



# RECEPTION

# ENGLISH CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!

# KNOW IT: WORD READING

## PHONICS

Children should be taught to blend to read words containing these structures:

### Initial Code

Unit 1	a, i, m, s, t
Unit 2	n, o, p
Unit 3	b, c, g, h
Unit 4	d, e, f, v
Unit 5	k, l, r, u
Unit 6	j, w, z
Unit 7	x, y, ff, ll, ss, zz
Unit 11	sh, ch, th, ck, wh, ng, qu

## HIGH FREQUENCY WORDS-SOUNDS-WRITE

Children should be taught to blend to read these words but eventually read them with automaticity.

### Initial Code

Unit 2	is, a
Unit 3	the, I
Unit 4	for, of
Unit 5	are
Unit 6	was
Unit 7	all
Unit 8	some, come
Unit 9	to

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
Children should be taught to:	Children should be taught and given opportunities to:	Children should be taught and given opportunities to:
<ul style="list-style-type: none"> <li>Blend and manipulate sounds with the structure:                             <ul style="list-style-type: none"> <li>* CVC-map, sit etc</li> <li>* VCC and CVCC- ant, bump etc</li> <li>* CCVC-crab, dress etc</li> <li>* CCVCC and CCCVC-drunk, scrap etc</li> </ul> </li> <li>Understand that sounds can be represented by spellings with one letter.</li> <li>Understand that some spellings are written with a double consonant e.g. ff, ll, ss, zz</li> <li>Understand that some spellings are written with two different letters e.g. sh, ch, th, ck, wh, ng, qu.</li> <li>Know that &lt;q&gt; and &lt;u&gt; represent the sounds /k/ and /w/.</li> <li>Learn to read the following high frequency words with increasing automaticity:                             <ul style="list-style-type: none"> <li>* is, a</li> <li>* the, I</li> <li>* for, of</li> <li>* are</li> <li>* was</li> <li>* all</li> <li>* some</li> <li>* come</li> <li>* to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Notice rhymes in poems, songs and stories and begin to generate their own.</li> <li>Talk about the books they have read and those that have been read to them.</li> <li>Retell a familiar story using story language as well as their own words.</li> <li>Begin to develop reading preferences.</li> <li>Select books to re-read and enjoy.</li> <li>Talk about what they are reading by linking to other knowledge and experience.</li> <li>Answer questions and comment on the story first in terms of basic recall and then moving beyond this e.g. anticipating and making predictions; inferring information about characters; linking themes, events, setting or characters with their own experiences or aspects of other known texts.</li> </ul>	<ul style="list-style-type: none"> <li>Expand their bank of vocabulary through explicit teaching of Tier 2 and Tier 3 vocabulary linked to shared texts and topics.</li> </ul> <p>New vocabulary should be taught through:</p> <ul style="list-style-type: none"> <li>* Defining new word meanings using pictures and context to support understanding;</li> <li>* Physicalising what new words mean through actions and gestures;</li> <li>* Reinforcing new words within different contexts;</li> <li>* Linking new words to other known words with similar meanings;</li> <li>* Applying new words through use within their own spoken language.</li> </ul>
	<b>GRAMMAR, STRUCTURE &amp; LAYOUT</b> <ul style="list-style-type: none"> <li>Listen frequently to a range of fiction, poetry and non-fiction texts and begin to recognise some of the key differences between them e.g. language, layout and structure.</li> </ul>	

## Broader Curriculum Objectives

## Word Reading &amp; Fluency

- Learn and recite rhymes off by heart.
- Know that letter are symbols that represent sounds;
- Learn the initial code sound/spelling correspondences up to Unit 11.
- Blend sounds to read words including longer words containing the taught sounds.
- Learn to read high frequency words within the Initial Code with increased automaticity.

## Response to Text

- Notice rhymes in poems, songs and stories and begin to generate their own.
- Talk about the books they have read and those that have been read to them.
- Begin to develop reading preferences.
- Select books to re-read and enjoy.
- Talk about what they are reading by linking to other knowledge and experience.

