



LITERACY

RECEPTION CURRICULUM 2023-2024



Newbottle & Charlton
CEVA Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Statutory Educational programme	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).					
Word reading	<ul style="list-style-type: none"> Hear general sound discrimination and is able to orally blend and segment. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
Phonics	<p>Phase 2 s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, ff, ll,</p> <p>HRS I, the, no, put, of, is, to, go, into, pull, as, his</p>	<p>Phase 3 j, v, w, x, y, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa -es (where there is no change to the root word)</p> <p>HRS He, she, buses, we, me, be, push, was, her, my, you</p>	<p>Phase 3-4 oo, ar, oo, or, ow, oi, ear, air, ure, er, ow</p> <p>HRS They, all, are, ball, tall, when, what</p>	<p>Phase 3-4 and review of previous sounds</p> <p>HRS Said, so, have, were, out, like, some, come, there, little, one, do, children, love</p>	<p>Phase 4 CVCC, CCVC, CCVC, CCCVC, CCCVCC</p> <p>-ed/ed/, -ed/t/, -ed/d/</p>	<p>Phase 5 intro ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p> <p>HRS Oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very</p>



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Comprehension	<ul style="list-style-type: none"> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name of advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. 	<ul style="list-style-type: none"> Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and nonrhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play. 	<ul style="list-style-type: none"> Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud. Show understanding of some words and phrases in a story that is read aloud. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). 	<ul style="list-style-type: none"> Retell stories in the correct sequence, draw on language patterns of stories. With prompting, shows an understanding of many common words and phrases in a story that is read aloud. Suggest how an unfamiliar story read aloud might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play is influenced by experience of books. Innovate a well-known story with support. 	<ul style="list-style-type: none"> Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read, where answer is clearly signposted. Play is influenced by experience of books - gestures and actions used to act out a story, event or rhyme. 	<ul style="list-style-type: none"> Play is influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, can say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, they can sometimes show understanding of some less familiar words and phrases in a story that is read aloud.



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Writing	<ul style="list-style-type: none"> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. 	<ul style="list-style-type: none"> Copy adult writing behaviour e.g. writing on a whiteboard, writing messages. Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. 	<ul style="list-style-type: none"> Use appropriate letters for initial sounds. 	<ul style="list-style-type: none"> Build words using known letter-sound correspondences in own writing. 	<ul style="list-style-type: none"> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in writing. 	<ul style="list-style-type: none"> Show awareness of the different audiences for writing. Write short sentences with words with known letter-sound correspondences. Sometimes use a capital letter and full stop.
Composition	<ul style="list-style-type: none"> Use talk to organise/describe events and experiences. 	<ul style="list-style-type: none"> Use talk to link ideas, clarify thinking and feelings. Understand that thoughts and stories can be written down. 	<ul style="list-style-type: none"> Orally compose a simple sentence and hold it in memory before attempting to write it. 	<ul style="list-style-type: none"> Orally compose a simple sentence/caption and hold it in memory before attempting to write it. 	<ul style="list-style-type: none"> Write a simple sentence/caption which may include a full stop. 	<ul style="list-style-type: none"> Write a simple narrative in short sentences with known letter-sound correspondences and may include a capital letter and full stop.
Handwriting	<ul style="list-style-type: none"> Know that print carries meaning and in English, is read from left to right and top to bottom. Draw lines and circles. 	<ul style="list-style-type: none"> Form letters from my name correctly. Recognise that after a word there is a space. 	<ul style="list-style-type: none"> Show a dominant hand. Write from left to right and top to bottom. Beginning to form some recognisable letters. 	<ul style="list-style-type: none"> Hold a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders 	<ul style="list-style-type: none"> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. 	<ul style="list-style-type: none"> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.



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Spelling	<ul style="list-style-type: none"> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. 	<ul style="list-style-type: none"> Orally spell VC and CVC words by identifying the sounds. Write own name. 	<ul style="list-style-type: none"> Spell to write VC and CVC words independently using phase 2 graphemes. 	<ul style="list-style-type: none"> Spell to write VC, CVC and CVCC words independently using phase 2 and phase 3 graphemes. Spell some irregular common (HRS) words e.g. the, to, no, go independently 	<ul style="list-style-type: none"> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. 	<ul style="list-style-type: none"> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using phase 4 CCVCC Spell irregular common (harder to read and spell) words e.g., he, she, we, be, me independently.