

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).

### Literacy – Specific Area

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

### Nursery Topics

Settling In  
Marvellous Me

Light and Dark

Once Upon a  
Time...

People Who Help  
Us

Growing

Under the Sea

Early Learning  
Goals

### Nursery Core Texts



Walking Through  
the Jungle  
The Little Red  
Hen

Owl Babies  
Room on the  
Broom  
The First  
Christmas

The Gingerbread  
Man  
The Three Billy  
Goats Gruff

We're Going on a  
Bear Hunt

Jack and the  
Beanstalk  
The Very Hungry  
Caterpillar

The Snail and  
the Whale  
Rainbow Fish

### Nursery Skills

Recognise familiar logos within the environment.

To be able to make marks and talk about the marks they've made.

Turn pages of a book correctly and carefully.

Differentiate between words and pictures

To be able to make marks and talk about the marks they've made.

Find and identify familiar letters. E.g. Letters in their name.

Begin to explore initial sounds in familiar words.

Talk about and retell some familiar stories.

Explore initial sounds in familiar words.

Find and identify familiar letters. E.g. Letters in their name.

Begin to attempt writing familiar letters. E.g. letters in their name.

Confidently talk about marks and give meaning to marks.

Talk about and retell some familiar stories.

Find letters in name.

Identify initial sounds in familiar words.

Confidently talk about marks and give meaning to marks.

Attempt writing familiar letters. E.g. letters in their name.

Sequence stories or previous events/ experiences.

Orally compose a sentence.

Orally compose a sentence.

Break the flow of speech into words.

Identify initial sounds in familiar words.

Write some single sounds correctly.

Independent marks for a purpose. E.g. shopping list.

Begin to identify some sounds during oral blending games.

Orally compose a sentence.

Break the flow of speech into words.

Oral blending to identify words.

Orally blend CVC words.

Identify initial sounds.

Make predictions about a story using the relevant vocabulary independently.

					Begin to make predictions about a story, sometimes supported by adult vocabulary.	Make marks for a purpose and talk about marks.  Write some single sounds correctly.  Represent the letter in their name.	
<b>Nursery Knowledge</b>	<p>Know text has meaning.</p> <p>Know that text has meaning.</p> <p>Know text is read from left to right and top to bottom in English.</p> <p>Know different parts of a book. E.g. front cover/back cover, spine, pages.</p> <p>Know a range of Nursery Rhymes.</p>	<p>Know different parts of a book. E.g. front cover/back cover, spine, pages.</p> <p>Identify different parts of a book. E.g. front cover/back cover, spine, pages, title, blurb.</p> <p>Know that letters are used to make up words.</p> <p>Know that each letter makes a word. (Focus on their names)</p> <p>Learn new vocabulary.</p>	<p>Know that each letter makes a word. (Focus on their names and familiar words)</p> <p>Join in with repetition within stories and rhymes.</p> <p>To learn that stories have a beginning, middle and end.</p> <p>Talk about different story parts.</p> <p>To be able to retell some parts of a story. (Talk for writing)</p> <p>Learn new vocabulary linked to core texts.</p>	<p>Join in with repetition within stories.</p> <p>Talk about different story parts.</p> <p>To be able to retell some parts of a story. (Talk for writing)</p> <p>Know some words that rhyme within familiar stories.</p> <p>Learn new vocabulary linked to core texts.</p> <p>Talk about/ identify beginning, middle and end of stories.</p> <p>Identify their name.</p>	<p>Know some words that rhyme.</p> <p>Identify some words that start with the same sound. (Alliteration)</p> <p>Know that blending sounds make a word.</p> <p>Join in with repetition within stories.</p> <p>To be able to talk about different parts of a story. (Talk for writing)</p> <p>Identify matching picture to initial sounds.</p>	<p>Identify CVC words orally.</p> <p>To be able to segment sounds in CVC words.</p> <p>Know that letters make sounds.</p> <p>Join in with repetition within stories.</p> <p>Engage in extended conversations about stories.</p> <p>Begin to make up their own stories, using some known story language.</p>	

