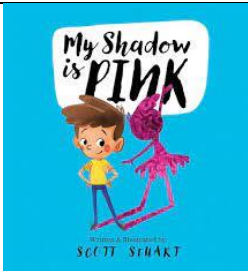
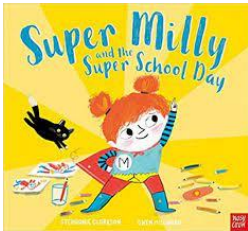

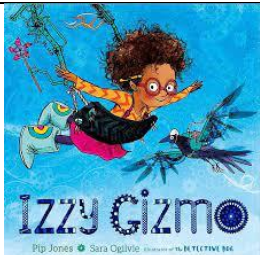

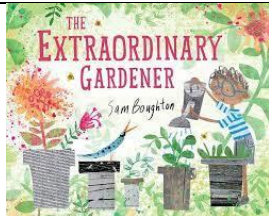
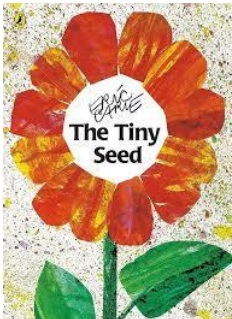
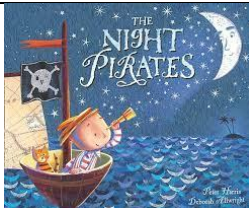

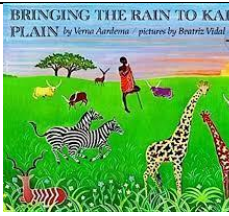
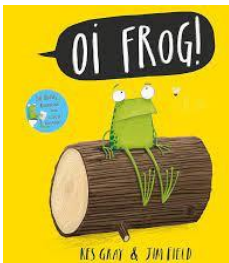










SYLVESTER PRIMARY ACADEMY

RECEPTION CURRICULUM - LITERACY

2024/25

Dependent on transition and baseline information some overlearning of prior age bands might occur.	Autumn 1 People Who Help Us	Autumn 2 Out of this World	Spring 1 Get Creative	Spring 2 Growing and Changing	Summer 1 Adventure	Summer 2 Animals
Literacy Tree Texts	 	 	 	 	 	 
Additional Texts (Story Time)	Books about starting school Elmer The Rainbow Fish	Whatever Next! Non Fiction Space Books. Alien's Love Underpants	Non-Fiction Books about China Julia Donaldson Stories.	Jack and the Beanstalk The Odd Egg How to grow a dinosaur	Little Red Riding Hood & other traditional tales. Pirates Love Underpants Never Mess with a Pirate Princess.	Oi Frog and Friends Non Fiction Book-Africa Giraffe's Can't Dance The Drum
Focus Author	David McKee 	Nathan Byron 	Julia Donaldson 	Eric Carle 	Nicholas Allan 	Kes Gray & Jim Field 

Communication & Language

○ Listening, Attention & Understanding

○ Speaking

Linked to Development Matters 2021

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Listening, Attention & Understanding:</u></p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important (one to one & small groups). Listen carefully to rhymes and songs, familiar and new. Pay attention to how they sound & anticipate words and phrases. Listen to stories and begin to join in with short repeated refrains. Learn new vocabulary linked to daily routines, learning environment, themes/focus text and new experiences. Understand a question or instruction that has two parts linked to daily routines. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> Use familiar and new vocabulary throughout the day that links with daily routine and adult-led play. Begin to ask questions to find out more and 	<p><u>Listening, Attention & Understanding:</u></p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important (whole class). Listen carefully to rhymes and songs, familiar and new. Pay attention to how they sound & anticipate words and phrases. Listen to stories and join in with short repeated refrains and oral text retell with beginning, middle & end. Understand a question or instruction that has two parts linked to adult-led and child initiated activities. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> Use familiar and new vocabulary throughout the day in a range of contexts (daily routine, adult-led play, child-initiated learning). Develop use of social phrases with correct pronouns 	<p><u>Listening, Attention & Understanding:</u></p> <ul style="list-style-type: none"> Listen carefully in a range of contexts, including whole class inputs. Listen carefully to rhymes, poems and songs. Begin to understand humour e.g. nonsense rhymes. Join in with longer repeated refrains. Listen to read-aloud non-fiction books. Learn new vocabulary linked to whole school experiences, themes/focus texts, new experiences, visits beyond the local community. Understand and follow a set of instructions independently. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> Use new vocabulary, linked to key themes and texts, in different contexts with increasing confidence. 	<p><u>Listening, Attention & Understanding:</u></p> <ul style="list-style-type: none"> Listen carefully in a range of contexts, including whole class inputs and visitors into class. Listen carefully to rhymes, poems and songs, identifying some word patterns and responding with relevant comments. Begin to understand humour e.g. nonsense rhymes and jokes. Listen to stories and be an active participant in activities. Join in with oral text retelling with 4+ parts. Learn new vocabulary linked to whole school experiences, themes/focus texts, new experiences, visits beyond the local community. Understand a range of questions and respond staying on topic. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> Use new vocabulary, linked to key themes 	<p><u>Listening, Attention & Understanding:</u></p> <ul style="list-style-type: none"> Listen carefully in a range of contexts, including whole class inputs, visitors into class, events beyond the classroom (assembly, local community). Listen carefully to a range of rhymes, songs and poems, including those with humour. Respond with relevant comments and make connections. Listen to and talk about stories. Discuss plot, main problem and solution/ending. Talk about the feelings, actions and motives of characters. Discuss likes and dislikes, giving reasons. Listen to and talk about non-fiction texts, developing new knowledge and vocabulary – link to their own experiences/make connections. 	<p><u>Listening, Attention & Understanding:</u></p> <ul style="list-style-type: none"> Listen carefully in a range of contexts, including whole class inputs, whole school events, and visits into and beyond the community. Listen carefully to a range of rhymes, songs and poems, including those with humour. Respond with relevant comments, make connections, discuss likes/dislikes, giving reasons. Listen to and talk about stories. Listen to and talk about non-fiction texts, developing new knowledge and vocabulary – link to their own experiences/make connections. Make comments about what has

