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|  | Autumn Term | Spring Term | Summer Term | Links to Year 1 |
| Literacy | Nursery Skills:Understand the key concepts about print: print has meaningprint can have different purposespage sequencingwe read from left to right & from top to bottom | Reception Skills: Read individual letters by saying the sounds Spell words by identifying the sounds & recording in order Read a few common exception words Hear initial & end sounds Draw & label pictures Begin to write simple captions Oral retelling Mark making Name writing Basic letter formationTell an adult what we have written Recall key events in stories Recount events from their lives and in stories | Nursery Skills:Understand the key concepts about print: - the names of the different parts of a book. Develop their phonological awareness, so that they can:Spot and suggest rhymesCount or clap syllables in a word Use some print in their early writing | Reception Skills: Blend sounds into words, read short words Read simple phrases & sentences made up of words with known letter–sound correspondences &, some exception words. Re-read books to build up their confidence in word reading, fluency, understanding & enjoyment. Record sounds in order to write phonetically plausible words.Be aware of finger spaces, capital letters & full stops. Begin to write simple phrases/ sentences Reading back what we have written Begin to show understanding of what we read | Nursery Skills:Engage in extended conversations about stories and learning new vocabulary. Develop their phonological awareness, so that they can:Recognise words with the same initial sound, i.e. money and motherUse some of their print and letter knowledge in their writing. For example, writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name Write some letters accurately | Reception Skills: Write short sentences with words with known sound-letter correspondences using a capital letter & full stop Form lower-case & capital letters correctly Re-read what is written to check that it makes sense. Blend & segment words to read phonetically plausible sentencesBegin to use question marks & exclamation marks Show clear and confident understanding of what they have read Spelling HF words correctly Describing characters and events in stories in detail | Handwriting and letter formation Spell words using the known grapheme and phoneme correspondences (where applicable, alternative sounds for graphemes). Spell common exception words Saying sentences aloud and composing orally. Re-read Conventions of a sentence Engage in extended conversations about stories. Engage in non- fiction text - learn and use new vocabulary Read accurately by blending sounds Read books aloud, accurately, that are consistent with their developing phonic knowledge. |
|  | Nursery Knowledge: Know some stories - familiar and well loved | Reception Knowledge:Letter sounds s, a, t, i, p, n, m, d, g, o, c, k, e, u, r, h, b, f, l, j, v, w, x, y, z Digraphs: ck, ll, ff, ss, zz, qu, ch, sh, th, ng, nk Tricky words: is, I, to, the, no, go, into, as, and, has, his, her, he, she, we, me, be, of, put, pull, full, pushOrally segment cvc words with the sounds taught Concept of print | Nursery Knowledge:Rhyme is when words sound the same at the endBreak words into syllables - clap them out play games | Reception Knowledge:Digraph/ trigraphs: ai. ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ureTricky words: was, my, you, her, they, my, by, all, are, sure, pure Words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words Capital letter, finger spaces, full stops | Nursery Knowledge:That words can be broken down into soundsThe letters that spell their name | Reception Knowledge:Tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what, love, here, says, there, todayShort & long vowels with adjacent consonantsLonger words & compound wordsWords ending in suffixesCapital letter, finger space, full stop Question and exclamation marks |
|  | Vocab: Book, story favourite, | Vocab: phoneme/sound letter rhyme label caption, read, write, list, label, story, next, capital letter, book. Book related vocab | Vocab: Rhyme, syllables, front cover, back, title | Vocab: finger space, full stop, capital letter, digraph, trigraph, character, blend, segment. Book related vocabulary |  Vocab: listen, hear, sound, first sound | Vocab: question mark exclamation mark, digraph, trigraph, understand, describe, time adverbials, poster Book related vocab |