



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 Set 1 sounds.

Set 1 Sounds

Children will be taught the sounds in this order:

m, a, s, d, t, i, n, p, g,
o, c, k, u, b, f, e, l, h,
sh, r, j, v, y, w, th, z, ch,
qu, x, ng, nk

Set 2 Sounds

ay, ee, igh, ow, oo, oo,
ar, or, air, ir, ou, oy

GREEN AND RED WORDS

Children should be taught to blend to read the green words but will need to learn the red words from sight.

Green Words

Set 1.1	mat, at, mad, sad, sat, dad, Sam
Set 1.2	in, on it, an, and, pin, got, dog, sit, tip, pan, gap, dig, top
Set 1.3	bin, cat, cot, can, kit, mud, up, cup, bad, back, kick, lock.
Set 1.4	met, set, fan, fun, fat, lip, log, let, had, hit, hen, ship, shop, fish, sack
Set 1.5	red, run, rat, jog, jet, jam, vet, yap, yes, yet, yum, web, win, wish, wet, sock
Set 1.6	thin, thick, this, zap, zip, chin, chop, chat, quiz, quit, fox, box, fix, six, sing, bang, thing, wing
Set 1.7	Bell, well, mess, thing, think, wink, blob, brat, drop, drip, clip, from, frog, flag etc.

Red Words

he, my, be the, said, I, of, put, no, you, your

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:
- Blend and manipulate sounds with the structure: * CVC-map, sit etc * VCC and CVCC- ant, bump etc * CCVC-crab, dress etc * CCVCC and CCCVC-drunk, scrap etc - Understand that sounds can be represented by spellings with one letter. - Understand that some spellings are written with a double consonant e.g. ff, ll, ss, zz - Understand that some spellings are written with two different letters e.g. sh, ch, th, ck, wh, ng, qu. - Know that <q> and <u> represent the sounds /k/ and /w/. - Learn to read the following high frequency words with increasing automaticity: * is, a * the, I * for, of * are * was * all * some * come * to	- 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. - Retell a familiar story using story language as well as their own words. - 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. - 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.	- Expand their bank of vocabulary through explicit teaching of Tier 2 and Tier 3 vocabulary linked to shared texts and topics. New vocabulary should be taught through: * Defining new word meanings using pictures and context to support understanding; * Physicalising what new words mean through actions and gestures; * Reinforcing new words within different contexts; * Linking new words to other known words with similar meanings; * Applying new words through use within their own spoken language.
	GRAMMAR, STRUCTURE & LAYOUT	
	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.	

Broader Curriculum Objectives

Word Reading & Fluency	Response to Text
- Learn and recite rhymes off by heart. - Know that letter are symbols that represent sounds. - Learn the Set 1 speed sounds. - Blend sounds to read words including longer words containing the taught sounds. - Learn to read high frequency words containing set 1 sounds with increased automaticity.	- 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 Set 1 sounds.
- Read books containing Set 1 sounds with increasing fluency.
- Blend sounds within Set 1 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

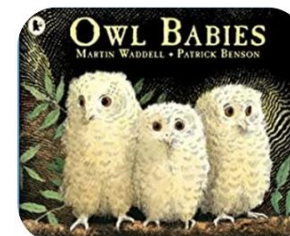
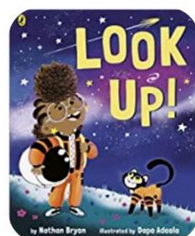
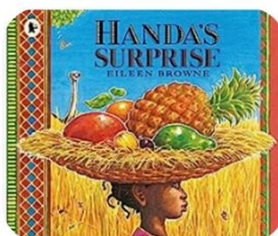
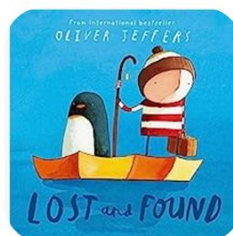
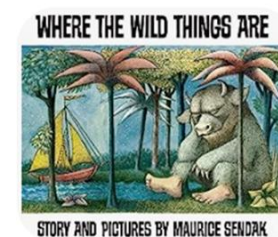
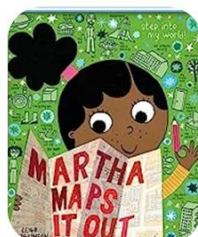
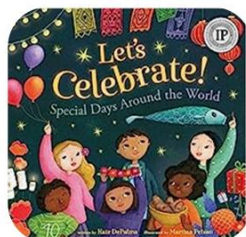
- Retell familiar stories using new and existing vocabulary.
- Recall key facts from a story that has been read to them.
- Find information from picture, point to information on a page, in order to locate an answer that can be found easily.
- Begin to show how they know through simple explanations.
-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

Inference

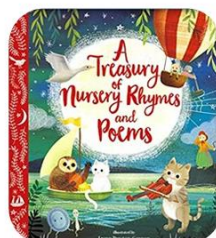
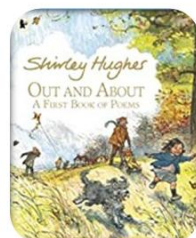
- Understands 'why' questions.
- Begin to answer simple 'why' and 'how' questions e.g. Why did the caterpillar get so fat? How do we know that the boy is lonely?
- Use pictures to support their answers to 'why' and 'how' questions and begin to use some words from the shared text.
- Anticipate/make simple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

SHARED READING TEXTS

RECEPTION



POETRY



KNOW IT: WORD WRITING

PHONICS

Children should be taught to segment to spell words containing these sounds once they are known securely.

Set 1 Sounds

m, a, s, d, t, i, n, p, g,
o, c, k, u, b, f, e, l, h,
sh, r, j, v, y, w, th, z,
ch, qu, x, ng, nk

HIGH FREQUENCY WORDS

Children should learn to spell these high-frequency words, as well as their own name, once they can form letters and know the sounds within them securely.

a, all, am, and, are.
at, away, big, can, cat,
come, dad, day, dog, for,
get, go, going, he, I,
in, is, it, like, look,
me, mum, my, no, of,
on, play, said, see, she.
the, they, this, to, up.

EARLY WRITING SKILLS: LETTER FORMATION	EARLY WRITING SKILLS: SPELLING	EARLY WRITING SKILLS: SENTENCE WRITING
Children should be taught to:	Children should be taught to:	Children should be taught/given opportunity to:
• Sit correctly at a table, holding a suitable mark-making tool comfortably and correctly-using a tripod grip in most cases. • Form lower-case letters in the correct direction, starting and finishing in the right place. • Recognise how letters sit on a line. • Begin to form upper-case (capital) letters correctly so that they can be distinguish from a lower-case letter. • Learn to form digits 0-9. • Write own name using correct letter formation including a capital letter.	• Segment Set 1 sounds and link to letters to spell words. • Orally segment and spell: * CVC-map, sit etc * VCC and CVCC- ant, bump etc * CCVC-crab, dress etc * CCVCC and CCCVC-drunk, scrap etc • Spell high frequency words within Set 1 correctly.	• Think of their own ideas for writing, say ideas in a sentence and attempt to write it independently. • Orally rehearse the caption or sentence they want to write and break it up into words. • Confidently write short captions accurately through regular dictation exercises. • Use appropriately spacing between words. • Begin sentences and their own name with a capital letter. • End a sentence with a full stop. • Re-read own words, captions or sentences to make sure sounds or words have been correctly represented and not been missed out. • Read own captions or sentences aloud to an adult to ensure that they can be understood by others.