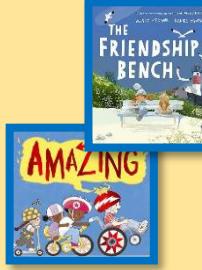
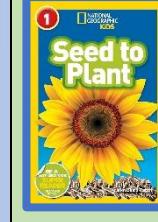
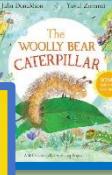
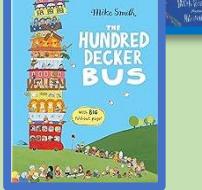


Reception Progression in Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Change/ Autumn/Woodland	Winter	Animals	Growing	Journeys
Focus Texts	 	 	 	 	 	 
Key Questions/ learning	<p>What makes me special - how am I unique? What am I good at? Our families How has my body changed? Names of key body parts. How do we use our senses?</p>	<p>Which celebrations are important to me? Which celebrations are important to other people in our community and other countries? How do people celebrate special events in our country and beyond - Bonfire Night, Remembrance Day, Diwali, and Christmas. Can we talk about the similarities and differences between the countries and celebrations? (e.g., hotter/colder)</p>	<p>What is a town/street/city/country? Which country do I live in? Where is my country on a map/globe? What are the other countries called? Are all countries the same? Look at differences – rainforests/deserts/Arctic/Antarctica Which animals live in which countries?</p>	<p>What are characters? Are all characters the same? How do the characters feel in the different stories? What is a setting? Are all settings the same? What is the beginning, middle, end of a story? What were stories like many years ago? Can I retell a story in my own words? Can I make up my own story and write it? Who lives in hot countries? Which animals live there?</p>	<p>What is a season? How is Spring different to other seasons? What is a life cycle? How do plants grow? What do they need to grow? What are tadpoles? What happens in the tadpole life cycle? What happens in the butterfly life cycle? What is a mini beast? How can I find out more about them? How many mini beasts can I find?</p>	<p>What do I already know about the sea? What would I like to find out? How can I find out this information? What could I find under the sea? Are there only sea creatures or other things? (Seaweed, shipwrecks etc.). What could I learn about sea creatures? Are they all the same? How are they different?</p>

Reception Progression in Literacy

						Who uses the sea? (Past and present (sailors, pirates etc.). How can I help look after the sea? What journeys have I been on? What can I remember about my journeys? What new places would I like to visit?
Books to Read	Maisy goes to Nursery by Lucy Cousins I like Me by Nancy Carlson My Mom and Dad make me laugh by Nick Sharratt Peace at Last by Jill Murphy Eyes, nose, fingers and Toes by Judy Hindley I hear a Pickle by Rachel Isadora	Topsy and Tim have a Birthday Party by Jean & Gareth Adamson The best Diwali ever by Sonali Shah Dear Santa by Rod Campbell	Polar Bear, Polar Bear, what do you hear? By Bill Martin Jr & Eric Carle Say Hello to snowy animals Animals by Ian Whybrow & Ed Eaves My friend Bear by Jez Alborough	Jack and the Beanstalk The 3 Little Pigs The 3 Billy Goats Gruff Little Red Riding Hood The Ugly Duckling	Bird builds a Nest by Martin Jenkins The Teeny Weeny Tadpole by Sheridan Cain I love Bugs by Emma Dodd Walter's Web. Monkey Puzzle Jack and the Beanstalk. The tiny seed. I went walking Once there was a Seed by Judith Anderson & Mike Gordon	The Lighthouse Keeper's Lunch by Ronda & David Armitage What the Ladybird Heard at the Seaside by Julia Donaldson Sharing a Shell by Julia Donaldson Tiny Crab is a Tidy Crab by Paula Bowles Mr Gumpy's Motor Car by John Burningham The Hundred Decker Rocket by Mike Smith We Catch the Bus by Katie Abey The Lost Property Office by Emily Rand

