

Reception English Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Text</u>	<u>Text</u> The Three Little Pigs <i>Fairytales</i>	<u>Text</u> Gruffolo Stories - Julia Donaldson <i>Fantasy</i>	<u>Text</u> Whatever Next - Gill Murphy <i>Traditional</i>	<u>Text</u> Little Red Hen <i>Adventure</i>	<u>Text</u> Little Red Riding Hood - Mara Alperin <i>Fairytales/traditional story</i>	<u>Text</u> The snail and the whale - Julia Donaldson <i>Adventure</i>
<u>Communication & Language</u>	Story sequencing and retell - Use different voices for the narrator of each character Listen to and talk about stories to build familiarity		Story sequencing and retelling Retell the story some as exact repetition and some in their own words.		Story sequencing and retelling 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.	
<u>Comprehension Reading Skill:</u>	Engage in story time. Concepts of print	Listen to and talk about stories to build familiarity and understanding. Concepts of print	Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Concepts of print	Describe events in some detail Begin to make simple predictions about what will happen in the story. Concepts of print	Articulate their ideas and thoughts in well-formed sentences Make simple predictions about what will happen in the story. Concepts of print	Ask questions to find out more and to check they understand what has been read to them. ELG: Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG: Anticipate key events in stories ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.
<u>Word Reading</u>	Consolidation of all phase 2 sounds. Common exception words - the, to, and, is, I, go, no, of. 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 simple phrases and sentences made up of phase 2 words and common exception words.	j, v, w, x, y, z, qu, sh, ch, th, ng, ai, ee, igh, oa Common exception words- we, me, be, he, she, was, my. Read some letter groups that each represent one sound and say the sounds for them. Read simple phrases and sentences made up of some phase 3 words and common exception words.	oo, ar, or, ur, ow, oi, ear, air, er Common exception words - live, you, they, are, all, what. Read some letter groups that each represent one sound and say the sounds for them. Read simple phrases and sentences made up of some phase 3 words and common exception words.	Revision and consolidation of all phase 3 sounds and common exception words. Read some letter groups that each represent one sound and say the sounds for them. Read simple phrases and sentences made up of phase 3 words and common exception words.	CVCC, CCVC Common exception words - said, so, have, like, some, come, were, there, little, one, do, does, when, out, here, says, love. Begin to read simple phrases and sentences made up of phase 4 words and common exception words.	CVCC CCVC Common exception words - said, so, have, like, some, come, were, there, little, one, do, does, when, out, here, says, love. Begin to read simple phrases and sentences made up of phase 4 words and common exception words.

<u>Writing Focus</u>	Setting description Write a phase 2 CVC word independently. Write a phase 2 label/caption. Write some tricky words. – I, go, no, of. Spell phase 2 words by identifying the sounds and then writing the sound and letter/s. With support, re-read work to check it makes sense.	Character description Write a label/caption. Write a short sentence with support. Begin to spell some phase 3 words by identifying the sounds and then writing the sound and letter/s. With support, re-read work to check it makes sense.	Story mapping & retelling Begin to write a short sentence. With support use some capital letters and full stops. Spell some phase 3 words by identifying the sounds and then writing the sound and letter/s. Begin to re-read work to check it makes sense.	Instructions Begin to write a short sentence. With support, use capital letters and full stops. Confidently spell phase 3 words by identifying the sounds and then writing the sound and letter/s. Begin to re-read work to check it makes sense.	Story mapping & retelling Write a short sentence with known letter correspondences. Use of capital letters and full stops. Confidently spell some phase 4 words by identifying the sounds and then writing the sound and letter/s. Independently re-read work to check it makes sense.	Letter Postcard Write a short sentence with known letter correspondences. Use of capital letters and full stops. Use of some finger spaces. Confidently spell some phase 4 words by identifying the sounds and then writing the sound and letter/s. Independently re-read work to check it makes sense.
<u>Handwriting</u>	Begin to form lower-case and capital letters correctly, most of which have appropriate lead out flicks. Hold a pencil – tripod grasp.	Begin to form lower-case and capital letters correctly, most of which have appropriate lead out flicks. Hold a pencil – tripod grasp.	Form most lower-case and capital letters correctly, most of which have appropriate lead out flicks.	Form most lower-case and capital letters correctly, most of which have appropriate lead out flicks.	Form all lower-case and capital letters correctly with appropriate lead out flicks.	Form all lower-case and capital letters correctly with appropriate lead out flicks.
<u>Rhymes</u>	Pat-a-cake 1, 2, 3, 4, 5 Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers		Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on the Bed Twinkl Twinkl If You're Happy and you Know it Head, Shoulders, Knees and Toes Old Macdonald Baa Baa Black Sheep Row, Row, Row Your Boat		Big Bear Funk Insy Winsy Spider Rock-a-Bye Baby The Wheels on the Bus The Hokey Cokey Little Bo Peep	
<u>Supplementary texts</u>	Homes around the world – Moira Butterfield	We are the forest animals – Happy little Llama	Handas Surprise – Eileen Browne	Egg to Chicken – Camilla de la bedoyere	Food Like Mine – DK	The Big Book of transport – Moira Butterfield
<u>Age Related Expectations:</u>	Reading • Read individual letters by saying the sounds for them. • Blend sounds in to 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, their fluency and their understanding and enjoyment. • Ask questions to find out more and to check they understand what has been read to them (communication and language). • Articulate their ideas and thoughts in well-formed sentences (communication and language). • Engage in story-time (communication and language). • Describe events in some detail (communication and language). • Listen to and talk about stories to build familiarity and understanding (communication and language). • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (communication and language). • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (communication and language). Writing • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound and letters/s • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.					