

## **Cavendish Community Primary School**

## Reception Curriculum Overview for Literacy

Educational Programme for Literacy	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).					
Planning around a quality text	Cittle Red  ACON  Little Red  ACON  ACON	RUNAWAY	Conspired Free Resource Takes  Three Little  Three Little  Three Little	and tango makes three	RED RED RED CITY	Clem CRaB ROMEOSAURS PMOÖHRA AUGUSTAN
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Comprehension (developing a passion for reading)  - recognise labels in my classroom environment environment and know books are written - know what an author is  - read individual letters by soying the sound for them - blend sounds into words, so I can read short words made up of known letters  - words Reading  - recount simple stories or variable stories in my (austions - recognise labels in my classroom environment etters  - recognise labels in my (austions - recognise labels in my classroom environment							Creating Brilliant Citizens
for reading)  -answer why questions -recognise labels in my classroom entirect stand how they are solved at the end on my classroom entirects in my classroom entirects that have been to make the end of how they are solved at the end of how they are solved the of the solve the and plant at the end of how they are solved the of the solve the and the plant at the end of how they are solved the own interest in non-fiction books. Independently about what a charb if the solve the adout what the own therest in non-fiction books. Independently about what a chose books independently are solve the solve the adout at the	Comprehension	-recount simple	- use the correct	-understand story	-begin to reason	-recount simple	-retell stories in my
questions -recognise labels in my classroom environment -talk about my favourite stories and know books are written -know what an author is  Word Reading  -read individual letters by saying the sound for belled sounds into words, so I can read short words made up of known letters  -recognise labels in (character, setting, beginning, stating to imagine and speculate - what if' questionssow interest in non-fiction books linked to own on-fiction	(developing a passion	stories	vocabulary to	'middles' e.g	and explain	stories, looking	own words, using
-recognise labels in my classroom setting, beginning, environment -talk about my favourites stories and know books are written -know what an author is -read individual letters by saying the sound for them -blend sounds into words, so I can read short words made up of known letters and exception words with ten read short words made up of known letters and short words made up of known letters with my favourite stories and know books are written -talk about my favourite stories and know books are written -talk about my favourite stories and know books are written -talk about my favourite stories and know books are written -talk about my favourite stories and know books are written -talk about my favourite stories and know books are written -talk about my favourite stories and know books are written -talk about my favourite stories and know books are written -talk about my favourite stories and know books are written -talk about my favourite stories and know books are written -talk about my favourite stories and know books are written -talk about my favourite stories and know what an illustrator is -peruse books for pleasure and choose books independently -relate some stories to own experiences -know what a contents page is -say a sound for each letter of the alphabet and at least 10 digraphs -read aloud simple sentences and books that are consistent with phonic knowledge -read aloud simple sentences and books that are consistent with phonic knowledge, including common exception words	for reading)	-answer why	name text related	problem, event and	events, answering	for patterns and	recently introduced
my classroom environment middle and end) -talk about my requested for words testories and know books are written -know what an author is events -know what an illustrator is read some letter letters by saying the sound for them -blend sounds into words, so I can read short words made up of known letters shool's phonics or more experition words and exception words are school's phonics or more events and know books are indicated and end) -sequence three to middle and end) -sequence three to middle and end) -sequence three to mon-fiction books linked to own interest in non-fiction books (linked to own i		questions	concepts	how they are solved	'how' questions	be able to talk	vocabulary
environment -talk about my -talk about my favourite stories and know books are written -know what an author is  -read individual letters by saying the sound for them -blend sounds into words, so I can read short words made up of known letters  -read some letters -read some -blend sounds into words, so I can read short words made up of known letters -calk about my -sequence three or more events linked to own linterests -verbally retell main events of a well- know what a blurb is -verbally retell main events of a well- know what a blurb is -know what an litustrator is -read simple phrases and some common letters -read some -teled sounds for them -blend sounds into words, so I can read short words made up of known letters -stool's phonics -sequence three or more events linked to own linterests -verbally retell main events of a well- known story -verbally retell main events of a well- known story -relate some stories to own experiences -know what a contents page is -read some telter phrases and some common of words with known letter-sound correspondences, and some common exception words matched to the school's phonics -seq contents page -reuse books for peruse books for peruse books -relate some stories to own experiences -know what a contents page is -read books to build up confidence in word reading, fluency, understanding and enjoyment -read aloud simple sentences and books that are consistent with phonic knowledge -read aloud simple sentences and books that are consistent with phonic knowledge, including common exception words		-recognise labels in	(character,	at the end	-begin to imagine	about what	-use an index page
