

Curriculum Overview- Literacy- Year Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L- Comprehension	<ul style="list-style-type: none"> • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Introduce Makaton signs for settling in • Ask relevant questions during hot seating. • Use inference skills to talk about pictures. • Has an interest in looking at different books. 	<ul style="list-style-type: none"> • Talks about events and principal characters in stories and suggests how the story might end • Looks at and enjoys print and digital books independently • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Retell core story with reference to key story parts and repetitive words. Daily inference cards in Literacy lessons. Inventing our own stories. I can recognise familiar logos 	<ul style="list-style-type: none"> • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Describes main story settings, events and principal characters in increasing detail 	<ul style="list-style-type: none"> • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves Describes main story settings, events and principal characters in increasing detail 	<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. Describes main story settings, events and principal characters in increasing detail Uses inference skills to predict or state what is happening/going to happen in a story. Blank level questions 	<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.
L- Word reading	<ul style="list-style-type: none"> • Recognises familiar words and signs such as own name, advertising logos and screen icons • Starts to recognise taught Makaton symbols. • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words 	<ul style="list-style-type: none"> • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them • Begins to recognise some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences 	<ul style="list-style-type: none"> • Begins to recognise some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences 	<ul style="list-style-type: none"> • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences 	<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"> • 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.

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<p>L- Writing</p>	<ul style="list-style-type: none"> • Sometimes gives meaning to their drawings and paintings • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes 	<ul style="list-style-type: none"> • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name <p>Develops ability to write words using their phonics knowledge such as a list of stolen items and a wanted poster for Burglar Bill. Writing in a Christmas card (my name).</p>	<ul style="list-style-type: none"> • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<ul style="list-style-type: none"> • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<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. • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<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.
<p>Topic Names</p>	<p>My community and Autumn in my local area.</p>	<p>People who help us and different celebrations such as birthdays, weddings and religious festivals. changes in the weather.</p>	<p>Winter and adventures in space.</p>	<p>The great outside and Spring begins!</p>	<p>We're going on a bug hunt!</p>	<p>Journeys to different places.</p>
<p>Celebrations and experiences</p>	<p>Halloween</p>	<p>Diwali Bonfire night Children in need Remembrance day Christmas</p>	<p>Valentines day Lunar new year</p>	<p>World book day Mothers day Pancake day Easter</p>	<p>Ramadhan Eid</p>	<p>Fathers day Sports day Transition day</p>
<p>Curriculum Enrichment / Trips</p>	<p>Shopping list to buy ingredients to make bread.</p>	<p>Burglar bill stealing equipment from our classroom.</p>	<p>Building snowmen</p>	<p>Design a picnic box- healthy eating and make food</p>	<p>Teddy bear's picnic and bug hunting in the school grounds.</p>	<p>Farm visit</p>

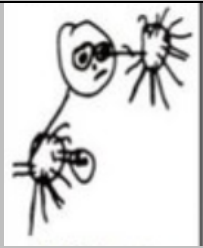
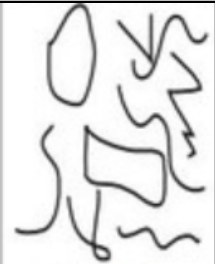
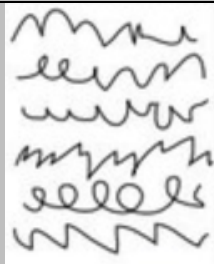
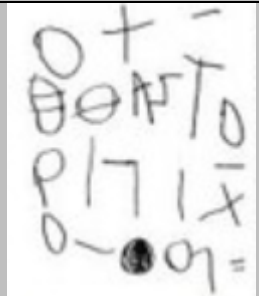
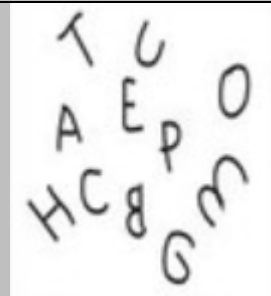

