

Reception – Literacy/Communication and Language

Communication and Language						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speech structure/Grammar	To begin to use sentences that are well formed. (But may still have difficulties with grammar. For example, saying 'sheeps' instead of sheep or 'goed' instead of 'went'.)	To start to link simple sentences.	To connect one idea or action to another using a range of connectives. To develop some social phrases e.g. Hi, how are you?	To articulate their ideas and thoughts in well-formed sentences. To begin to express ideas using past and present tense e.g. I made a house yesterday; I am making a house.	ELG To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
Social rules of speaking/listening	<ul style="list-style-type: none"> To contribute my ideas in a small group. To put hand up to speak during carpet sessions. To look at someone when they are being spoken to. 		<ul style="list-style-type: none"> To contribute to a bigger group/ class discussion. To take turns in longer conversations responding to other children's/adult's opinions appropriately. 		ELG To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ELG Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	
Speaking for a purpose.	<ul style="list-style-type: none"> I can link what has been said to own experiences to keep a conversation going. 		<ul style="list-style-type: none"> To describe events in some detail To use talk to help, work out problems, organise thinking and 		ELG To express their ideas and feelings about their experiences using full sentences,	

Reception – Literacy/Communication and Language

	<ul style="list-style-type: none"> To explain something using simple sentences including ordering, stating and what happened and what might happen. 		activities explaining how things work and why they might happen.		including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Retelling and recounting and performing	<ul style="list-style-type: none"> To listen to and talk about stories to build familiarity and understanding. To recite familiar rhymes/poems and join in with repeated refrains from stories. 		<ul style="list-style-type: none"> To learn new songs, rhymes and poems. To take on different roles in their play. To act out familiar stories in their own play. To begin retelling stories, once we have developed a deep familiarity with the text, some as exact repetition and some in their own words. 		<p>ELG</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>
Vocabulary	To copy, practise and explore new vocabulary.	To understand and use new vocabulary in context e.g. The turtle has swallowed Stanley.	To explore new vocabulary, sounds and intonation.	To use new vocabulary in different contexts in their own play e.g. The enormous turnip/ I have made an enormous tower.	<p>ELG</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>
Questions	<ul style="list-style-type: none"> To ask 'who' and 'what' questions. To understand and answer simple 'why' and 'how' questions. 		<ul style="list-style-type: none"> To ask 'where', 'why' and 'how' questions. 		<p>ELG</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>

Reception – Literacy/Communication and Language

		<ul style="list-style-type: none"> To ask questions to find out more and check understanding of what has been said to them. 	
Listening and attention	<ul style="list-style-type: none"> To understand how to listen carefully (looking at the person, being quiet, sitting still, using our listening ears) and why listening is important. To listen to others in small groups. 	<ul style="list-style-type: none"> I am beginning to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. To listen in whole class sessions and respond when appropriate. I can play and listen to my friends at the same time. 	<p>ELG</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>

Reception – Literacy/Communication and Language

Reading						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics (RWI)	Set 1 single letter sounds – Learning to blend	Set 1 single letter sounds – Blending independently	Set 1 special friends-Ditties PCM	Set 2 sounds– Red ditty books	Set 2 sounds – Green books	Set 2 sounds – Green/Purple books
Word reading	<ul style="list-style-type: none"> To hear general sound discrimination. To be able to orally blend and segment. To hear and identify initial sounds in words. To read individual letters by saying the sounds for them. (m a s d t l n p g o c k) 	<ul style="list-style-type: none"> To read individual letters by saying the sounds for them. (u b f e l h r j v w x y z) To blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<ul style="list-style-type: none"> To read and correctly form the sounds qu, sh, ch, th, ng, nk. To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. To read red words l, the. 	<ul style="list-style-type: none"> To sound and blend words with special friends in. To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. To read red words – put, the, l, no, of, my, for, he 	<ul style="list-style-type: none"> To read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long). To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. To read red words – your, said, you, be, are 	<ul style="list-style-type: none"> To read and correctly form the sounds ar, or, air, ir, ou, oy. To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. To read red words – your, said, you, be, are, to, me, go To re-read what they have written to check that it makes sense.
Comprehension	<ul style="list-style-type: none"> To listen and enjoy sharing 	<ul style="list-style-type: none"> To experience and respond to different types of 	<ul style="list-style-type: none"> To use picture clues to help read a simple text. 	<ul style="list-style-type: none"> To retell stories in the correct sequence, 	<ul style="list-style-type: none"> To correctly sequence a story or event using 	<ul style="list-style-type: none"> To recall the main points in text in the