-talk about my favourite stories and know books are written -know what an author is  Word Reading  -read individual letters by saying the sound for them -blend sounds into words, so I can read short words -read of them -cad short words made up of known letters -read independences and some common letters -read some letter school's phonics -read of the school's phonics -read to words -read of the school's phonics -read to word sand say sounds for them school's phonics -read some common exception words -read sounds for them school's phonics -read some common exception words -read sounds for the sound's phonics -read some common exception words -read sounds for the sound's phonics -read some common exception words -read sounds for the school's phonics -read some common events -read some common events -read some vents of a well-choose books independently -relate some choose books -relate some stories to own experiences -know what a contents page is -read books to build up -read some common eaception words of words with -read of ew -read of		my classroom	setting, beginning,	-show interest in	and speculate –	happened before	
favourite stories and know books are written -know what an author is  Word Reading  -read individual letters by saying the sound for them -blend sounds into words, so I can read short words  -read a few common letters  made up of known letters  made up		environment	middle and end)	non-fiction books	'what if'	-use a contents	
and know books are written -know what an author is  Word Reading  -read individual letters by saying the sound for them -blend sounds into words, so I can read short words made up of known letters  -read a few common letters  -read a few common letters  -read individual common letters  -read a few common letters  -read simple reasons for actions and events of a well-known story -know what a blurb is  -read simple stories to own experiences -know what a contents page is  -read simple sentences made up of words with word reading, made up of known letters  -read a few common exception words  -read simple sentences made up of words with word reading, made up of known letters  -read a few common exception words  -read simple stories to own experiences -know what a contents page is  -read simple stories to own experiences -know what a contents page is  -read books to build up confidence in word reading, fluency, understanding and enjoyment  -read a few common exception words  -read a few common exception words  -read simple stories to own experiences -know what a contents page is  -read books to build up confidence in word reading, fluency, understanding and enjoyment  -read some common exception words  -read some common exception words		-talk about my	-sequence three	linked to own	questions.	page	
written -know what an author is  -read individual letters by saying the sound for them -blend sounds into words, so I can read short words made up of known letters  -read individual -read some letter words, so I can read short words made up of known letters  -read a few school's phonics  -revolte simple read son a tell known story -know what a blurb is  -read simple phrases and sound simple stories to own experiences -know what a contents page is  -read simple phrases and sentences made up of words with word reading, fluency, understanding and enjoyment  -read son books independently -relate some stories to own experiences -know what a contents page is  -read books to build up confidence in word reading, fluency, understanding and enjoyment  -read aloud simple sentences and books that are consistent with phonic knowledge, including common exception words		favourite stories	or more events	interests	-peruse books for		
-know what an author is actions and events -know what an illustrator is -read some letter groups that each the sound for them -blend sounds into words, so I can read short words made up of known letters school's phonics and suthor is author is -know what a blurb is stories to own experiences -know what a contents page is -read simple phrases and sentences made up of words with known letter-sound correspondences, and some common letters exception words matched to the school's phonics and solution author is actions and events is stories to own experiences -know what a contents page is -read books to build up each letter of the alphabet and at least 10 digraphs -read atoud simple sentences and books that are consistent with phonic knowledge, including common exception words		and know books are	from a story	-verbally retell main	pleasure and		
author is  actions and events -know what an illustrator is  actions and events -know what a contents page is  -read simple phrases and sentences made up of words with words, so I can read short words made up of known letters  actions and events -know what a contents page is  -read simple phrases and sentences made up of words with word reading, fluency, understanding and enjoyment  -read simple consistent with phonic knowledge -read a few correspondences, and some common exception words  -read a few common exception words -read a few common exception words -read a few common exception words -read a few common exception words -read a few common exception words		written	-provide simple	events of a well-	choose books		
events -know what an illustrator is  -read individual letters by saying the sound for them -blend sounds into words, so I can read short words read short words made up of known letters  events -know what a contents page is  -read simple -read simple phrases and sentences made up of words with known letter-sound made up of known letters exception words matched to the school's phonics  is stories to own experiences -know what a contents page is  -read books to build up each letter of the alphabet and at phonic knowledge each letter of the alphabet and at phonic knowledge fluency, understanding and enjoyment  with phonic knowledge, including common exception words		-know what an	reasons for	known story	independently		