## NURSERY FOUNDATIONS

- Listen to songs and rhymes being read or sang repeatedly.
- Say and/or sing a wide range of Nursery rhymes.
- Copy a sound pattern.
- Count or clap syllables within spoken words.
- Aurally blend CVC words.
- Recognise that print carries meaning.
- Begin to recognise own name.

## NURSERY FOUNDATIONS

- Listen to and maintain interest when short stories or thymes are read to them.
- Participate in a simple conversation with an adult or another child, about a known story.
- Independently choose to engage with books through the learning environment.
- Fill in the missing words within rhyming phrases.
- Hold a book correctly and, using the pictures, suggest a story.
- Begin to select their own book to look at.

- Understand that letters are symbols that represent sounds.
- Understand that a sound can be represented by two/three letters.
- Know all the initial code sounds.
- Read books containing initial code sounds with increasing fluency.
- Blend sounds within the initial code to read longer words.
- Re-read shared texts and stories to develop fluency and understanding.
- Develop a bank of words that can be read with automaticity including own name, classroom labels and other words in the environment.

- Show pleasure in stories being read to them.
- Enjoy sharing poems and rhyming together.
- Begin to have favourite texts, requesting to have them re-read regularly .
- Pick out a favourite story or character and give a basic reason why.
- Imitate reading behaviour with a familiar book, using some of the known language.
- Know how the pictures relate to the story.
- Point to parts of the text in answer to a question.
- Make comments about what they have heard being read.

## Broader Curriculum Objectives

### Comprehension

- Retell a familiar story using story language as well as their own words.
- Answer questions and comment on the story first in terms of basic recall and then moving beyond this e.g. anticipating and making predictions; inferring information about characters; linking themes, events, setting or characters with their own experiences or aspects of other known texts.
- Listen frequently to a range of fiction, poetry and non-fiction texts and begin to recognise some of the key differences between them e.g. language, layout and structure.

### NURSERY FOUNDATIONS

- Listen to a story and answer simple questions about it.
- Retell a familiar story.
- Understand that print carries meaning.
- Show understanding of what is happening in pictures.
- Perform actions and/or gestures to show understanding.
- Understand characteristics of fairy tale characters and some of the recurring themes within them e.g. an evil/good character; a happy ending

### Literal Understanding and Retrieval

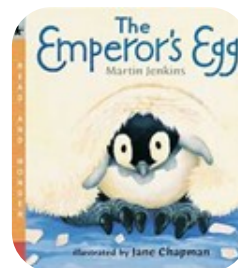
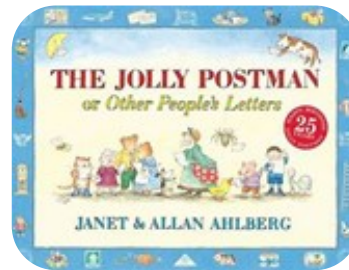
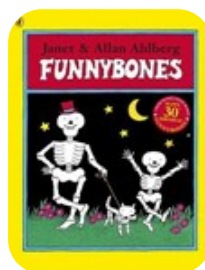
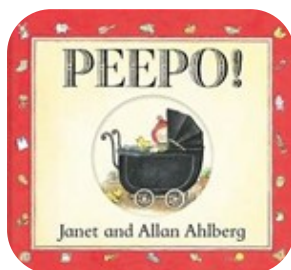
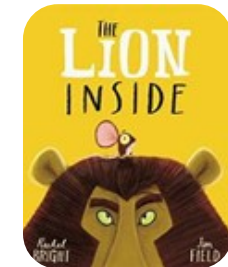
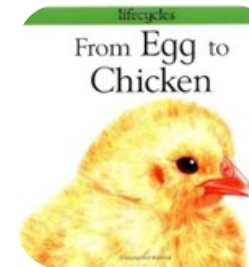
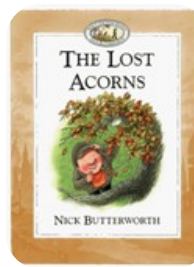
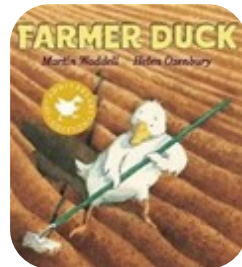
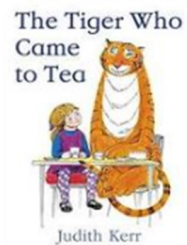
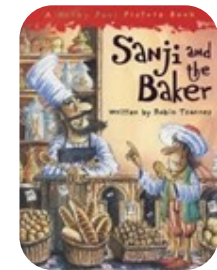
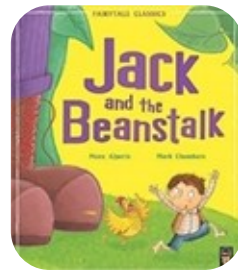
- Retell familiar stories using new and existing vocabulary.
- Recall key facts from a story that has been read to them.
- Find information from picture, point to information on a page, in order to locate an answer that can be found easily.
- Begin to show how they know through simple explanations.
- Make links between events/characters within the stories that they read and their own lives or other know texts.
- Sequence a familiar story using pictures.

