

Cavendish Community Primary School

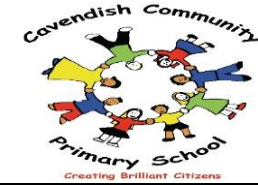
Reception Curriculum Overview for Literacy

<p>Educational Programme for Literacy</p>	<p>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).</p>					
<p>Planning around a quality text</p>						
<p>Term</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>

<p>Comprehension (developing a passion for reading)</p>	<ul style="list-style-type: none"> -recount simple stories -answer why questions -recognise labels in my classroom environment -talk about my favourite stories and know books are written -know what an author is 	<ul style="list-style-type: none"> - use the correct vocabulary to name text related concepts (character, setting, beginning, middle and end) -sequence three or more events from a story -provide simple reasons for actions and events -know what an illustrator is 	<ul style="list-style-type: none"> -understand story 'middles' e.g problem, event and how they are solved at the end -show interest in non-fiction books linked to own interests -verbally retell main events of a well-known story -know what a blurb is 	<ul style="list-style-type: none"> -begin to reason and explain events, answering 'how' questions -begin to imagine and speculate – 'what if' questions. -peruse books for pleasure and choose books independently -relate some stories to own experiences -know what a contents page is 	<ul style="list-style-type: none"> -recount simple stories, looking for patterns and be able to talk about what happened before -use a contents page 	<ul style="list-style-type: none"> -retell stories in my own words, using recently introduced vocabulary -use an index page
<p>Word Reading</p>	<ul style="list-style-type: none"> -read individual letters by saying the sound for them -blend sounds into words, so I can read short words made up of known letters 	<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 phonics programme 	<ul style="list-style-type: none"> -read simple phrases and sentences made up of words with known letter-sound correspondences, and some common exception words 	<ul style="list-style-type: none"> -reread books to build up confidence in word reading, fluency, understanding and enjoyment 	<ul style="list-style-type: none"> -say a sound for each letter of the alphabet and at least 10 digraphs 	<ul style="list-style-type: none"> -read words that are consistent with phonic knowledge -read aloud simple sentences and books that are consistent with phonic knowledge, including common exception words

<p>Writing Physical and technical development</p>	<p>-write learned graphemes (s, a, t, p, l, n, m, d, g, o, c, k, e, u, r) lower case and upper case -start to position letters correctly on a line -sit correctly with good posture when sitting at a table to write -write simple vc a, l, at, am, is, it, in, up, on, of</p>	<p>-write learned graphemes (h, b, f, ff, l, ll, ss, j, v, w, x, y, z,) lower case and upper case -use capital letters correctly for my name, l, and beginning of sentences - move from the four finger and thumb grip to a tripod grip -begin to form 0-9</p>	<p>-write learned graphemes (zz, qy, ch, sh, th, ng) -form lower case correctly -beginning to use full stops and letter spacing -write short sentences with words with known sound-letter correspondence - form 'long-legged giraffe' letters correctly</p>	<p>-write learned graphemes (ai, ee, igh, oa, oo, ar) -position all letters correctly on a line -form capital letters correctly -re-read what I have written to check that it makes sense -move from tripod grip to mature dynamic tripod grip -form 'one armed robot letters' correctly -develop formation of 0-9</p>	<p>-write learned graphemes (or, ur, ow, oi, ear) -use full stops and letter spacing -develop dynamic tripod grip -form 'curly caterpillar' letters correctly</p>	<p>-write learned graphemes (air, ure, er) -embed mature/dynamic tripod grip -form 'zig-zag monsters' letters correctly -securely form 0-9</p>
<p>Developing communication and meaning</p>	<p>-orally rehearse simple sentences supported by adults -use letters for labels</p>	<p>-write cvc words mum, dad, and, big, yes, can, get -construct captions or simple sentences, writing</p>	<p>-write non-decodable words the, to, no, go, into independently -create simple phrases with</p>	<p>-write non-decodable words my, this, going -use increasing bank of sight vocabulary in</p>	<p>-write non-decodable words (you, went, said, like) -use a full stop -use finger spaces</p>	<p>-write non-decodable words (are, for, all) -extend a short sentence using 'and' -read my sentence out loud to an adult</p>

		the initial and end sounds in words	meaning (I went to...I can) -think of imaginary sentences	independent writing, from memory -use plausible phonetical spelling of unfamiliar words in my writing	-write short sentences without support	-know an adult will be able to read and understand writing produced
End of Reception ELGs for Literacy	<p>Comprehension ELG Children at the expected level of development will:</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. <p>Word Reading ELG Children at the expected level of development will:</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 ELG Children at the expected level of development will:</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. 					
The Reception Year provides the foundation for literacy skills the children will build upon in Year 1 Where are they going? Year 1 Expectations	<p>Writing Composition: Understand what a sentence is and recognise sentences in my own writing. Say sentences out loud orally before writing them down. Create a sequence of sentences to create their own text. Re-read sentences carefully to spot any mistakes. Identify mistakes in their sentences when they are orally read to them. Discuss what they have written to an adult and a peer.</p> <p>Vocabulary, Grammar & Punctuation: Understand the use of capital letter and full stop and use them accurately. Create question sentences and use a question mark to punctuate correctly. Mark statement and command sentences with an exclamation mark. Understand that nouns are objects, people, and places. Use capital letters for proper nouns: people, places, days of the week and I. Understand the job of an adjective and start to identify them in sentences. Begin to use adjectives to create simple noun</p>					



phrases. Use talk to organise events and experiences. Write in the present tense To be able to use the conjunctions “and”, “but” and “because” to create compound sentences. Discuss word meaning of new words.

Reading summary: Use the 40 graphemes to decode words accurately. Make simple inferences about the characters and about events. Predict what might happen next from repetitive phrases and/or from what has already been read. Discuss the significance of the title. Identify the events/points from the text. Explain what has just been read to them orally. Answer simple retrieval questions by finding the information in non-fiction and fiction texts.