-know what an illustrator is  -know what a contents page is  -read individual letters by saying the sound for them or read some letter of words, so I can read short words made up of known letters  -read a few common letters  -know what a contents page is  -read simple or read books to build up each letter of the sentences made up of words with word reading, fluency, understanding and enjoyment  -read a few common exception words  -read simple or read books to build up each letter of the alphabet and at least 10 digraphs  -read aloud simple sentences and books to build up each letter of the alphabet and at least 10 digraphs  -read aloud simple sentences and books to build up each letter of the alphabet and at least 10 digraphs  -read aloud simple sentences and books  -read a few correspondences, and some common exception words  -read simple each letter of the alphabet and at least 10 digraphs  -read aloud simple sentences and books  -read simple each letter or read simple each letter or the alphabet and at least 10 digraphs  -read words that are consistent with phonic knowledge, including common exception words		author is	actions and	-know what a blurb	-relate some		
Word Reading  -read individual letters by saying the sound for them -blend sounds into words, so I can read short words made up of known letters  -read a few common letters  -read a few common letters  -contents page is  -read simple phrases and sentences made up of words with word reading, fluency, understanding and enjoyment  -read a few common exception words  -read a few common letters  -know what a contents page is  -read books to build up confidence in word reading, fluency, understanding and enjoyment  -read a few correspondences, and some common exception words  -read a few correspondences, and some common exception words  -read a few correspondences, and some common exception words  -read simple confidence in word reading, fluency, understanding and enjoyment  -read a few correspondences, and some common exception words  -read a few correspondences, and some common exception words  -read simple confidence in word reading, fluency, understanding and enjoyment  -read sound for each letter of the alphabet and at phonic knowledge read aloud simple sentences and books to build up confidence in word reading, fluency, understanding and enjoyment  -read short words with word reading, fluency, understanding and enjoyment  -read short words with word sentences and books to build up confidence in word reading, fluency, understanding and enjoyment  -read short words with word reading, fluency, understanding and enjoyment  -read short words with word reading, fluency, understanding and enjoyment  -read short words words words words words words words			events	is	stories to own		
Word Reading  -read individual letters by saying groups that each represent one sound and say of words, so I can read short words made up of known letters  -read a few correspondences, and some common letters  -read individual read some letter of the letter of the sound for them represent one sentences made up of known letter-sound and say of words with word reading, fluency, understanding and letters  -read a few correspondences, and some common letters  -read a few exception words matched to the school's phonics  -read simple confidence in word reading, fluency, understanding and enjoyment  -read books to build up each letter of the alphabet and at phonic knowledge  -read aloud simple sentences and books to build up  -read aloud simple sentences and books  that are consistent with phonic exception words  -read a few correspondences, and some common exception words  -read simple consistent with phonic each letter of the alphabet and at phonic knowledge  -read words that are consistent with phonic enjoyment  -read books to build up  -read sound for each letter of the alphabet and at least 10 digraphs  -read aloud simple sentences and books  that are consistent with phonic enjoyment  -read sound for them alphabet and at least 10 digraphs  -read aloud simple sentences and books  that are consistent with phonic enjoyment  -read sound for them alphabet and at least 10 digraphs  -read aloud simple sentences and books  that are consistent with phonic enjoyment  -read sound for them alphabet and at least 10 digraphs  -read aloud simple sentences and books  that are consistent with phonic enjoyment  -read sound for them alphabet and at least 10 digraphs  -read aloud simple sentences and books  that are consistent with phonic enjoyment  -read sound for them alphabet and at least 10 digraphs  -read aloud simple sentences and books  that are consistent with phonic enjoyment  -read sound for them alphabet and at least 10 digraphs  -read aloud simple enjoyment  -read sound for them alphabet and at least 10 digraphs  -read a			-know what an		experiences		
Word Reading  -read individual letters by saying the sound for them blend sounds into words, so I can read short words  -read a few correspondences, made up of known letters  -read simple phrases and build up confidence in word reading, fluency, understanding and enjoyment  -say a sound for each letter of the alphabet and at least 10 digraphs  -read aloud simple sentences made up of known letter-sound correspondences, and some common letters  -read simple phrases and build up confidence in word reading, fluency, understanding and enjoyment  -read some letter of the alphabet and at least 10 digraphs  -read aloud simple sentences and books to build up confidence in word reading, fluency, understanding and enjoyment  -read some letter of the alphabet and at least 10 digraphs  -read aloud simple sentences and books to build up confidence in word reading, fluency, understanding and enjoyment  -read words that are consistent with word reading, fluency, understanding and enjoyment  -read words that are consistent with phonic knowledge, including common exception words			illustrator is		-know what a		
letters by saying the sound for them represent one sound and say sounds for them words, so I can read short words made up of known letters    Consistent with phonic knowledge read a few correspondences, and some common letters    Consistent with phonic knowledge reading, fluency, understanding and enjoyment with phonic knowledge read a few correspondences, and some common exception words    Consistent with phonic knowledge read a few correspondences, and some common exception words with phonic knowledge, including common exception words					contents page is		
