li> </ul>	<p>letter-sound correspondences.</p> <ul style="list-style-type: none"> <li>• To look at non-fiction books to support understanding long ago, how things have changed and what things were like in the past.</li> <li>• To use new vocabulary to talk about the pictures in storybooks.</li> <li>• To talk about the pictures in storybooks and use them to discuss how characters might be feeling.</li> <li>• To follow instructions, including simple recipes, that include measures and ingredients.</li> <li>• To discuss and share ideas with peers using new vocabulary learnt.</li> <li>• Phonics groups focusing on consolidating single letter sounds and learning Set 1 Special Friends (digraphs).</li> <li>• Phonics groups focused on consolidating oral blending and reading CVC, CVCC and CCVC words in line with their phonics knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about stories and make connections with events in their own lives or other familiar stories.</li> <li>• To talk about the pictures in books and use them to discuss how characters might be feeling.</li> <li>• To give meaning to marks they make in a variety of ways.</li> <li>• To understand what has been read to them and share thoughts linked to the story.</li> <li>• To read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.</li> <li>• To understand new vocabulary and use it in the correct context.</li> <li>• To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Phonics groups focusing on consolidating single letter sounds and learning Set 1 Special Friends (digraphs).</li> <li>• Phonics groups focused on consolidating oral blending and reading CVC, CVCC and CCVC words in line with their phonics knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• To write simple phrases and sentences that deliver a message.</li> <li>• To create texts for a purpose.</li> <li>• To use positional language to describe where minibeasts are.</li> <li>• To develop story phrases and use them when retelling a story.</li> <li>• To write short sentences with known sound-letter correspondences using a capital letter and full stop.</li> <li>• To demonstrate an understanding of what has been read to them by retelling stories and narratives.</li> <li>• To use and understand recently introduced vocabulary during discussions about stories.</li> <li>• To hold conversation when engaged in back-and-forth exchanges with adults and peers.</li> <li>• To write simple sentences using adjectives and prepositions.</li> <li>• Phonics groups focusing on consolidating single letter sounds and Set 1 Special Friends (digraphs).</li> <li>• Children learn Set 2 digraphs and trigraphs as per RWI lessons.</li> <li>• Phonics groups focused on consolidating oral blending and reading CVC, CVCC and CCVC words in line with their phonics knowledge.</li> <li>• Children begin to consider how to use sounds to read alien words.</li> </ul>	<ul style="list-style-type: none"> <li>• To read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.</li> <li>• To use new vocabulary sharing their ideas and knowledge.</li> <li>• To use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussion and during play activities.</li> <li>• To use adjectives to describe the characters, events and settings in stories using recently introduced vocabulary.</li> <li>• To talk about the characters, events and settings in stories they have listened to, using props and materials for role play.</li> <li>• To write and form letters and sentences using clear formation.</li> <li>• To enjoy looking at books and sharing stories.</li> <li>• Phonics groups focusing on consolidating single letter sounds and Set 1 Special Friends (digraphs).</li> <li>• Children learn Set 2 digraphs and trigraphs as per RWI lessons.</li> <li>• Phonics groups focused on consolidating oral blending and reading CVC, CVCC and CCVC words in line with their phonics knowledge.</li> <li>• Children begin to consider how to use sounds to read alien words.</li> </ul>
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