|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn Term | | Spring Term | | Summer Term | | Links to Year 1 |
| Literacy | Nursery Skills:  Understand the key concepts about print:  print has meaning  print can have different purposes  page sequencing  we 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 formation  Tell 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 rhymes  Count 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 mother  Use 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 sentences  Begin 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, push  Orally segment cvc words with the sounds taught Concept of print | Nursery Knowledge:  Rhyme is when words sound the same at the end  Break words into syllables - clap them out play games | Reception Knowledge:  Digraph/ trigraphs: ai. ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure  Tricky 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 sounds  The 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, today  Short & long vowels with adjacent consonants  Longer words & compound words  Words ending in suffixes  Capital 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 |