

Reception Class: Literacy (We use Unlocking Letters and Sounds for phonics teacher - see separate overview and planning)

Intent: 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 1			Term 2		
Books/poems The Little Red Hen (talk for writing) Anansi – Gerald McDermott		Songs/rhymes	Books/poems We're going on a bear hunt (talk for writing) Halibut Jackson – David Lucas		Songs/rhymes
<p>Comprehension</p> <ul style="list-style-type: none"> (See Communication & Language) Re-read books to build up their understanding and enjoyment. <p>Ongoing CP Daily story times Guided Reading</p> <ul style="list-style-type: none"> Make familiar books available for children in the book corner and at home 	<p>Word Reading</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<p>Writing</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. Write all of their name Form lower-case letters correctly. 	<p>Comprehension</p> <ul style="list-style-type: none"> (See Communication & Language) Re-read books to build up their understanding and enjoyment. <p>Ongoing CP Daily story times Guided Reading</p> <ul style="list-style-type: none"> Make familiar books available for children in the book corner and at home 	<p>Word Reading</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading 	<p>Writing</p> <ul style="list-style-type: none"> Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.
Term 3			Term 4		
Books/poems The Magic Paintbrush – Julia Donaldson Poles Apart – Jeanne Willis		Songs/rhymes	Books/poems Look up! – Nathan Bryon The Tiny Seed – Eric Carle The Rhythm of Life – Michael Rosen (performance poetry) WBD Hands – Julia Donaldson (performance poetry)		Songs/rhymes
<p>Comprehension</p> <ul style="list-style-type: none"> (See Communication & Language) Re-read books to build up their understanding and enjoyment. 	<p>Word Reading</p> <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known 	<p>Writing</p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. 	<p>Comprehension</p> <ul style="list-style-type: none"> (See Communication & Language) 	<p>Word Reading</p> <ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. 	<p>Writing</p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly.

Reception Class: Literacy

(We use Unlocking Letters and Sounds for phonics teacher - see separate overview and planning)

<p>Ongoing CP Daily story times Guided Reading</p> <ul style="list-style-type: none"> Make familiar books available for children in the book corner and at home (on going CP) 	<p>letter-sound correspondences.</p> <ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> Re-read books to build up their understanding and enjoyment. Make familiar books available for children in the book corner and at home (on going CP) <p>Ongoing CP Daily story times Guided Reading</p>	<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	
<p>Term 5 (ELG)</p>			<p>Term 6 (ELG)</p>			
<p>Books/Poems The Night Pirates – Peter Harris Willy the Wimp – Anthony Browne</p>		<p>Songs/rhymes</p>		<p>Books/Poems Bringing the rain to Kapiti Plain – Verma Aardema Performance Poetry TBC</p>		<p>Songs/rhymes</p>
<p>Comprehension</p> <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, non-fiction, rhymes and poems and during role play. Re-read books to build up their understanding and enjoyment. <p>Ongoing CP Daily story times Guided Reading</p> <ul style="list-style-type: none"> Make familiar books available for children in 	<p>Word Reading</p> <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. 	<p>Writing</p> <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>Comprehension</p> <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, non-fiction, rhymes and poems and during role play. Re-read books to build up their understanding and enjoyment. <p>Ongoing CP Daily story times Guided Reading</p> <ul style="list-style-type: none"> Make familiar books available for children in 	<p>Word Reading</p> <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. 	<p>Writing</p> <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 	

Reception Class: Literacy

(We use Unlocking Letters and Sounds for phonics teacher - see separate overview and planning)

the book corner and at home			the book corner and at home (on going CP)		
-----------------------------	--	--	---	--	--

Vocabulary

Reading, writing, words, pages, front cover, title, sentence, full stop, letters, phoneme, grapheme, digraph, Trigraph, common exception word, story, non-fiction, poem, character, setting, word reading, comprehension, story tellers voice