Reception Progression in Literacy

Vocabulary	Unique, relations, similar, skeleton, skull, hearing, see/sight, touch, smell, taste.	Baptise, christening, tradition, anniversary, wedding, carnival, event, festival	Street, city, community, travel, continent, desert, rainforest, Arctic, Antarctic, North Pole, South Pole, boiling, melting, freezing, frost, seasons	Structure, beginning, middle, end, character, setting, narrative	Habitat, life cycle, insect, thorax, abdomen, roots, stem, petals, absorb, oxygen, hydrate	Ocean, habitat, tide, coast, pollution, environment, recycle, pirate, lifeguard, coastguard, vehicle, journey
Enhanced Provision Ideas	<ul style="list-style-type: none"> • Junk model houses • Large body collage – add labels • Draw around each other with chalk/bricks • Work based around 'My class is a family' e.g. lolly stick houses and drawings of my family and my class 	<ul style="list-style-type: none"> • Diwali Party • Letters delivered to Santa • Building Santa's sleigh 	<ul style="list-style-type: none"> • Chinese writing and numbers • Making a Chinese lantern • Making a boat 	<ul style="list-style-type: none"> • Creating an umbrella for the elephant. • Elephant Sculptures 	<ul style="list-style-type: none"> • Measuring growth of sunflowers • Lifecycles sorting and matching • Floral Drawings 	<ul style="list-style-type: none"> • Kim's Game with sea creatures • Drawing maps • Building vehicles
Communication & Language (Listening, Attention & Understanding)	<ul style="list-style-type: none"> • I can follow daily routines e.g. tidy up time, challenges. • I can follow instructions. • I can understand 'why' questions • For example why do you think he/she feels...? • I understand how to listen carefully and why listening is important • I can learn new vocabulary linked to daily routine / theme • I am beginning to engage in story time • I can join in with repeated refrains / fill in rhyming words • I can listen to and begin to talk about stories to build familiarity and understanding 	<ul style="list-style-type: none"> • I can hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • I can listen carefully to and learn rhymes, poems and songs • I can listen to and talk about stories to build familiarity and understanding • I am beginning to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary • I am beginning to understand humour e.g. nonsense rhymes / jokes 	<ul style="list-style-type: none"> • I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • I can make comments about what I have heard and ask questions to clarify my understanding • I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers. • I understand humour more readily e.g. nonsense rhymes/jokes 			

Reception Progression in Literacy

	<ul style="list-style-type: none"> • I can discuss characters, events and settings. • I can listen carefully to rhymes and songs and begin to pay attention to how they sound 		
Communication & Language (Speaking)	<ul style="list-style-type: none"> • I can use new vocabulary throughout the day • I am beginning to ask questions to find out more and to check they understand what has been said to them • I am beginning to articulate my ideas and thoughts in well-formed sentences □ Ideas to friends □ Book talk • I am beginning to connect one idea or action to another using a range of connectives... because, although, but.. • I am beginning to describe events in some detail • I am developing social phrase ... greetings, How are you? • Friendship ... Would you like to...? • I am beginning to retell a simple story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words ...within small world / role play 	<ul style="list-style-type: none"> ▪ I can use new vocabulary in different contexts ▪ I can ask questions to find out more and to check I understand what has been said to me ▪ I can articulate my ideas & thoughts in well-formed sentences ▪ I can connect one idea or action to another using a range of connectives ▪ I can describe events in some detail ▪ I can use talk to help work out problems, organise thinking & activities explain how things work/why things happen ▪ I can develop and use social phrases with confidence ▪ I can retell a simple story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words 	<ul style="list-style-type: none"> ▪ I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary; ▪ I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; ▪ I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.
Physical Development (Gross Motor Skills)	<ul style="list-style-type: none"> ▪ I can revise and refine the fundamental movement skills that I have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing 	<ul style="list-style-type: none"> ▪ I can continue to refine the fundamental movement skills I have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing 	<ul style="list-style-type: none"> ▪ I can negotiate space and obstacles safely, with consideration for myself and others ▪ I can demonstrate strength, balance and coordination when playing