<p>develop understanding (who? What?)</p> <ul style="list-style-type: none"> ▪ Begin to articulate ideas and thoughts in well-formed sentences (one to one). ▪ Begin to retell a simple story using some story language. 	<ul style="list-style-type: none"> ▪ Speak using full tenses with some correct use of tenses. ▪ Begin to ask questions to find out more and develop understanding (who? What? Why? When?). ▪ Begin to articulate ideas and thoughts in well-formed sentences (talk partners and small groups). ▪ Begin to connect one idea or action to another using a range of connectives (because, but) ▪ Begin to describe events in some detail, showing awareness of the listener. 	<ul style="list-style-type: none"> ▪ Use a range of social phrases with developing confidence. ▪ Answer questions to develop understanding. ▪ Articulate ideas and thoughts in well-formed sentences (one to one, talking partners, small groups). ▪ Connect one idea or action to another using a range of connectives (because, but, next). ▪ Retell a simple story using story language/own words. 	<p>and texts, in different contexts with increasing confidence.</p> <ul style="list-style-type: none"> ▪ Speak using full sentences with increasing accuracy of tenses. ▪ Answer and ask questions to develop understanding (who? What? Why? When?) ▪ Articulate ideas and thoughts in well-formed sentences and begin whole class discussions. ▪ Connect one idea or action to another using a range of connectives (because, although, but, also, first, next, after). ▪ Describe events in some detail, showing awareness of the listener. ▪ Hold conversation when engaged in back-and-forth exchanges with teacher and peers. ▪ Use talk to help work out problems, organise thinking & activities, explain how things work/why things happen. 	<ul style="list-style-type: none"> ▪ Make comments about what has been heard and ask questions to clarify understanding. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> ○ Participate in one to one and small group discussions, offering to share ideas, using recently introduced vocabulary. ○ Speak with confidence using full sentences. ○ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ○ Hold conversation when engaged in back and forth exchanges with their teachers and peers. ○ Use talk to work out and solve problems, using relevant vocabulary. ○ Retell some familiar stories with increasing confidence using familiar and new story language. 	<p>been heard and ask questions to clarify understanding.</p> <p><u>Speaking:</u></p> <ul style="list-style-type: none"> ○ Participate in one to one, small group and whole class discussions, offering to share ideas, using recently introduced vocabulary. ○ Speak with confidence using full sentences, a range of connectives and tenses. ○ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ○ Show awareness of the listener – turn take, provide depth of information required and ask appropriate questions. ○ Engage in conversations with peers and adults.
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					<p>Respond appropriately to what others are saying. Ask questions and offer comments to keep dialogue open.</p> <ul style="list-style-type: none">○ Use talk to work out and solve problems, using relevant vocabulary.
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Literacy