### Inference

- Understands 'why' questions.
- Begin to answer simple 'why' and 'how' questions e.g. Why did the caterpillar get so fat? How do we know that the boy is lonely?
- Use pictures to support their answers to 'why' and 'how' questions and begin to use some words from the shared text.
- Anticipate/make simple predictions

# SHARED READING TEXTS

## RECEPTION





# KNOW IT: WORD WRITING

## PHONICS

Children should be taught to segment to spell words containing these structures:

### Initial Code

Unit 1	a, i, m, s, t
Unit 2	n, o, p
Unit 3	b, c, g, h
Unit 4	d, e, f, v
Unit 5	k, l, r, u
Unit 6	j, w, z
Unit 7	x, y, ff, ll, ss, zz
Unit 11	sh, ch, th, ck, wh, ng, qu

## HIGH FREQUENCY WORDS-SOUNDS-WRITE

Children should learn to spell these high-frequency words, as well as their own name.

### Initial Code

Unit 2	is, a
Unit 3	the, I
Unit 4	for, of
Unit 5	are
Unit 6	was
Unit 7	all
Unit 8	some, come
Unit 9	to

EARLY WRITING SKILLS: LETTER FORMATION	EARLY WRITING SKILLS: SPELLING	EARLY WRITING SKILLS: SENTENCE WRITING
<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a suitable mark-making tool comfortably and correctly-using a tripod grip in most cases.</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Recognise how letters sit on a line.</li> <li>• Begin to form upper-case (capital) letters correctly so that they can be distinguish from a lower-case letter.</li> <li>• Learn to form digits 0-9.</li> <li>• Write own name using correct letter formation including a capital letter.</li> </ul>	<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Segment initial code sounds and link to letters to spell words.</li> <li>• Orally segment and spell: <ul style="list-style-type: none"> <li>* CVC-map, sit etc</li> <li>* VCC and CVCC- ant, bump etc</li> <li>* CCVC-crab, dress etc</li> <li>* CCVCC and CCCVC-drunk, scrap etc</li> </ul> </li> <li>words and attempt longer polysyllabic words.</li> <li>• Spell high frequency words within the initial code correctly.</li> </ul>	<p><b>Children should be taught/given opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Think of their own ideas for writing, say ideas in a sentence and attempt to write it independently.</li> <li>• Orally rehearse the caption or sentence they want to write and break it up into words.</li> <li>• Confidently write short captions accurately through regular dictation exercises.</li> <li>• Use appropriately spacing between words.</li> <li>• Begin sentences and their own name with a capital letter.</li> <li>• End a sentence with a full stop.</li> <li>• Re-read own words, captions or sentences to make sure sounds or words have been correctly represented and not been missed out.</li> <li>• Read own captions or sentences aloud to an adult to ensure that they can be understood by others.</li> </ul>