

Reception English Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text		The Gingerbread Man by Mara Alperin	Stuck Oliver Jeffers	Naughty Bus by Jan Oke	My Butterfly Bouquet Nicola Davies The Hungry Caterpillar Eric Carle	Jack and the Beanstalk by Anna Milbourne	The Bog Baby Jeanne Willis Same, Same but Different Jenny Sue Kostecki-Shaw
Literacy outcome	Fiction	Oral retelling of story Draw images and write labels to represent the story	Talk for writing - changing the characters in the poem/ Making oral lists of animals/ Modelled writes Writing lists of simple CVC items stuck in the tree	Drawing and labelling where the Bus visited using dictated sentences	Writing a retell of Butterfly Bouquet as a simple story using dictated sentences after oral retelling	Writing a shortened version of the story of Jack and the Beanstalk using dictated sentences after oral retelling	Wanted poster- description of Bog Baby Letter- writing to friends
	Non-Fiction	Simple labels for recipe writing	Write simple instructions for playing 'Pooh Sticks'	Labelling: toys and landmarks Recount: Where the Naughty Bus has been	Fact file: Life cycle of a Butterfly	Non- fiction What do Beans need to grow?	Sentences of what can be seen
	Poetry	Rhyming words linked to the poem "Bendy Man" from <i>A Great Big Cuddle</i>	There was an old lady who swallowed a fly Pam Adams	You Can't Take an Elephant on a Bus Patricia Cleveland-Peck		It Starts with a Seed Laura Knowles	
Communication and Language (listening and attention, understanding and speaking) These objectives are specifically taught		Engage in story times Retell the story, once they have developed a deep familiarity with the text; some as exact repetition	Engage in story times Retell the story, once they have developed a deep familiarity with the text; some as exact repetition	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences	Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity	Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity

<p>through direct teaching other objective for C and L will be ongoing through CP</p>	<p>and some in their own words.</p>	<p>and some in their own words.</p>	<p>Describe events in some detail Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Describe events in some detail Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>	<p>with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>
<p>On track to meet Curriculum Expectations in Communication and Language expectations</p>	<p>Autumn 2 Children can listen to peers during their play and can listen during small group activities. Children demonstrate their understanding by responding with relevant comments and following simple instructions. Children are beginning to describe things that have happened to them and share this with their peers and familiar adults.</p>		<p>Spring 2 Children can listen in a wide range of contexts e.g. play, adult directed activities, assemblies etc. Children demonstrate their understanding by responding with relevant comments, asking questions and use vocabulary that reflects their experiences. Children can describe past events and solve problems explaining how they did it.</p>		<p>Summer 2 Children are attentive listeners and can take turns in conversations. Children demonstrate their understanding by responding with relevant comments, asking questions and use vocabulary that reflects their experiences. Children show they are attentive listeners with their body language and are able to recall information that has been shared with them.</p>	
<p>Literacy (Comprehension)</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Able to answer questions about the story including how and why questions. Make a simple prediction based on the pictures or text. Suggest how a story may end.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Able to answer questions about the story including how and why questions. Make a simple prediction based on the pictures or text. Suggest how a story may end.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Able to answer questions about the story including how and why questions. Make a simple prediction based on the pictures or text. Suggest how a story may end.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Able to answer questions about the story including how and why questions. Make a simple prediction based on the pictures or text. Suggest how a story may end.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Able to answer questions about the story including how and why questions. Make a simple prediction based on the pictures or text. Suggest how a story may end.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Able to answer questions about the story including how and why questions. Make a simple prediction based on the pictures or text. Suggest how a story may end.</p>

