Reception Literacy Overview

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Reception	Autumn 1 It's good to be me!	Autumn 2 Celebrations	Spring 1 People who help us	Spring 2 The World around us	Summer 1 Traditional Tales	Summer 2 Minibeasts
Core Text Key books	The Tiger Who Came to Tea The Bear Hunt The Gruffalo	The Nativity Whatever next How to catch a star Christmas stories	Non Fiction books Books about people who help us	Jack and the Beanstalk The enormous turnip The giant of Jum What's this? A seed story Titch Smartest Giant in town	Goldilocks and the Three bears Where's my teddy The gingerbread man Little red riding hood Little red	Oi Frog! Aaaaarrrgggh Spider! The Very Hungry Caterpillar A Tadpoles Promise What the ladybird heard
Reception Skills	Listening to and identifying sounds in the environments.

Listening to and hearing initial sounds in familiar words.

To identify sounds on a sound mat.

Listens to familiar stories and able to recall some facts. | Listening to and hearing sounds in CVC words.

To identify sounds on a sound mat and to use this when writing.

Listens to familiar stories and able to recall facts. | To think of and write a short, simple sentence.

Listening to and hearing sounds in CVC and CVCC words.

Identifying sounds on a sound mat.

Listens to stories and is beginning to anticipate what may happen next. | To think of and write a short, simple sentence.

Listening to and hearing sounds in CVC and CVCC words.

Identifying sounds, including phonemes and other digraphs on a sound mat.

Listens to stories and is beginning to anticipate what may happen next. | To think of and write a short, simple sentence.

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Identifying sounds, including phonemes and other digraphs on a sound mat.

Checking written work and making any changes where necessary. | To think of and write a short, simple sentence.

Listening to and hearing sounds in CVC and CVCC words.

Identifying sounds, including phonemes and other digraphs on a sound mat.

Checking written work and making any changes where necessary. |

					Listens to stories and is beginning to anticipate what may happen next	

Reception Knowledge	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Knows how to sequence familiar stories.	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught HFW in text. Knows how to sequence familiar stories.	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught HFW in text. Knows how to spell some familiar words.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop. .	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop. Knowing that sentences can be extended by using a connective . Uses learnt words and phrases to discuss familiar stories or during role play. Knows how to spell some familiar words.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop. Knowing that sentences can be extended by using a connective. Uses learnt words and phrases to discuss familiar stories or during role play.
	Baseline assessments. Reading corner – use effectively, book handling, turning pages correctly. Daily Story time Listening to familiar stories and rhymes	Listen to daily stories Individual readers Oral blending Sounds making words Red words Sequencing familiar stories Demonstrating understanding of what has been read/heard	Find information from non-fiction books. Retell traditional tales Talk for writing Begin to notice capital letters and full stops Awareness of a sentence Demonstrating understanding of what has been read/heard	Talk for writing - sequence story, instructions. Traditional tales Rhymes and poems	Talk for writing – story sequencing Extending sentences Spelling familiar words Use learnt words and phrases to discuss stories and during role play	Retell stories Research minibeasts Read rhyming words Extending sentences Spelling familiar words Use learnt words and phrases to discuss stories and during role play

Language Comprehension

Key skill	Success criteria	Suggested question stems	Model answer
Vocabulary - Draw on knowledge of vocabulary to understand texts	Shows an understanding of common words and familiar, everyday phrases, in a story that is read/to with them.	What does the word … mean? Can you find a word that means the same as…? Can you find a word that means the same as…? What can help you understand the tricky word…? How has the author made you feel happy/sad? The author uses the word How does this make you feel? How has the author made the character seem? Happy/ sad? What word in the text tells you…?	In the story 'Jack and the Beanstalk', the child says that the word 'chopped' means the same as 'cut'. In the story 'Goldilocks and the Three Bears', the child explains what the phrases 'just right' means. "The author says that Bill was dancing. This means he was happy." "The author uses the word 'spooky'. This makes me feel scared."
Predict - Predict what might happen on the basis of what has been read so far	Suggests how the story might end. - Makes a simple prediction about what might happen next in a book that they are reading (or has been read to them). I can predict what might happen next. I can suggest how a story might end.	Look at the cover/title/picture… What do you think this story might be about? Who do you think will be in the story? Where do you think the story might be set? What do you think might happen to the character? What do you think might happen next in the story? What do you think might happen at the end of the story?	When reading a book about lots of farm animals climbing into a boat, they predict that the boat will probably sink. The child makes a plausible (but not necessarily correct) prediction, often based on their experiences, about how a story is likely to end (e.g. "I think the little girl will find her mummy and daddy and give them a big hug.").
Infer – Make inferences from the text	I can make simple inferences about a character's feelings.		

Summarise - Identify and explain the sequence of events in a text	Remembers 2 or 3 events from a familiar story (in the correct order). I can remember 2 or 3 events from a story, in order.	What happened at the beginning of the story? What happened next? - How did the story end?	In response to the story 'Little Red Riding Hood', the child can say where we meet the wolf first and where he goes afterwards. In response to the story 'Goldilocks and the Three Bears', the child can recall that Goldilocks first eats the porridge, then sits on the chairs and finally sleeps in the bed.
Retrieve - Identify/explain key aspects of fiction and non-fiction texts	Retrieves information from pictures in a book, in response to a simple question. - Says something about who was in a story, what happened and/or where it took place. I can find information in a picture book to answer a simple question. I can tell you about characters, settings or events in a story.	What is the title of the book? Who is in the story? Which characters are in the book Where do the characters go? What happened in the story? What has happened in the story so far? Can you tell me the main parts of the story in the right order? What do the pictures tell us about…? What is the main character like? Where is the story set?	In response to the story of 'Goldilocks and the Three Bears', the child can say why Baby Bear's chair was broken or why Goldilocks was scared and ran away from the house. Answers literal questions, for example: What did Goldilocks do? Why did BabyBear cry? Where did the bears find Goldilocks?
Explain - Make comparisons within the text	Gives a simple opinion about whether they liked the book/story or not, giving a simple reason why. I can tell you whether I like a story or not. I give a simple reason for my opinion.	Find 2 things that the author tells you about… What does this word/sentence tell you about the character/setting? What other word/s could the author have used to…? How has the author made the character seem… happy/sad/ angry, etc.? Can you find two adjectives on this page? - Can you think of another adjective the author could have used instead? - Which word makes you feel happy/sad/excited/scared? Can you think of another rhyming word which would fit this pattern? Why do you think the author's use the adjective … to describe the character?	Able to answer questions which include a 'why' and therefore need a justification such as: Is the book funny/sad? Why? - What is your favourite word in the sentence? Why? Can you find an adjective to describe the character/setting? Can you hear any rhyming words? - Can you find a describing word on this page?

ELG:
Comprehension
*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
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Word Reading.
*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.
*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 read by others