

## Literacy

It is crucial for children to develop a life-long love of 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 the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Term	Areas covered and opportunities provided for the children	What children need to know by the end of Reception
<b>Autumn 1</b> Topic: All About Me  <b>Key Vocabulary:</b> Once upon a time Happily ever after Rhyme Phase 2 grapheme sounds Letter Sound Phoneme Grapheme Blend Segment Digraph Phonics Word Sound HRSW words	<ul style="list-style-type: none"><li>*Daily phonics sessions.</li><li>*Daily handwriting sessions using handwriting patten and handwriting frames, introduced with each new grapheme taught</li><li>*Daily stories are told using familiar books e.g. Julia Donaldson and re-read several times for children to become familiar with them.</li><li>*New vocabulary is identified and discussed</li><li>*Traditional tales are told and retold e.g. The Three Little Pigs, The Gingerbread Man</li><li>*Opportunities for role play of familiar stories is modelled and left out for children to explore on their own.</li><li>* Each week a new nursery rhyme is learned in school and sent home for the children to practise.</li><li>*Non-fiction texts are used to further children’s knowledge of ‘Autumn’</li><li>* Daily singing of nursery rhymes and other simple songs.</li><li>*Books are changed to go home once a week. Books are phonetically decodable as set out in ELS phonics programme.</li><li>*Reading challenge introduced – Reading tree</li><li>*Introduction of ‘<b>voting for favourite story</b>’, chn vote on story for the day. Stories used that have been read previously to build up their repertoire.</li><li>*Key vocabulary for each area of learning is displayed and recapped frequently.</li><li><b>*Adults have a crucial daily role in developing language through children’s play by playing with them, leading the play, modelling and supporting</b></li></ul>	<b>Reading:</b> <ul style="list-style-type: none"><li>*Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment</li><li>*Begins to demonstrate an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary.</li><li>*Begins to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li></ul> <b>Writing:</b> <ul style="list-style-type: none"><li>*Form lower-case and capital letters correctly.</li><li>*Can correctly write their name with correct use of upper case and lower case letters.</li><li>*Spell words by identifying the sounds and then writing the sound with letter/s.</li><li>*Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li><li>*Re-read what he/she has written to check that it makes sense.</li><li>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>*Write recognisable letters, most of which are correctly formed.</li><li>*Write simple phrases and sentences that can be read by others.</li></ul>
<b>Autumn 2</b> Topic: Celebrations  <b>Key Vocabulary:</b> Once upon a time Happily ever after Language within rhymes e.g. stout Phase 3 grapheme sounds Letter Sound HRSW words	<ul style="list-style-type: none"><li>*Daily phonics sessions</li><li>*Daily handwriting sessions using handwriting patten and handwriting frames, introduced with each new grapheme taught</li><li>*Expectation for some focus writing activities in phonics or topic – alternate weeks.</li><li>*Daily stories are told linked to familiar themes and some based on topic e.g. Diwali (The story of Rama and Sita, The Gunpowder Plot) and re-read several times for children to become familiar with them.</li><li>*New vocabulary is identified and discussed</li><li>*Key vocabulary for each area of learning is displayed and recapped frequently.</li></ul>	

<p>Phoneme Grapheme Blend Segment Digraph Trigraph Phonics Word Sound Caption sentence</p>	<p>*Opportunities for role play of familiar stories is modelled and left out for children to explore on their own.</p> <p>*Daily writing opportunities in continuous provision</p> <p>*Non-fiction texts are used to further children’s knowledge of ‘Winter/ Arctic animals’</p> <p>*Nursery rhymes learned the previous half term are revisited.</p> <p>*Daily singing of nursery rhymes and other simple songs.</p> <p>*Singing of Christmas Carols and songs are learned for performance at Christmas.</p> <p>*Books are changed to go home once a week. To begin with it is home readers until chn are ready for a phonetically decodable book.</p> <p><b>*Adults have a crucial daily role in developing language through children’s play by playing with them, leading the play, modelling and supporting</b></p>	
<p><b>Spring 1</b> Topic: Pirates</p> <p>Key vocabulary: Once upon a time Happily ever after Language within rhymes e.g. stout Phase 3 grapheme sounds Letter Sound HRSW words Phoneme Grapheme Blend Segment Digraph Trigraph Phonics Word Sound Caption Sentence Full stop Capital letter</p>	<p>*Daily phonics sessions</p> <p>*Daily handwriting sessions using handwriting patter and handwriting frames, introduced with each new grapheme taught</p> <p>*Expectation for focus writing activities in phonics or topic – approx. 3 every half term.</p> <p>*Daily stories are told linked to familiar themes and some based on topic e.g. Pirate stories, Chinese new year stories, pirate poems and songs</p> <p>*Daily writing opportunities in continuous provision</p> <p>*New vocabulary is identified and discussed</p> <p>*Key vocabulary for each area of learning is displayed and recapped frequently.</p> <p>*Opportunities for role play of familiar stories is modelled and left out for children to explore on their own with props and costumes,</p> <p>*Revise nursery rhymes learned and learn new songs and rhymes related to pirate theme.</p> <p>*Books are changed to go home once a week. Phonetically decodable books related to book band chn are on.</p> <p><b>*Adults have a crucial daily role in developing language through children’s play by playing with them, leading the play, modelling and supporting</b></p>	
<p><b>Spring 2</b> Topic: All About Spring</p> <p>Key Vocabulary: Once upon a time</p>	<p>*Daily phonics sessions</p> <p>*Daily handwriting sessions using handwriting patter and handwriting frames, revision of each grapheme.</p> <p>*Expectation for focus writing activities in phonics or topic – alternate weeks.</p>	