- Reading – comprehension & word reading
- Writing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading:</p> <ul style="list-style-type: none"> Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. Talk about the main characters in a story. Begin to recognise initial sounds. Develop a love for reading. Understand what an author is. <p>Writing:</p> <ul style="list-style-type: none"> Begin to write name correctly – most letters in the correct order/correct letter formation (using name card for support if needed). Use some print and letter knowledge in early writing. Use the RWI letter rhymes to support letter formation. Begin to write some initial sounds. 	<p>Reading:</p> <ul style="list-style-type: none"> Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. Recall key events (first, next, then, beginning, middle, end). Talk about and describe main characters in a story. Begin to blend individual sounds into simple CVC words. Develop a love for reading. Understand what an author is. <p>Writing:</p> <ul style="list-style-type: none"> Write name correctly using the correct letter formation (mostly without name card). Use the RWI letter rhymes to support letter formation. 	<p>Reading:</p> <ul style="list-style-type: none"> Begin to use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Retell stories in small world/story telling areas using puppets and resources. Continue to develop phonetical awareness, focusing on oral blending and segmenting skills. Begin to read a few red words/tricky words (I, the etc.). Begin to read a simple phrase ('a big hat' etc.) Begin to predict what may happen in a story. Develop a love for reading. Understand what an author and an illustrator is. 	<p>Reading:</p> <ul style="list-style-type: none"> Begin to use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Retell stories in small world/story telling areas using puppets and resources. Take on the role of a character using some story language. Talk about likes and dislikes of stories/non-fiction, poems. Predict/anticipate what is going to happen in a story. Continue to develop phonetical awareness, focusing on oral blending and segmenting skills. Be able to read a few more red words/tricky words (I, the, go, put etc.). 	<p>Reading:</p> <ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. Retell stories through role play/take on the role of a character using recently introduced vocabulary. Talk about likes and dislikes of texts, rhymes and poems. Talk about story events – beginning, middle, end. Discuss characters and story settings using some descriptive language/vocabulary. Ask and answer questions about a story. Understand what an author is and name the author of the key literacy texts. 	<p>Reading:</p> <ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. Retell stories through role play/take on the role of a character using recently introduced vocabulary. Talk about likes and dislikes of texts, rhymes and poems. Anticipate some key events in stories. Talk about story events – beginning, middle, end.

	<ul style="list-style-type: none"> Write initial sounds independently. 	<p>Writing:</p> <ul style="list-style-type: none"> Begin to write/spell CVC words by identifying the sounds and using Fred Fingers. Form most letters/sounds correctly. Begin to write labels and lists using phonetical understanding. 	<ul style="list-style-type: none"> Begin to read a simple phrase/sentence. Re-read books to build up their confidence in word reading, their fluency and their understanding. Develop a love for reading/reading for pleasure. Understand what an author and an illustrator is. <p>Writing:</p> <ul style="list-style-type: none"> Begin to write/spell CVC and CCVC words by identifying the sounds and using Fred Fingers. Form most letters/sounds correctly. Write labels and lists using phonetical understanding. Begin to write captions/simple phrases. 	<ul style="list-style-type: none"> Read labels, captions and simple sentences using current phonetical understanding. Re-read books to build up their confidence in word reading, their fluency, understanding and enjoyment. <p>Writing:</p> <ul style="list-style-type: none"> Spell CVC, CCVC words and words with digraphs (special friends) independently. Write a simple phrase. Begin to compose a sequence of 2-3 sentences with support. 	<ul style="list-style-type: none"> Discuss characters and story settings using a wider range of descriptive language/vocabulary. Ask and answer questions about fiction/non-fiction texts. Begin to understand page numbers/parts of a book. Understand what an author is and name the author of the key literacy texts. Begin to understand that sentences begin with a capital letter and end with a full stop. Read labels, captions and simple sentences using current phonetical understanding. Re-read books to build up their confidence in word reading, their fluency,
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					<p>understanding and enjoyment.</p> <p>Writing:</p> <ul style="list-style-type: none"> Write a sentence independently. <p>Begin to compose a sequence of 2-3 sentences with support.</p> <p>Re-read what has been written to make sure it makes sense.</p>
<p>Phonics: Read, Write, Inc</p> <p>Children will learn Set 1 sounds.</p>	<p>Phonics: Read, Write, Inc</p> <p>Children will learn Set 1 sounds and begin to blend CVC words using the sounds they have learnt. The children are placed into groups that are fluid.</p>	<p>Phonics: Read, Write, Inc</p> <p>The children will consolidate Set 1 sounds, with a big emphasis on special friends (digraph). Most children will begin to write CVC words independently.</p>	<p>Phonics: Read, Write, Inc</p> <p>The children will consolidate Set 1 sounds, with a big emphasis on special friends (digraph). Most children will begin to write CVC words independently. The majority of children should be reading at least red books at this point in the year.</p>	<p>Phonics: Read, Write, Inc</p> <p>Some children will begin to learn Set 2 sounds, whilst others consolidate their knowledge of Set 1 sounds (depending on phonics groups/abilities). The children will focus on writing simple phrases/sentences.</p>	<p>Phonics: Read, Write, Inc</p> <p>The children will consolidate knowledge of both Set 1 and 2 sounds. They will focus on developing their simple phrases/sentences in preparation for Year 1.</p>
<p>Provision Opportunities</p>					
<p>My Shadow is Pink:</p> <ul style="list-style-type: none"> Exploring light/torches Shadow puppets Choosing our own colour shadows /reasons– drawing pictures. Using chalk to draw round a friend’s shadow outside. Big paper roll – drawing/writing about 	<p>Look Up!</p> <ul style="list-style-type: none"> Building rockets Using telescopes to find an item and write about it. Drawing pictures/writing about what we will do when we grow up. Creating meteor shower artwork. Writing a list for Rocket. 	<p>The Magic Paintbrush</p> <ul style="list-style-type: none"> Chinese lanterns. Dragon puppets. Listening to traditional Chinese Music. Watching a dragon dance/Chinese New Year celebrations. Our own dragon dance – using puppets and instruments. 	<p>The Tiny Seed</p> <ul style="list-style-type: none"> Planting seeds. Exploring different seeds – predictions. Pastel flowers. Still life flower drawings. Writing a list of instructions – how to plant/grow a seed. <p>The Extraordinary Gardener</p>	<p>Little Red</p> <ul style="list-style-type: none"> Explore the traditional versions of Little Red Riding Hood before reading the story. Draw pictures of some hobbies/activities the wolf could do instead of hiding in the woods. Write the initial sound/CVC words for items from the 	<p>Bringing the Rain to Kapati Plain</p> <ul style="list-style-type: none"> African sunset scene painting. Animal masks. African style music. Safari role play. Kapati Plain restaurant role play. Making safari leaflets.