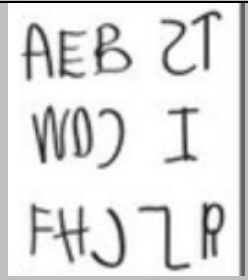
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Core story	The little red hen	Burglar Bill	Whatever next?	The Enormous turnip	Norman the slug with the silly shell.	The Three little billy goats gruff.
Writing assessment	Shopping list	Wanted poster	List of things to take to space	Describe a plant	Where will Norman go next?	Letter to the troll
Curricular Milestones Comprehension	<u>Milestone 1</u> Orally retell the story of The Little Red Hen.	<u>Milestone 2</u> I can read some print in the environment	<u>Milestone 3</u> Innovate the story Whatever Next?	<u>Milestone 4</u> I can roleplay in the garden centre (role play area).	<u>Milestone 5</u> I can recall information about minibeasts.	<u>Milestone 6</u> I can answer questions about The Three Billy Goats Gruff using complete sentences.
Curricular Milestones Word reading	<u>Milestone 1</u> Daily Judith Brindle Rhythm and Rhyme sessions and the Rhyme spine.	<u>Milestone 2</u> Complete the Christmas reading challenge by reading cvc words.	<u>Milestone 3</u> Read the frozen harder to read and spell words.	<u>Milestone 4</u> Dig the words from the soil and put them in the right order to make a simple sentence.	<u>Milestone 5</u> Shared read of a letter from Norman the slug	<u>Milestone 6</u> Read a phonics book on Oxford Owl with my family at home. I will draw a picture to show what happens.
Curricular Milestones Writing	<u>Milestone 1</u> Use the writing resources in the home corner and Bakery.	<u>Milestone 2</u> Write my name on my Christmas card.	<u>Milestone 3</u> Write a list of things I would take to space.	<u>Milestone 4</u> I can write a description of my favourite plant	<u>Milestone 5</u> I can write a label for any part of my classroom.	<u>Milestone 6</u> I can write a note to my new Year 1 teacher.
Master classes	Introduction to the areas/ What tidy looks like/ finding your name on your peg and tray/ hanging your coat on the peg/ how we use the toilets and wash our hands/ Carpet spaces/ Class rules and routines/ Using the visual timetable/ What are our aspire Values/ Achievement points/ Model using role play area Bakery/ Inventing a story using small world and block play/ Children are introduced to the worry monster.	Children access the feelings area independently. They use their mini- me's to self register. Model using role play area Police Station. Mixing powder paint. Clearing up after we have painted. How we join materials. Using a hole punch (BB mask) Inventing a story using small world and block play.	Making green Design before making Model using role play area Space station. Inventing a story using small world and block play. Begin to use more enhancements in the painting area. Using new construction equipment (upscaled provision) Write labels for our class plants.	Observational drawings of daffodils Model using role play area Garden Centre. Inventing a story using small world and block play. Begin to paint using inspiration and more accurate representations. Different ways of joining.	Model using role play area. Inventing a story using small world and block play. Begin to use wood work area outdoors. Butterfly life cycle and care.	Model using role play area. Inventing a story using small world and block play. Discussing our worries for Year 1. Writing questions to our Year 1 teacher.
Hooks for learning	The Little Red Hen sends us different types of bread to try	Burglar Bill enters the classroom and steals our pens. We look at	Ollie the alien crash lands in our Reception playground.	Roger the rabbit steals our tiny carrots that we were	Norman the silly slug thanks us by giving us caterpillars to grow in our classrooms.	Reception children try to save the Billy Goats by