<p>Happily ever after Language within rhymes e.g. stout Phase 3 grapheme sounds Letter Sound HRSW words Phoneme Grapheme Blend Segment Digraph Trigraph Phonics Word Sound Caption Sentence <b>Suddenly character</b></p>	<ul style="list-style-type: none"> <li>*Daily stories are told linked to familiar themes and some based on topic e.g. The Enormous Turnip, The Easter story.</li> <li>*New vocabulary is identified and discussed</li> <li>*Key vocabulary for each area of learning is displayed and recapped frequently.</li> <li>*Opportunities for role play of familiar stories is modelled and left out for children to explore on their own with props and costumes.</li> <li>*Daily writing opportunities in continuous provision</li> <li>*Talk for writing introduced for The Enormous Turnip, chn use actions to tell the story verbally. Story recorded for each child.</li> <li>*Extended writing opportunities: The Enormous Turnip</li> <li>*Revise nursery rhymes learned and learn new songs and rhymes related to Mother's Day.</li> <li>*Books are changed to go home once a week. Phonetically decodable books related to book band chn are on.</li> <li><b>*Adults have a crucial daily role in developing language through children's play by playing with them, leading the play, modelling and supporting</b></li> </ul>	
<p><b>Summer 1</b> Topic: Space</p> <p><b>Key Vocabulary:</b> Once upon a time Happily ever after Language within rhymes e.g. stout Phase 3 grapheme sounds Letter Sound HRSW words Phoneme Grapheme Blend Segment Digraph Trigraph Phonics Word Sound Caption Sentence Suddenly Character <b>Next</b> <b>Then</b> <b>And</b> <b>First</b> <b>Last</b> <b>The end</b> <b>Consonant</b> <b>Vowel</b> <b>syllable</b></p>	<ul style="list-style-type: none"> <li>*Daily phonics sessions</li> <li>*Handwriting sessions to include handwriting and modelling of writing upper and lower case letters.</li> <li>*Phoneme frames used for segmenting when spelling.</li> <li>*Expectation for focus writing activities in phonics or topic – alternate weeks.</li> <li>*Daily stories are told linked to familiar themes and some based on topic e.g. Whatever Next! By Jill Murphy. The Darkest Dark by Chris Hadfield</li> <li>*New vocabulary is identified and discussed.</li> <li>*Key vocabulary for each area of learning is displayed and recapped frequently.</li> <li>*Opportunities for role play of being an astronaut on the ISS is set up in the role play area</li> <li>*Daily writing opportunities in continuous provision</li> <li>*Talk for writing introduced for Whatever Next! Chn use actions to tell the story verbally. Story recorded for Seesaw</li> <li>*Extended writing opportunities: Whatever Next!</li> <li>*Revise nursery rhymes learned and learn new songs and rhymes related to Space.</li> <li>*Books are changed to go home once a week. Phonetically decodable books related to book band chn are on.</li> </ul>	

	<b>*Adults have a crucial daily role in developing language through children's play by playing with them, leading the play, modelling and supporting</b>	
<b>Summer 2</b> Topic: Minibeasts <b>Key Vocabulary:</b> Once upon a time Happily ever after Language within rhymes e.g. stout Phase 3 grapheme sounds Letter Sound HRSW words Phoneme Grapheme Blend Segment Digraph Trigraph Phonics Word Sound Caption Sentence Suddenly Character Next Then And First Last The end Consonant Vowel Syllable <b>Non-fiction</b> <b>Facts</b>	*Daily phonics sessions  *Handwriting sessions to include handwriting and modelling of writing upper and lower case letters.  *Expectation for focus writing increased and children expected to write as a whole class to develop independence before moving on to Year 1.  *Daily stories are told linked to familiar themes and some based on topic e.g. The Hungry Caterpillar, The Very Busy Spider, The Bad Tempered Ladybird.  *New vocabulary is identified and discussed.  *Key vocabulary for each area of learning is displayed and recapped frequently.  *Daily writing opportunities in continuous provision.  *Extended writing opportunities: The Hungry Caterpillar.  *Revise nursery rhymes learned and learn new songs and rhymes related to minibeasts.  *Books are changed to go home once a week. Phonetically decodable books related to book band chn are on.  <b>*Adults have a crucial daily role in developing language through children's play by playing with them, leading the play, modelling and supporting</b>	