



Reception

Literacy Autumn Term



Knowledge and Skills

- To read individual letters by saying the sounds for them.
- To read some letter groups that each represent one sound and say sounds for them.
- To Blend sounds into words, so that they can read short words made up of known letter- sound correspondence.
- I can read and remember phonemes and some digraphs,
- I can verbally blend sounds to say a word.
- I can visually read some cvc words.
- I am starting to mark make letters and some cvc words.

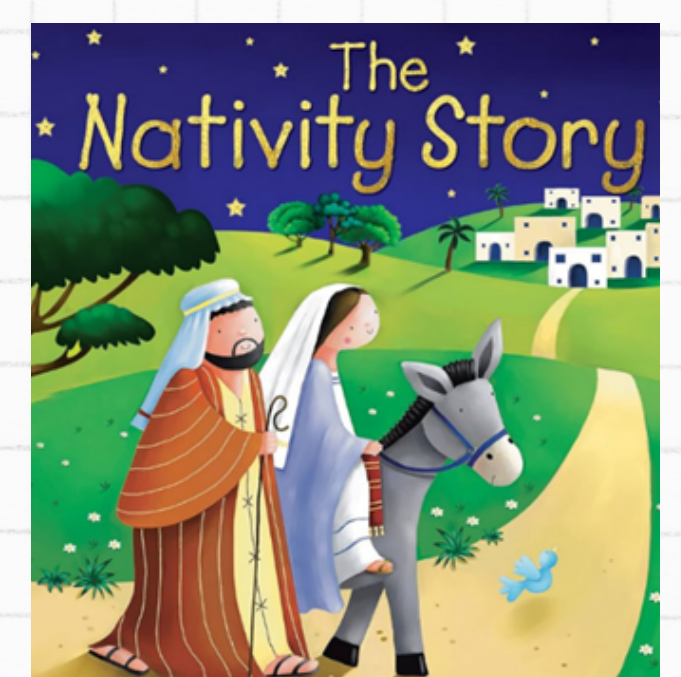
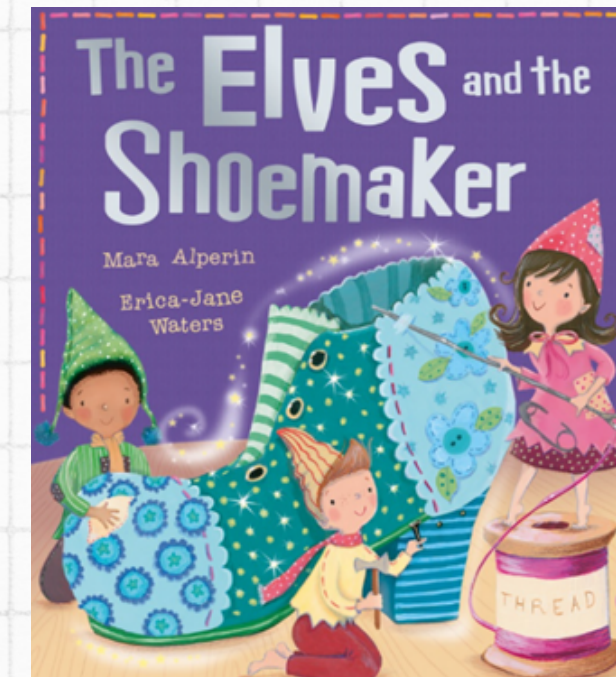
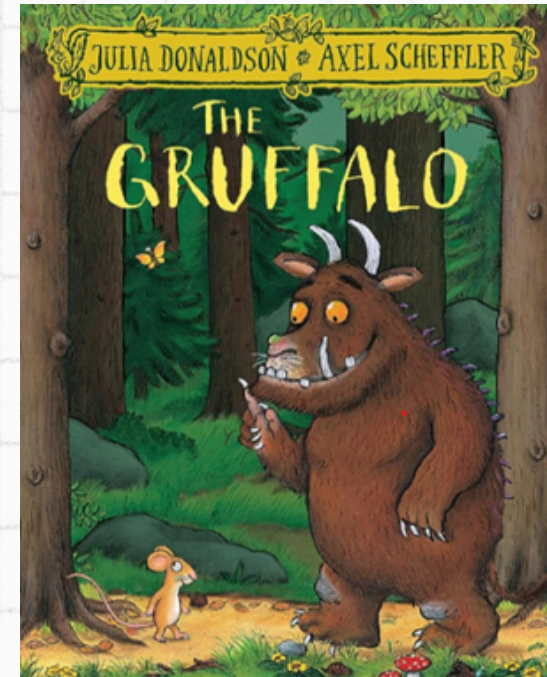
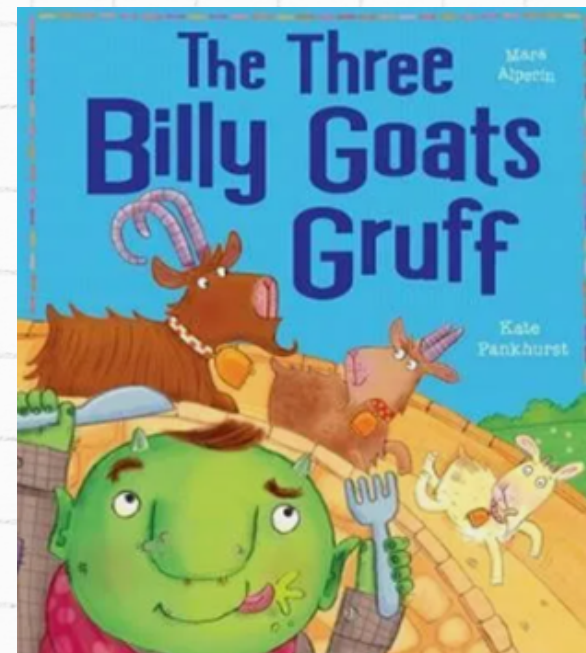
Opportunities.