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	because we sent a letter to the animals about how they should have helped the Hen.	the CCTC and write to the police. We draw Wanted Posters and write letters to BB on how we make right choices.	He lives on the grounds whilst we design and make rockets for him. He becomes lonely and sparks our interest in writing passports. He thanks us by setting up a space day on our school grounds. We make alien gloop, make fire, paint rockets, make moon rocks, mentos experiment and many other space activities.	excited to eat. Roger leaves us a letter and a trial of rabbit poo! We write a letter to Roger explaining where carrots grow and how he can look after them. We are growing experts!		designing and creating bridges in different forms. The troll enters our classrooms and destroys them. The goats thank us by sending us to have a fun day and a farm.
Makaton language	Hello Good morning Are you ok? Yes Home time Lunch time Stand /to get up Friends Sit To look Bread Chapatti To cut Pen Pencil Paper To sing To play To read Hen	Brother Sister Mummy Daddy Fireworks Policeman Policewoman House/home Window Scissor disco Paint-l2 To think-l2 Picture-l2 Sand(2)-l2 To create/to model Water Sand To make/ to create To know I like	*All feelings- Happy, sad, worried, relax/ be patient and angry. Space Space rocket Alien Moon Teddy bear Bear Fire Box Journey Jam Quick/slow/fast Earth Star Clever Me/ my I You More	Flower Tree Salad Soup Sweet Potato Garden Pie Bird Vegetables Fruit Quick Slow Fast Door Window Apple Chocolates Crisps Rabbit To grow Sandwich Banana Orange *All colours	Butterfly To dig Beautiful Garden To love Worm Snail And Minibeasts Tiny Spider Sun Rain Down Ground found lots different bee Ladybird Caterpillar	Farm Straw Horse Goat Puppy/dog Animal Fish Bone Duck Cow Pig Bridge
Magpie wall (vocabulary) CHN think of their own words. This will be amended.	Recipe/ Instructions/windmill/team work/ perseverance/ autumn/ Unique/ Kind/sound talk/blend/ clever/intelligent/letter	Burglar/sneaking/creeping/thief/ friendship/support/ sense (in reference to does the sentence make sense?/ To and from/and/because/first/next/after that/finally	Journey/ Travel/ preparation/ favourite/ Full stop/capital letter/ finger spaces/ then/	Growing/compost/manure /seeds/*Parts of a flower/	Wiggly/sliding/devastated/thoughtful/cacoon/	Bridge/material/Balance/ describe/adjective/
Colourful semantics /	Stage 1/2 Who? What doing?	Stage 3 Who? What doing? What?	Stage 3 Who? What doing? What?	Stage 4/5 Who? What doing? What? Where?	Stage 4/5 Who? What doing? What? Where?	Stage 5 Who? What doing? What? Where? When?/Describe.
Inference picture	Introduce Daily inference at the start of the Literacy lessons.	Daily inference at the start of the Literacy lessons- Start to use talking partners. Focus on Level 1 and 2 (Naming things and Describing things)	Daily inference- Blank levels 3 questioning. (Naming, describing, Re-telling)	Daily inference-Blank levels 1-4 questioning. (Naming, describing, Re-telling and Justifying)	Daily inference- Blank levels 1-4 questioning. (Naming, describing, Re-telling and Justifying)	Daily inference- Blank levels 1-4 questioning. (Naming, describing, Re-telling and Justifying)

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	Focus on Level 1 and 2 (Naming things and Describing things)					
SEND- ELKLAN	Settling in and use transition notes from Nursery settings to support children with additional needs.	Referrals to external agencies/ initial concerns forms and meetings with parents made. Start ELKLAN practices in provision.	ELKLAN practices in provision for children with language needs.	ELKLAN practices in provision for children with language needs.	ELKLAN practices in provision for children with language needs.	ELKLAN practices in provision for children with language needs.
NELI	Settling in.	Screen all the Reception children for a summary on language.	Intervention programme begins.	Intervention programme begins.	Intervention programme begins.	Intervention programme ends and Screening takes place for progress.
Typical Writing progression						
Pre-writing			Letter strings			
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols	Letter strings move from L to R and move down the page	Separated by spaces to resemble different words	
Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Writing words	Caption writing	Writing using phase 3 sounds too.	Can use own knowledge to write simple sentences including harder to read words.

