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| **It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)** |

**Reception Curriculum – Literacy**

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|  | **Autumn 1**  **Steps 1i-8i**  **Steps 1-5** | **Autumn 2**  **Steps 6-10** | **Spring 1**  **Steps 11-15** | **Spring 2**  **Steps 16-20** | **Summer 1**  **Steps 21-26** | **Summer 2**  **Steps 27-32** |
| **Word Reading** | Say a sound for each letter: (s,a,t,p,i,n,m,d,g,o,  c,k,e,u,r,h,b,f,l) and ff, ll, ss  Blend/ segment orally | Say a sound for each letter:  (j, v, w, x, y, z) and zz, qu, ch, sh, th, ng  Read simple words by sound blending.  Begin to read some common exception words.  Begin to read simple phrases.  . | Review and consolidate all letters/ digraphs so far.  Say a sound for ai, ee, igh  Read a growing number of common exception words.  Read simple phrases and simple sentences. | Say sound for oa, oo (moon), oo (book), ar | Say a sound for or, ur, ow, oi, ear  Read simple sentences and books containing all single letter sounds, the digraphs learned and some common exception words. | Say a sound for air, ure, er |
| **Comprehension** | Identify key characters in a text.  Understand and use key vocabulary introduced during discussions about stories, non-fiction, rhymes and poems, and during role-play. | Identify key characters and settings in a text.  Understand and use key vocabulary introduced during discussions about stories, non-fiction, rhymes and poems, and during role-play. | Identify key characters, settings and some events in a text, including using introduced vocabulary.  Understand and use key vocabulary introduced during discussions about stories, non-fiction, rhymes and poems, and during role-play. | Sequence events from a story.  Anticipate key events.  Understand and use key vocabulary introduced during discussions about stories, non-fiction, rhymes and poems, and during role-play. | Retell stories and narratives using their own words and recently introduced vocabulary.  Understand and use key vocabulary introduced during discussions about stories, non-fiction, rhymes and poems, and during role-play. |  |
| **Writing** | Begin to copy shapes, patterns and some letters, including capital letters, accurately.  Begin to record simple words using magnetic letters etc. | Begin to write simple CVC words.  Form most letters accurately. | Record CVC words independently. | Write simple words and phrases using the letters we have learned how to form.  Use the correct formation for all letters.  Write their name using the correct formation for all letters. | Write simple phrases and sentences independently that can be read by others.  Know how to write all capital letters. |  |