- Talk for writing -4 I's immerse, imitate, innovate and invent.
- Daily phonic sessions - RWI Phonics
- Home reading books matched to reading abilities -
- Reading alongside parents and teachers.
- Enabling environments - opportunity to read books, act out stories with props, have a story read to them, mark making materials inside and outside.

Vocabulary.

- Segment , blend , read
- Phoneme (sound) Digraph (special friend).
- Author , illustrator, story, book.
- Create, imagine, change, beginning, middle, end
- Characters, setting, dilemma, solution.
- Story map, retell, act out.
- (Story specific vocabulary)

Celebrated Texts



Reception

Literacy Spring Term



Knowledge and Skills

- To Blend sounds into words, so that they can read short words made up of known letter- sound correspondence.
- To read a few common exception words matched to the schools phonics programme.
- To read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary a few common exception words.
- To spell words by identifying the sounds and then writing the sound with letters.
- To re-read what they have written to check that it makes sense.
- I can blend cvc and some cvcc words.
- I can write cvc words and am beginning to write captions and short phrases.
- I can read a simple sentence .
- I can read and remember some common exception words.
- I am beginning to check my work and re-read what i have written.
- I am able to innovate a story to make a new one.
- I can invent and tell my own stories.

Opportunities.

- Talk for writing -4 I's immerse, imitate, innovate and invent.
- Daily phonic sessions - RWI Phonics
- Home reading books matched to reading abilities - Reading alongside parents and teachers.
- Enabling environments - opportunity to read books, act out stories with props, have a story read to them, mark making materials inside and outside.
- Real life experience - Police officer visit.

Vocabulary.

- Common exception words (Red words)
- Fiction , Non- Fiction,
- Questions - Who? What? Where? Why? How?
- Hero, Villain, Dilemma, predict, solution.
- (Story specific vocabulary)

Visitor to school



Celebrated Texts



Reception

Literacy Summer Term



Knowledge and Skills

To spell words by identifying the sounds and then writing the sound with letters.

To form lower-case and capital letters correctly.

To write short sentences with words with known sound-letter correspondences using a capital letter and a full stop.

To re-read what they have written to check that it makes sense.

To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

-I can independently write short sentences using my phonic knowledge.

-I can write some common exception words within my short sentence.

-I can use capital letters, finger spaces and full stops.

-I can read what i have wrote to check it makes sense.

-I am beginning to read with more fluency.

-I understand what i have read and can talk about it.

Opportunities.

Talk for writing -4 I's immerse, imitate, innovate and invent.

Daily phonic sessions - RWI Phonics

Home reading books matched to reading abilities -

Reading alongside parents and teachers.

Real life experiences - Trip to the safari park, focus around habitats , similarities and differences.

Enabling Environments-A range of high quality fiction and non-fiction books.

Mark making materials inside and outside.

Vocabulary.

Common exception words (Red words)

Hold a sentence, Check and re-read.

Fiction , Non- Fiction,

Questions - Who? What? Where? Why? How?