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	Democracy- Turn taking during rhythm and rhyme songs and discussions. The rule of law- Children use NELI poster- sit still, listen, look and be quiet. Democracy- Vote for our ladyroyd Hero.	,Children in need and Remembrance day. The Rule of Law- BB entering the classroom (see hook for learning) Democracy- Vote for our ladyroyd Hero.				
Personal Development Plan	10. Bake food and eat it. 15. Fasten my coat. 16. Make a friend. 6. Experience another language. 13. Learn a song.	2. Go to forest school. 8. Go to the library. 18. Dress up for role play.	14. Write my name. 19. Know where you live. 20. Build and play with different materials.	12. Watch a plant grow. 9. Have a picnic.	5. Work or play with children in other year groups.	3. Take part in sports day. 17. Visit a farm.
Phonics coverage (Essential letters and sounds)	<u>Phase 2</u>	<u>Phase 3</u>	<u>Phase 3-4</u>	<u>Phase 3-4</u>	<u>Phase 4</u>	<u>Phase 4</u>
Phillip webb approach	Phase 1 Prediction (Look at parts of the front cover, inference of the front cover, read half of the story and predict the ending and read the ending) Phase 2- Understanding (role on the wall, hot seating, zones of emotion, ordering the story) Phase 3- Writing (story maps, writing assessment)					
Literacy	Week 2- Inference on the story/Predict the ending/Read the full story/Marvellous me! For Reception Week3- Story map/Innovated story map/ Community helpers for Reception Shared write shopping list. Week 4- All about Autumn/Read instruction on how to make bread/ <i>Lost and found</i> for Reception <i>Giants!</i> For Reception/ <i>Helping bear Mixed with Who's who.</i> Week 5- Invented story map/Write a letter to the penguin/ Helping bear/Friendship tree Week 6- Families for Reception/Woodland walk for Reception/Leaf man/who lives in the woods? Week 7- Wild ones for Reception/Harvest time for Reception/ Week 8- Leaf man/making autumn playdough/who lives in the woods/making leaf man books	Week 1- Holiday recount Inference on the front cover. Diwali Bonfire night Week 2- Predict the ending Read the ending. Role on the wall Day and night Week3- Hot seating Story map Innovate the story Invent a story Week 4- Oral hygiene list Write a list of things Burglar Bill stole/letter. Police officer information Hibernating animals Week 5- The nativity story Owls research Visit to the dentist oral hygiene Wanted poster Week 6- Oral hygiene- healthy eating Write a Christmas card Burglar Bill- Write a list of stolen goods. Week 7-	Week 1- Holiday recount Inference on whatever next Week 2- Predict the ending Read the ending Role on the wall Hot seating Week3- Story map Story ordering Innovate the story map Space facts Week 4- Invent a story Space facts Space facts Space facts Week 5- Bear facts Chinese new year Betsie journey Writing a postcard to betsie Week 6- Space labels Write a list of things to take to space Different types of transport Hot air balloons Week 7- valentines day Train journeys	Week 1- Holiday recount Inference of The Enormous Turnip Predict the ending Read the ending Week 2 Story map What am I? Fruits/beg Hot seating Role on the wall Week 3 Innovating Write a list of healthy foods Plant cress Inventing Week 4 Where to carrots grow? Spring Mothers Day Plant a seed Week 5 What am I? Plants Describe a plant All about rabbits Week 6 Easter How to make a jam sandwich Labelling vegetables Colourful semantics The Enormous turnip.	Week 1- Holiday recount Inference on Norman the slug Predict the ending Read the ending Week 2 Bees Order the story Week 3 Drawing the story map Innovate Slugs and snails Role on the wall Week 4 Hot seating Norman adventure Planning butterfly garden All about ants Week 5 Worms Inventing Labelling minibeasts Diary of a spider	

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		The season of winter. Celebrations. Seasonal celebrations.	Lost and found Passports at the ready			
Sustain and Shared thinking	We promote a language rich environment through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.
The Reception Year provides the foundation for many skills the children will build upon in Year one.	<p>Writing sentences</p> <p>Sequencing a story</p> <p>Poetry – rhyme</p> <p>Instructions</p> <p>Narrative – retell an ending</p> <p>Narrative – traditional tales and comparison of alternative texts</p> <p>Poetry – alliteration and performance</p> <p>Narrative – fantasy</p> <p>Recount</p> <p>Narrative - character</p> <p>Information texts</p> <p>Letters</p> <p>Poetry – acrostic and riddles</p> <p>Capital letters and full stops</p> <p>How words make sentences</p> <p>Separating words with spaces</p> <p>Sequencing sentences</p> <p>Proper nouns</p> <p>Personal pronoun – I</p>					

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Coordinating conjunction (and)

Verbs

Adjectives

Exclamation marks

Prefixes to change the meaning of verbs and adjectives (un-)

Question marks

Plural noun suffixes (-s, -es)

Verb suffixes (e.g. -ing, -ed, -er)

Consolidation

STATUTORY EDUCATIONAL PROGRAMME:

It is crucial for children to develop a life-long love for reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both speedy working out of the pronunciation of unfamiliar printed words (decoding) and the composition (articulating ideas and structuring them in speech, before writing).