Reception Topics							
	Incredible Me	Let's Celebrate	Once Upon a Time...	Transport	Heroes and Villains	Our World Life Cycles	Early Learning Goals
Focus	Instructions Making Playdough	Rhyming rockets Letters to Santa	Break Making Lunar New Year Cut up sentences Human sentences	Making Books	Humpty Dumpty Crime Report Superhero writing (If I were	Instructions – how to grow a plant. Non-fiction writing (minibeasts)	
Reception Core Texts							
		Whatever Next Room on the Broom	The Three Little pigs The Little Red Hen	Naughty Bus Easter Story	Supertato Humpty Dumpty Creation	Someone Swallowed Stanley Non-Fiction Mini Beasts	
<b>Reception Skills</b>	Count syllables in words.  Orally compose a sentence.  Break the flow of speech into words.  Count words in a sentence.  Read single letter sounds.  Orally blend CVC words.  Read modelled writing.  Listen to stories and recall some facts.	Orally compose a sentence.  Count words in a sentence.  Read single letter sounds.  Write initial and final sounds.  Hear and identify sounds in CVC words.  Identify sounds on a sound mat.  Listen to stories and recall facts.	Orally compose a simple sentence.  Write a simple short sentence.  Hear and identify sounds in CVC words, including digraphs and trigraphs.  Listen to stories and begin to anticipate what might happen next.	Think of and write a simple short sentence.  Hear and identify sounds in CVC words, including digraphs and trigraphs.  Read simple phrases using known letter sounds.  Listen to stories and begin to anticipate what might happen next.	Think of and write own sentence.  To be able to reread own sentence.  Hear and identify sounds in CVC and CVCC words.  Identify sounds on a sound mat, including digraphs and trigraphs.  Listen to stories and begin to anticipate what might happen next.	Think of and write own sentence.  To be able to reread own sentence.  Hear and identify sounds in CVC and CVCC words.  Identify sounds on a sound mat, including digraphs and trigraphs.  Check written work and make changes where necessary.	<u>Comprehension</u> 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.  <u>Word Reading</u>

<b>Reception Knowledge</b>	<p>Know that words can be written.</p> <p>Know what the taught letters look like.</p> <p>Know how to write the taught letters.</p> <p>Know how to sequence familiar stories/ events.</p>	<p>Know that words can be written.</p> <p>Know what the taught letters look like.</p> <p>Know how to write the taught letters.</p> <p>Recognise taught HFW in text.</p> <p>Know how to sequence familiar stories.</p>	<p>Know that words can be written.</p> <p>Know what the taught letters look like.</p> <p>Know how to write the taught letters.</p> <p>Recognise taught HFW in text.</p> <p>Know how to spell familiar words.</p> <p>Know that words make up a sentence.</p> <p>Know there are spaces between words.</p>	<p>Know what the taught phonemes look like.</p> <p>Know what the taught letters look like.</p> <p>Know how to write the taught letters.</p> <p>Recognise taught HFW in text.</p> <p>Know how to spell familiar words.</p> <p>Know that words make up a sentence.</p> <p>Know there are spaces between words.</p>	<p>Know what the taught phonemes look like.</p> <p>Know what the taught letters look like.</p> <p>Know how to write the taught letters.</p> <p>Recognise taught HFW in text.</p> <p>Know how to spell familiar words.</p> <p>Know that words make up a sentence.</p> <p>Know there are spaces between words.</p> <p>Know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>Know what letter the taught phonemes make.</p> <p>Know how to write the taught letters.</p> <p>Recognise taught HFW in text.</p> <p>Know how to spell familiar words.</p> <p>Know that words make up a sentence.</p> <p>Know there are spaces between words.</p> <p>Know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Know that sentences can be extended by using a connective. E.g. and.</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 books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing</u> 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>
----------------------------	--	---	---	--	--	---	--