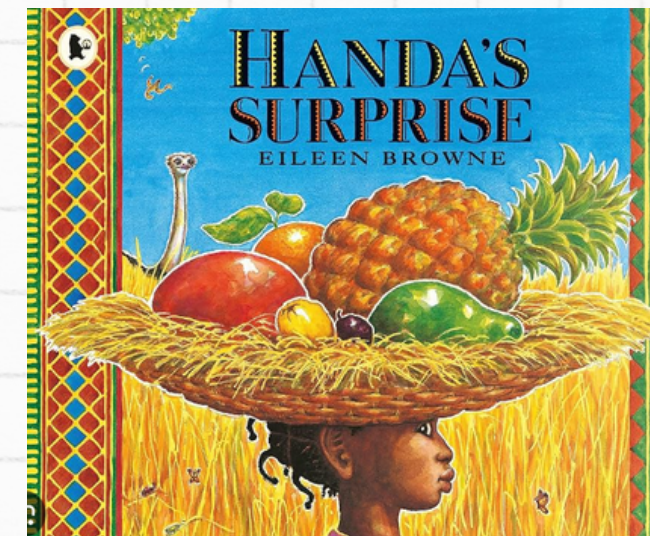
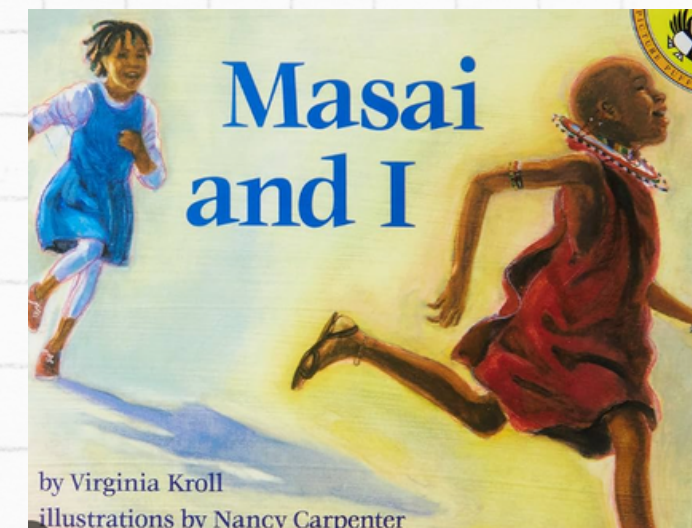
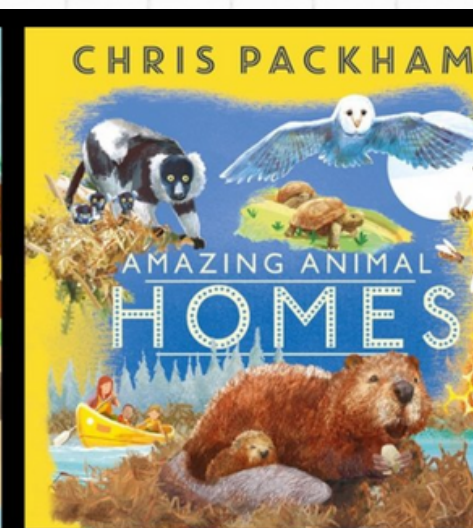
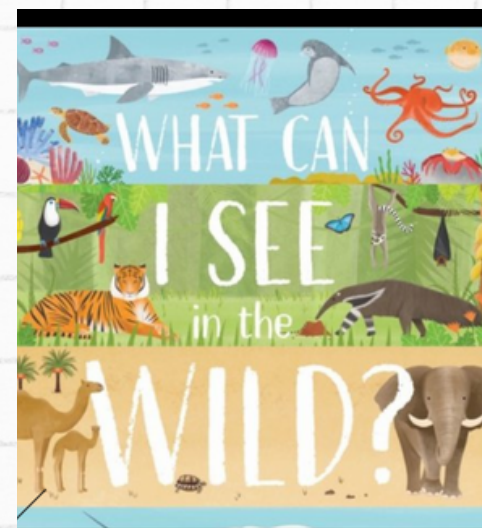
Hero, Villain, Dilemma, predict, solution.

Compare, contrast, similar, different

(Story specific vocabulary)

Celebrated Texts

School Trip



Reception End Point

Literacy - Early Learning Goal



Comprehension

Children at the expected level of development will:

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, non-fiction, rhymes and poems and during role-play.

Word Reading

Children at the expected level of development will:

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.

Writing

Children at the expected level of development will:

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.