

Reception English Overview

Literacy – Specific Area.

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).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Topics							
	All about Me	Woodlands/ Festivals	Space Travel	Traditional Tales	Growing	Under the sea	
Reception Core Texts							
	Perfectly Norman by Tom Percival Super, Duper You by Sophy Henn	We're Going on a Bear Hunt by Michael Rosen Martha maps it out by Leigh Hodgkinson	Astro Girl by Ken Wilson-Max Whatever Next by Jill Murphy	Little Red Riding Hood Little Red and the Very Hungry Lion by Alex T Smith (World Book Day: Revisit We're Going on a Bear Hunt)	The Tiny Seed Eric Carle Oliver's Vegetables By Alison Bartlett and Vivian French	The Rainbow Fish by Marcus Pfister Commotion in the Ocean Giles Andreae Surprising Sharks by Nicola Davies	
	Supporting Texts						
	All Kinds of People by Emma Damon Family and Me by Michaela Dias-Hayes	We're going on a Lion Hunt by David Axtell	Aliens love Underpants If I Were an Astronaut by Eric Braun	A range of traditional fairy tales (Three Little Pigs, Goldilocks)	The Very Hungry Caterpillar Eric Carle Jack and the Beanstalk Errol's Garden Gillian Hibbs	Shark in the Park by Nick Sharratt Barry the Fish with Fingers by Sue Hendra If Sharks Disappear by Lily Williams	

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Supporting rhymes and songs							
	<i>If You're Happy and You Know It</i> <i>The End of Day Song</i>	<i>The Bear Went Over the Mountain</i>	<i>5 Little Men in a Flying Saucer</i> <i>Planet Song</i>	<i>I Love Red</i> <i>10 Green Bottles</i> (Number Blocks)	<i>Little Brown Seeds</i> <i>Mary, Mary quite Contrary</i> <i>1 tomato, 2 tomatoes</i>	<i>There's a Hole in the Bottom of the Sea</i> (BBC rhymes) <i>1,2,3,4,5 Once I Caught a Fish Alive</i>	
Reception Skills	<p>Listening to and identifying sounds in the environments. (Au1)</p> <p>Listening to and hearing initial sounds in familiar words. (Au1)</p> <p>To identify sounds on a sound mat. (Au1)</p> <p>Listens to familiar stories and able to recall some facts. (Au1)</p>	<p>Listening to and hearing sounds in CVC words. (Au2)</p> <p>To identify sounds on a sound mat and to use this when writing. (Au2)</p> <p>Listens to familiar stories and able to recall facts. (Au2)</p>	<p>To think of and write a short, simple sentence. (Sp1)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp1)</p> <p>Identifying sounds on a sound mat. (Sp1)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp1)</p>	<p>To think of and write a short, simple sentence. (Sp2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp2)</p>	<p>To think of and write a short, simple sentence. (Su1)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Su1)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Su1)</p> <p>Checking written work and making any changes where necessary. (Su1)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Su1)</p>	<p>To think of and write a short, simple sentence. (Su2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Su2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Su2)</p> <p>Checking written work and making any changes where necessary. (Su2)</p>	<p>Comprehension</p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate – where appropriate – key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading.</p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and</p>
Reception Knowledge	<p>Knowing that words can be written. (Au1)</p>	<p>Knowing that words can be written. (Au2)</p> <p>Knowing the sounds that the taught letters make.</p>	<p>Knowing that words can be written. (Sp1)</p>	<p>Knowing the sounds that the taught phonemes make. (Sp2)</p>	<p>Knowing the sounds that the taught phonemes make. (Su1)</p>	<p>Knowing the sounds that the taught phonemes make. (Su2)</p>	

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	<p>Knowing the sounds that the taught letters make. (Au1)</p> <p>Knowing what the taught letters looks like. (Au1)</p> <p>Knowing how to write the taught letters. (Au1)</p> <p>Knows how to sequence familiar stories. (Au1)</p>	<p>(Au2)</p> <p>Knowing what the taught letters looks like. (Au2)</p> <p>Knowing how to write the taught letters. (Au2)</p> <p>Recognising taught HFW in text. (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p>	<p>Knowing the sounds that the taught letters make. (Sp1)</p> <p>Knowing what the taught letters looks like. (Sp1)</p> <p>Knowing how to write the taught letters. (Sp1)</p> <p>Recognising taught HFW in text. (Sp1)</p> <p>Knows how to spell some familiar words. (Sp1)</p>	<p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. (Sp2)</p> <p>Recognising taught tricky words in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p>	<p>Knowing what the taught phonemes look like. (Su1)</p> <p>Knowing how to write the taught letters. (Su1)</p> <p>Recognising taught tricky words in text. (Su1)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> <p>Knowing that sentences can be extended by using a connective. (Su1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)</p> <p>Knows how to spell some familiar words. (Su1)</p>	<p>Knowing what the taught phonemes look like. (Su2)</p> <p>Knowing how to write the taught letters. (Su2)</p> <p>Recognising taught tricky words in text. (Su2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p> <p>Knowing that sentences can be extended by using a connective. (Su2)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su2)</p>	<p>books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing.</p> <p>*Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
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Little Wandle Letters and Sounds							
	<p>Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l Tricky words: is, I, the</p>	<p>Phase 2 graphemes f l l s s v w x y z z z q u ch sh th ng nk Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>Phase 3 graphemes ai ee igh oa oo oo ar ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff Tricky words: was you they my by all are sure pure</p>	<p>Review Phase 3 graphemes Words with two or more digraphs Words ending in -ing Words with s in the middle /z/ s Words ending -s Words with -es at end /z/</p>	<p>Phase 4 Short vowels CVCC Short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky Words: said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ root word ending in: -er, -est longer words Review all taught tricky words</p>	