Reception – Literacy/Communication and Language

	<p>a range of books.</p> <ul style="list-style-type: none"> To hold a book correctly, the right way up and turn some pages appropriately. To know that a book has a beginning and an end. To know that text in English is read top to bottom and left to right. To know the difference between text and illustrations. To recognise some familiar words in print, e.g., own name or advertising logos. To enjoy joining in with rhyme, songs and poems. 	<p>books knowing we can have fiction (story) and non-fiction books (information).</p> <ul style="list-style-type: none"> To respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. To make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. 	<ul style="list-style-type: none"> To sequence two events from a familiar story, using puppets, pictures from book or role-play. To make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. To show understanding of some words and phrases in a story that is read aloud to them. To express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). 	<p>drawing on language patterns of stories.</p> <ul style="list-style-type: none"> To show understanding of many common words and phrases in a story that is read aloud to them, when prompted. To suggest how an unfamiliar story read aloud to them might end. To give a simple opinion on a book they have read, when prompted. To recognise repetition of words or phrases in a short passage of text. Play is influenced by 	<p>pictures and/or captions.</p> <ul style="list-style-type: none"> To make simple, plausible suggestions about what will happen next in a book they are reading. To know the difference between different types of texts (fiction, nonfiction, poetry) To make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play is influenced by experience of 	<p>correct sequence, using own words and include new vocabulary.</p> <ul style="list-style-type: none"> To innovate a known story. To say whether they liked or disliked a book and give a simple justification or make a relevant comment, when prompted. To sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them, with prompting. Play is influenced by experience of books - act out stories through role play activities, using simple props
--	---	--	--	---	--	--

Reception – Literacy/Communication and Language

	<ul style="list-style-type: none"> To explain in simple terms what is happening in a picture in a familiar story. To complete a repeated refrain in a familiar rhyme, story or poem being read aloud. 			<p>experience of books.</p> <ul style="list-style-type: none"> To innovate a well-known story with support. 	<p>books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>(e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p>
<p>Suggested texts: CYCLE A 2023-2024</p>	<p>All about me My family My friends My feelings Where I live Autumn</p>	<p>Autumn Our World Recycling Christmas</p>	<p>Winter Chinese New Year Superheroes People Who Help Us</p>	<p>Farm animals Wild animals Arctic animals Easter</p>	<p>Once Upon a Time Spring Growing</p>	<p>Summer Seaside Under the sea Pirates Holidays Comparison to another country</p>
	<p>Colour Monster Elmer Big Book of Families (Non-fiction) Incredible You The Little Red Hen (Harvest)</p>	<p>Squirrels Busy Day World Atlas (Non-fiction) The Messy Magpie Somebody Swallowed Stanley <u>Books linked to celebrations</u> Rama and Sita</p>	<p>Supertato Real Superheroes/ A superhero like you Little People Big Dreams: Florence Nightingale (Non-Fiction) Non-fiction – People who help us books</p>	<p>Handa’s Surprise What the Ladybird Heard Lost and Found Non-Fiction animal books <u>Books linked to celebrations</u> The Easter Story</p>	<p>Goldilocks and the Three Bears Little Red Riding Hood Jack and the Beanstalk The Tiny Seed</p>	<p>The Sea Saw Commotion in the Ocean (Poetry) Pirates love underpants The Singing Mermaid Worrysaurus</p>

Reception – Literacy/Communication and Language

		Christmas Story				
Suggested texts: CYCLE B 2024-2025	All about me My family My friends My feelings My place in the world Autumn	Autumn Light and Dark Celebrations Christmas	Winter Chinese New Year Is it winter all over the world? Into the woods	Adventures Castles, Princess, Knights and Dragons Easter Spring	Spring Minibeasts Growing	Out of this world – Earth, Flying to a different country, dinosaurs, space, aliens
	Colour Monster Elmer Super Duper You In Every House on Every Street Here We Are The Little Red Hen (Harvest)	Squirrels Busy Day The Owl who was Afraid of the Dark Zim Zam Zoom (Poetry) <u>Books linked to celebrations</u> Rama and Sita Christmas Story	Lost and Found Gruffalo/Gruffalo’s child World Atlas (Non- Fiction) We’re Going on a Bear Hunt	There is no Dragon in this story Zog My Very First Castles Book (Non- Fiction) Jack and the Beanstalk <u>Books linked to celebrations</u> The Easter Story	Mad about Minibeasts (Poetry) The Very Hungry Caterpillar The Tiny Seed The enormous turnip Non-Fiction minibeast books	Martha Maps it Out Whatever Next The dinosaur that pooped a planet Worrysaurus