<p>what our shadows like/dislike.</p> <ul style="list-style-type: none"> Shadow spotting in the garden. <p>Super Milly</p> <ul style="list-style-type: none"> Superhero numicon city. Discussing and designing our own super hero (name, costume, power etc.) Practice our super powers/actions outside. Match/write the super hero to the initial sound. Write a CVC super hero word/sound splat (pop, bam etc.) Draw/write about what makes a good super hero. Fire service outdoor role play (after a visit from the fire service). Draw/write about who our real life superheroes are. 	<ul style="list-style-type: none"> Space/planets artwork. Designing & making rockets. First man on the moon sketches. Space themed tuff tray. Star constellations. <p>Where the Wild Things Are</p> <ul style="list-style-type: none"> Story predictions (draw or write). Designing and creating own wild things (clay). Wild things music (instruments and body percussion)- creating our own wild rumpus. Exploring the King/Royal Family. Making crowns. Building a castle for Max. Writing about how Max feels – sentence strips. Describing Sam (writing and drawing on big paper roll). Painting a Wild Things story setting. Wild Thing café. 	<ul style="list-style-type: none"> Chinese restaurant role play. Tasting Chinese food. Using the magic paintbrush to paint something for the poor people. Drawing pictures in the sand like Shen does. Using stencils to draw different shape scales onto a giant dragon. Writing about how Shen feels. Writing Chinese numbers in a red glitter tray. Exploring China non-fiction books and photographs. Finding China on the map. Labelling a dragon. <p>Izzy Gizmo</p> <ul style="list-style-type: none"> Story predictions Invention workshop – role play. Exploring with tools (toy tools). Writing a list of materials for our inventions. Designing our own inventions. Exploring with magnets. Making a house for the crow. Drawing the different parts of the story (beginning, middle, and end). Invention store role play. 	<ul style="list-style-type: none"> Using our senses to describe what we can see, hear, smell, and feel outside (writing/drawing on the big roll of paper). Writing a list of things Joe needs to plant a seed. Finger painting trees. Decorating a bull city with plants/flowers. Designing our own extraordinary gardens. Planting seeds. Exploring minibests/insects. 	<p>story ('b' for basket or 'hut' for Grandma's house).</p> <ul style="list-style-type: none"> If the trees could talk, what would they say they could see? – Tree role play & drawing and describing the forest. Big Bad Wolf Masks & Role play. Big Bad Wolf wanted posters. Baking cakes for Grandma. Autumn walk – five senses. Writing shopping lists for Grandma. <p>The Night Pirates</p> <ul style="list-style-type: none"> Pirate messy play tuff tray. Writing letters/sounds/CVC words in the sand. Pirate Treasure Hunt. Exploring with maps. Creating our own island map. Pirate training day. Building pirate ships. Floating and sinking. Exploring sea creatures – helping to keep them safe. Pirate role play. Designing our own ships/boat. Painting flags for the pirate ship. Drawing/writing about life at sea/on a beach – five senses. 	<ul style="list-style-type: none"> Writing about five senses in Africa. African food tasting. Making rain stick instruments. Building a zoo (outside). <p>Oi Frog</p> <ul style="list-style-type: none"> Rhyming games. Making frogs. Painting a rhyming phrase (e.g. a frog on a log etc.) Frog pond tuff tray. Vets role play. Any more ideas?
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