the sound for them -blend sounds into words, so I can read short words made up of known letters  The sound for them -blend sounds into words, so I can read a few common letters  The sound for them -blend sounds into words with words sound and say sounds for them read a few correspondences, and some common exception words  The sound for them sound and say sound and say sounds for them read a few correspondences, and some common exception words  The sound for them sound and say sound and say sounds for them sounds for them sound and say sounds for them known letter-sound correspondences, and some common exception words  The sound for them sound and say sounds into word reading, fluency, understanding and enjoyment  The sound for them sound and say sounds for them sounds for them sounds for them known letter-sound correspondences, and some common exception words  The sound for them sound and say sounds for them known letter-sound correspondences, and some common exception words  The sounds into word reading, fluency, understanding and enjoyment  The sound for them sound at least 10 digraphs  The sound and say sounds for them word reading, fluency, understanding and enjoyment  The sound for them sounds into word reading, fluency, understanding and enjoyment  The sounds into word reading, fluency, understanding and enjoyment  The sounds into word reading, fluency, understanding and enjoyment  The sounds into word reading, fluency, understanding and enjoyment  The sounds into word reading, fluency, understanding and enjoyment  The sounds into word reading, fluency, understanding and enjoyment  The sounds into word reading, fluency, understanding and enjoyment  The sounds into word reading, fluency, understanding and enjoyment  The sounds into word reading, fluency, understanding and enjoyment  The sounds into word reading, fluency, understanding and enjoyment  The sounds into word reading, fluency, understanding and enjoyment  The sounds into word reading, fluency, understanding and enjoyment  The sounds into word re	Word Reading	-read individual	-read some letter	-read simple	-reread books to	-say a sound for	-read words that are
-blend sounds into words, so I can read short words made up of known letters  exception words matched to the school's phonics  sound and say sounds for them known letter-sound correspondences, and some common exception words  of words with known letter-sound fluency, understanding and enjoyment  word reading, fluency, understanding and enjoyment  with phonic knowledge, including common exception words		letters by saying	groups that each	phrases and	build up	each letter of the	consistent with
words, so I can read short words made up of known letters  exception words matched to the school's phonics  sounds for them -read a few correspondences, and some common exception words  fluency, understanding and enjoyment  fluency, understanding and enjoyment  with phonic knowledge, including common exception words		the sound for them	represent one	sentences made up	confidence in	alphabet and at	phonic knowledge
read short words made up of known letters    Correspondences, and some common exception words matched to the school's phonics   Correspondences, and some common exception words   Correspondences, and some commo		-blend sounds into	sound and say	of words with	word reading,	least 10 digraphs	-read aloud simple
made up of known letters common exception words matched to the school's phonics and some common exception words with phonic knowledge, including common exception words		words, so I can	sounds for them	known letter-sound	fluency,		sentences and books
letters exception words matched to the school's phonics exception words exception words words		read short words	-read a few	correspondences,	understanding and		that are consistent
matched to the school's phonics common exception words		made up of known	common	and some common	enjoyment		with phonic
school's phonics words		letters	exception words	exception words			knowledge, including
			matched to the				common exception
programme			school's phonics				words
			programme				



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



						Creating Brilliant Citizens	
		the initial and end	meaning (I went	independent	-write short	-know an adult will	
		sounds in words	tol can)	writing, from	sentences without	be able to read and	
			-think of imaginary	memory	support	understand writing	
			sentences	-use plausible		produced	
				phonetical			
				spelling			
				of unfamiliar			
				words in my			
				writing			
End of Reception ELGs	Comprehension ELG	Children at the exp	ected level of develop	ment will: • Demons	trate understanding c	of what has been read	
for Literacy	to them by retelling s	stories and narratives	s using their own words	and recently introdu	iced vocabulary; • A	nticipate – 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. Word Reading ELG Children at the expected level of development will: •						
	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. Writing ELG Children at the expected level of development will: • 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 ready by others.						
The Reception Year	Writing Composition:	Understand what a s	entence is and recognis	se sentences in my ov	wn writing. Say senter	nces out loud orally	
provides the foundation	before writing them down. Create a sequence of sentences to create their own text. Re-read sentences carefully to spot any						
for literacy skills the	mistakes. Identify mistakes in their sentences when they are orally read to them. Discuss what they have written to an adult and						
children will build upon	a peer.						
in Year 1	Vocabulary, Grammar & Punctuation: Understand the use of capital letter and full stop and use them accurately. Create question						
Where are they going?	sentences and use a question mark to punctuate correctly. Mark statement and command sentences with an exclamation mark.						
Year 1 Expectations	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 s	start to identify them i	n sentences. Begin to	use adjectives to cre	eate simple noun	



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.