Reception – Literacy/Communication and Language

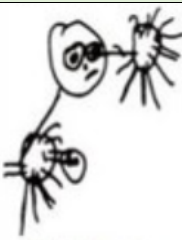

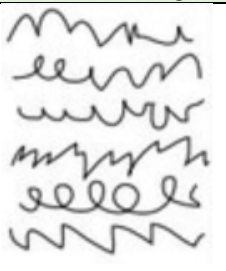
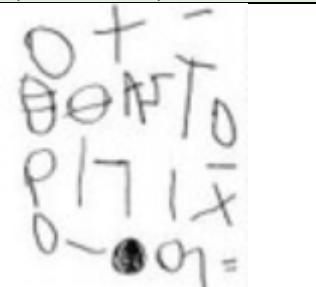

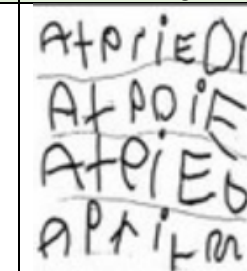

Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spellings/Sentences	<ul style="list-style-type: none"> To hear and write my own name. To hear and write initial sounds. To give meaning to my marks. 	<ul style="list-style-type: none"> To segment a word orally. To write a CVC word with some adult support. To correctly write my own name. 	<ul style="list-style-type: none"> To write CVC words independently. To write a caption with support (More than 1 word). 	<ul style="list-style-type: none"> To begin orally rehearsing sentences. To write a simple sentence with support. 	<ul style="list-style-type: none"> To orally rehearse my sentence. To write a simple sentence and check what I have written. 	<ul style="list-style-type: none"> To orally rehearse my sentence. To write a simple phrase or sentence that can be read by others.
Punctuation	To know that print carries meaning and in English, is read from left to right and top to bottom.		To recognise and use finger spaces.	To begin to know that a full stop goes at the end of a sentence.	To begin to know that a capital letter goes at the beginning of a sentence.	To begin to use some full stops and capital letters.
Handwriting (Gross Motor)	To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.					
Handwriting (Fine Motor)	<p>To use a dominant hand.</p> <p>To make marks and shapes using simple equipment.</p>	<p>To understand that phonemes link to graphemes.</p> <p>To begin writing taught letters using the correct letter</p>	<p>To write taught letters using the correct letter formation.</p> <p>To add more detail to shapes and objects, showing</p>	To show increased control over tools showing more complex shapes, objects, and writing.	To form letters using the correct letter formation and control the size of the letter considering	<p>To write recognisable letters, most of which are correctly formed.</p> <p>To show accuracy and care when drawing.</p>

Reception – Literacy/Communication and Language

	To begin to write letters as part of the phonics programme.	formation alongside phonics programme.	increasing control over tools. To write taught letters using the correct letter formation.	To write letters using the correct letter formation and control the size of the letters formed.	where they sit on a given line. To begin to form some capital letters where appropriate (e.g. At the start of their name).	
Letter join handwriting	Gross and fine motor skill activities in preparation for handwriting.	To form pre-writing patterns circles, spirals, lines and diagonals.	To form pre-writing patterns jellies and zigzags. loopies and waves. To form printed letters on their own and in words: - i, l, t	To form printed letters on their own and in words: - u, w, e - c, o - a, d	To form printed letters on their own and in words: - n, m, h - j, y - g, q	To form printed letters on their own and in words: - b, p, k - v, s, r - f, x, z
Pencil Grip	To use a tripod grip with good control. To sit in a good sitting position (feet on floor, chair tucked in, hand on paper).					
Writing outcomes	Variety of contexts within provision, carpet sessions and adult-led tasks.					

Reception – Literacy/Communication and Language

Writing stages of progression from the beginning of Nursery to the end of Reception:

Pre Phonemic Stage						
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	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly

Reception – Literacy/Communication and Language

<p>the I is see like 12345 onb mv</p>	<p>I V A D A A O</p>	<p>We wn to the s (We went to the store.)</p> <p>I lk mi Bk.</p>	<p>Thehcarr (The horse can run.)</p> <p>I lik to pla with m cat.</p>	<p>My fav orit dinosaur is the stegosorus.</p>	<p>To daye i wot to play with the white board and the shapes and I won to piny with My fen</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Thim. The end</p> <p>Today I am going to the star with my moth I am going to by a presen for my broths birthday. He is thre yers old.</p>
<p>Awareness of print, copied from surroundings</p>	<p>Beginning and ending letters are used to represent words</p>		<p>Medial sound may initially be written as a consonant. Vowels begin to appear.</p>	<p>A child hears beginning, middle and end sounds.</p>	<p>Whole sentence writing develops.</p>	