<p>On track to meet Curriculum Expectations in Literacy Comprehension</p>	<p>Autumn 2 Children are beginning to answer simple questions about stories they have read and have been read to them. Beginning to make plausible predictions based on pictures and text and how the story may end.</p>		<p>Spring 2 Children are answering simple questions about stories they have read and what has been read to them. They are making plausible predictions based on pictures and text and comment on why they think that may happen. Children can predict how the story may end and are starting to anticipate other key events in the story.</p>		<p>Summer 2 Children can answer questions, including inference questions about stories they have read and what has been read to them. They are making plausible predictions based on pictures and text and comment on why they think that may happen. Children can predict how the story may end and are starting to anticipate other key events in the story. Children can sequence a familiar story using images or objects e.g. puppets. Children can retell a story and use language from the story in other contexts including some key vocabulary from the text.</p>	
<p>Literacy (Word reading)</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words, made up of known letter sound correspondences.</p> <p>Read a few common exception words</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words, made up of known letter sound correspondences.</p> <p>Read a few common exception words</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words, made up of known letter sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words, made up of known letter sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words, made up of known letter sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words, made up of known letter sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words.</p>
<p>On track to meet Curriculum Expectations in Literacy Word Reading</p>	<p>Autumn 2 Children will know the majority of the Phase 2 sounds (Phonics Bug) and be able to blend these sounds together reading CVC words. Children will be able to read the irregular words to, the, no, go, I, into and her correctly the majority of the time. Children can read simple sentences independently.</p>		<p>Spring 2 Children will be working within Phase 3. They will be able to identify Phase 3 sounds taught and be able to blend these sounds together reading CVC, CCVC and CVCC words. Children are beginning to read more irregular words independently. Children are</p>		<p>Summer 2 Children will be secure within Phase 3 and working within Phase 4. They will be able to identify all Phase 3 sounds taught and be able to blend these sounds together reading CVC, CCVC and CVCC words. Children will be able to recognise a consonant cluster.</p>	

			beginning to read more complex sentences independently.	Children are beginning to read more irregular words independently. Children are beginning to read more complex sentences independently.		
Literacy (Writing)	<p>Create their own drawings to represent a story and orally retell it in sequence.</p> <p>Children will give meaning to marks as they draw, write and paint.</p> <p>Hear and say the initial sound in words and link that sound to a letter.</p> <p>Children will write a label using initial sounds and recognisable letters.</p>	<p>Children will write simple labels, lists and captions using CVC words.</p> <p>Children are beginning to use spaces accurately between words and write simple sentences.</p> <p>Most letters are formed accurately.</p> <p>Children can re-read what they have written.</p>	<p>Write a recount.</p> <p>Children will write short sentences in meaningful contexts and write words using phonic knowledge to write words which match their spoken language.</p> <p>Children are writing common exception words that they have been taught accurately the majority of the time.</p>	<p>Write a retell of a simple story.</p> <p>Children will be using digraphs and trigraphs that they have been taught; to write CVCC and CCVC words and attempt more complex words that match their spoken language.</p> <p>Children are writing common exception words that they have been taught accurately.</p> <p>Children are attempting to use full stops and capital letter accurately.</p>	<p>Orally retell the story having developed a deep familiarity with the text, using some exact repetition and some in their own words.</p> <p>Children will rewrite a shortened version of the story using key features of narrative in their own writing, applying taught digraphs, trigraphs and common irregular words.</p> <p>Children are using punctuation (capital letters and full stops) accurately.</p>	<p>Create a wanted poster with character description.</p> <p>Children will apply taught digraphs, trigraphs (within Phase 3) and common irregular words.</p> <p>Children are using punctuation (capital letters and full stops) accurately.</p>
On track to meet Curriculum Expectations in Literacy Writing	<p>Autumn 2</p> <p>Children in reception can write labels, captions and lists. CVC words are correctly written using 1 letter grapheme and digraphs. Children are beginning to write simple sentence and beginning to use spaces accurately. Most letters are formed accurately. Children can re-read what they have written.</p>		<p>Spring 2</p> <p>Children in reception can write for a range of purposes including labels, captions, lists and recounts. Children will be using digraphs and trigraphs that they have been taught; to write CVCC and CCVC words and attempt more complex words that match their spoken language. Children are writing common exception words that they have been taught accurately.</p>	<p>Summer 2</p> <p>Children choose to write for a range of purposes including labels, captions, lists and recounts. Children will be using digraphs and trigraphs that they have been taught; to write CVCC and CCVC words and attempt more complex words that match their spoken language and phonic knowledge. Children are writing common exception words that they have been taught from Phase 3 and Phase 4 accurately. Children</p>		