Reception Progression in Literacy

	<ul style="list-style-type: none"> ▪ I can engage in and develop confidence in actions ▪ I am beginning to develop overall body-strength, balance, co-ordination and agility. ▪ I can set my own physical challenge ▪ I am beginning to use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ▪ I am beginning to combine different movements with ease and fluency ▪ I am beginning to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ▪ I can understand rules and reasons ▪ I can further develop the skills I need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene 	<ul style="list-style-type: none"> ▪ I am beginning to progress towards a more fluent style of moving, with developing control and grace ▪ I can develop my overall body-strength, balance, co-ordination and agility. ▪ I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ▪ I can combine different movements with ease and fluency ▪ I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ▪ I can further develop and refine a range of ball skills including: passing, batting and aiming 	<ul style="list-style-type: none"> ▪ I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Physical Development (Fine Motor Skills)	<ul style="list-style-type: none"> ▪ I can hold my writing utensil comfortably using a tripod grip ▪ I am continuing to develop my small motor skills so that I can use a range of tools competently, safely and confidently. ▪ I can use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons 	<ul style="list-style-type: none"> ▪ I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. ▪ I can use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons ▪ I am beginning to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating my effective pencil grip 	<ul style="list-style-type: none"> ▪ I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases ▪ I can use a range of small tools, including scissors, paint brushes and cutlery ▪ I am beginning to show accuracy and care when drawing
Literacy (Comprehension/Word Reading)	<ul style="list-style-type: none"> ▪ I am beginning to retell simple stories and narratives using my own words and some recently introduced vocabulary. 	<ul style="list-style-type: none"> ▪ I am beginning to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 	<ul style="list-style-type: none"> ▪ I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary

Reception Progression in Literacy

	<ul style="list-style-type: none"> ▪ I can talk about main characters and the beginning, middle, end of a book ▪ I am beginning to re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment ▪ I understand that print goes from left to right ▪ I am continuing to develop my Phase one phonological awareness, I am focusing on rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ▪ I can read individual letters by saying the sounds for them ▪ I can blend sounds into words, so that I can read short words made up of known GPCs ▪ P2 □ VC words □ CVC words ▪ I am beginning to read a few common exception words matched to my school's phonic programme Phonics Bug ▪ I can read my tricky words I, go, to, the, no, into ▪ I am beginning to read simple phrases / sentences ▪ I can read pink B guided reading books aligned to my phonic knowledge 	<ul style="list-style-type: none"> ▪ I can retell a story in small world and role play areas ▪ I can take on the role of character using some story language ▪ I can talk about likes and dislikes of texts, rhymes and poems ▪ I can choose a book and begin to explain why I have chosen it ▪ I am beginning to anticipate - where appropriate - some key events in stories ▪ I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment ▪ I can orally blend and segment CVC words ▪ I can say the sound for each letter of the alphabet ▪ I can read double letters □ ss □ ll □ zz □ ck □ ff ▪ I can read consonant digraphs □ sh □ ch □ th, □ ng ▪ I am beginning to read words consistent with my phonic knowledge ▪ I can read some common exception words matched to the school's phonic programme Phonics Bug ▪ I can read red guided reading books aligned to phonic knowledge 	<ul style="list-style-type: none"> ▪ I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. ▪ I am beginning to notice some relationships between one text and another ▪ I am beginning to comment on perceived links with own life experience or other experiences, e.g. films, books ▪ I can say the sound for each letter of the alphabet and for at least 10 digraphs ▪ I am secure at Phase 3 phonics ▪ I can read words consistent with my phonic knowledge by sound-blending ▪ I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words
Literacy (Writing)	<ul style="list-style-type: none"> ▪ I can write name correctly using the correct letter formation ▪ I can use some of my print and letter knowledge in my early writing ▪ I am beginning to form lower-case letters correctly ▪ I am beginning to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs 	<ul style="list-style-type: none"> ▪ I can form most lower-case and capital letter correctly ▪ I can spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words ▪ I can write captions/phrases and begin to write simple sentences using known GPCs ▪ I can re-read what I have written to make sure it makes sense 	<ul style="list-style-type: none"> ▪ I can write recognisable letters (lower case and capital) most of which are formed correctly ▪ I can spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs -CVC words ▪ I can write simple phrases and sentences that can be read by others

Reception Progression in Literacy

	<ul style="list-style-type: none"> ▪ I can use my knowledge of initial sounds to write labels ▪ I am beginning to write lists & captions ▪ I can orally rehearsal the vocabulary I want to write ▪ I am beginning to reread what I have written 	<ul style="list-style-type: none"> ▪ I am beginning to write a variety of <input type="checkbox"/> fiction and non-fiction sentences / captions 	<ul style="list-style-type: none"> ▪ I can include: <input type="checkbox"/> oral rehearsal of sentence before writing <input type="checkbox"/> word spacing <input type="checkbox"/> full stop <input type="checkbox"/> capital letter ▪ I am beginning to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as: <ul style="list-style-type: none"> ▪ 2-3 part story (e.g. using story map/planner) ▪ Instructions ▪ Fact cards (e.g. using a 'spider gram' to collate information)
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