

Reception Curriculum Coverage & Objective Progression - *Intent*

Area: **Literacy**

Aspect: **Phonics/Word Reading**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills Phase 1 phonics Use and apply phase 1 phonics – All aspects (except rhyme) Phase 2 phonics Use and apply phase 2 phonemes</p> <p><u>3-4 years</u></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing <p><u>REC</u></p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<p>Knowledge and Skills Phase 1 phonics Use and apply phase 1 phonics – All aspects (except rhyme) Phase 2 phonics Use and apply phase 2 phonemes</p> <p><u>3-4 years</u></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing <p><u>REC</u></p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<p>Knowledge and Skills Phase 1 phonics Use and apply phase 1 phonics – All aspects (except rhyme) Phase 2 phonics Use and apply phase 2 phonemes Phase 3 phonics Use and apply phase 3 phonemes, digraphs and tri-graphs</p> <p><u>3-4 years</u></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing <p><u>REC</u></p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. 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Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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 common exception words 	<p>Knowledge and Skills Phase 1 phonics Use and apply phase 1 phonics – All aspects (except rhyme) Phase 2 phonics Use and apply phase 2 phonemes Phase 3 phonics Use and apply phase 3 phonemes, digraphs and tri-graphs</p> <p><u>REC</u></p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. 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Area: **Literacy**

Aspect: **Comprehension**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills <u>3-4 years</u></p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. <p><u>REC</u></p> <ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Knowledge and Skills <u>3-4 years</u></p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. <p><u>REC</u></p> <ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Knowledge and Skills <u>3-4 years</u></p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. <p><u>REC</u></p> <ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Knowledge and Skills <u>REC</u></p> <ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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.. 	<p>Knowledge and Skills <u>REC</u></p> <ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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. 	<p>Knowledge and Skills <u>REC</u></p> <ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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.

Reception Curriculum Coverage & Objective Progression - *Intent*

Area: **Literacy**

Aspect: **Phonics/Writing**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills <u>3-4 years</u></p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. <p><u>REC</u></p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. 	<p>Knowledge and Skills <u>3-4 years</u></p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. <p><u>REC</u></p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	<p>Knowledge and Skills <u>3-4 years</u></p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. <p><u>REC</u></p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	<p>Knowledge and Skills</p> <p><u>REC</u></p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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. 	<p>Knowledge and Skills</p> <p><u>REC</u></p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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. 	<p>Knowledge and Skills</p> <p><u>REC</u></p> <ul style="list-style-type: none"> <p><u>ELG</u></p> <ul style="list-style-type: none"> 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.