



Reception Class: Literacy (We use Unlocking Letters and Sounds as our schools chosen SPP see separate overview and planning)

Intent / Educational Programme: 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).

Skills & Knowledge			
Comprehension	Word Reading		Writing
<ul style="list-style-type: none"> • Make previously read books available for children to share at school and at home. • Avoid asking children to read books at home they cannot yet read. • Discuss books read in class. • Make predictions on books by asking what happens next. • Talk about characters in stories they have been read. • Talk about story settings in stories they have been read. 	<ul style="list-style-type: none"> • Help children to read the sounds speedily. This will make sound-blending easier. • Blend words using robot speak: for example, h-a-t > hat; sh-o-p > shop. • Show how to say phonemes for the grapheme from left to right and blend them, for example, big, stamp. • Help children to become familiar with digraphs, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. • Provide opportunities for children to read words containing familiar digraphs: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. • Listen to children read some longer words made up of grapheme - phoneme correspondences they know: 'rabbit', 'himself', 'jumping'. • Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'. (Reading CEW) • Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. (Children should be able to read 95% of the book.) • Include words that have grapheme - phoneme correspondences that children can read & exception words that can read. • Make the books available for children to share at school and at home. • Send home boks that children can read 95% of. 		<ul style="list-style-type: none"> • Teach formation as they learn the sounds for each letter using a ULS formation words, encouraging an effective pen grip. • When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line. • Show children how to touch each finger as they say each sound. • For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. • Support children to form the complete sentence orally before writing. • Help children memorise the sentence before writing by repeatedly saying it aloud. • Only ask children to write sentences when they have sufficient knowledge of grapheme - phoneme correspondences. • Dictate captions & sentences to ensure they contain only the taught sound-letter correspondences. • Model how you read and re-read your own writing to check it makes sense.
Development Matters	<p>Comprehension: Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>		
Assessment See separate ULS phonic assessment sheets	<p>Comprehension</p> <ul style="list-style-type: none"> • Can listen to a short story and remember a few key details, such as characters' names. • Can listen to a longer story and remember much of the plot. • Engage during story times and show an understanding of what has been read, e.g., answering 'why' questions. • Anticipate key events in a story. • Recall a few familiar rhymes. • Recall some verses from poems and songs. • Retell a familiar story with some exact repetition of language but also use some of their own words. • Able to tell a short story or parts of a story. • Able to tell a long story. 	<p>Word Reading</p> <ul style="list-style-type: none"> • Know that graphemes represent different phonemes. • Read a few individual graphemes by saying the correct phoneme for them. • Know the phoneme for each letter of the alphabet. • Begin to read a few digraphs and trigraphs (a group of two or three graphemes that represent a phoneme) and say the phoneme for them. • Say the phoneme for more than 10 digraphs/trigraphs. • Blend phonemes together to read simple words using phonic knowledge. • Read a few common exception words. • Read a simple phrase using phonic knowledge. • Read a simple sentence using phonic knowledge. • Read a simple sentence using phonic knowledge and also include a few common exception words. 	<p>Writing</p> <ul style="list-style-type: none"> • Understands the link between the shape of a letter and the phoneme it represents. • Can identify separate words in spoken sentences. • Attempts to write CVC words by identifying some of the phonemes they can hear and writing these down. • Can correctly spell CVC words by segmenting all of the phonemes and writing the corresponding graphemes in the correct order. • Can write some simple words that contain digraphs/trigraphs. • Can write longer words using phonic knowledge. • Can write short phrases, captions & sentences using phonic knowledge. • Can write short sentences with spaces to separate words.



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<ul style="list-style-type: none"> Engage in conversation about poems and rhymes. Engage with and talk about non-fiction books. Demonstrate an understanding of new vocabulary from books and texts. Can use vocabulary from books in different contexts. Can use new vocabulary in discussions about books and texts. 	<ul style="list-style-type: none"> Read a simple book aloud and talk about what they have read. Reread a simple book to demonstrate some fluency. Reread own writing to check it makes sense. 	<ul style="list-style-type: none"> Can write short sentences that start with a capital letter and end with a full stop. Rereads what they have written to check it makes sense. Can write phrases and sentences that can be read by others. Explores writing for a range of purposes using a variety of writing structures. Developing fluency and accuracy when writing.
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Vocabulary – book, story, fiction, non-fiction, information, title, author, blurb, picture, text, words, contents page, index, rhyme, poetry, poem, character, predict, phonics, grapheme, phoneme, alphabet, letters, sounds, digraph, trigraph, punctuation, full stop, capital letter, question mark, exclamation mark, sentence, caption.

Comprehension, Children at the expected level of development will:	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
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Word Reading, Children at the expected level of development will:	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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Writing, Children at the expected level of development will:	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.
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Term 1	Term 2
Books: Little Red Hen, a range of books from a well-stocked book corner, wide range of rhyme stories	Books: Little Glow, Rama & Sita, 5 Days of Diwali, Magic Paintbrush, The First Christmas, The Christmas Pine,

<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> (See Communication & Language) Re-read books to build up their understanding and enjoyment. (On going) Make familiar books available for children in the book corner and at home (on going) 	<p style="text-align: center;">Word Reading</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. Write all of their name Form lower-case letters correctly. 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> (See Communication & Language) Re-read books to build up their understanding and enjoyment. (On going) Make familiar books available for children in the book corner and at home (on going) 	<p style="text-align: center;">Word Reading</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.
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Term 3			Term 4		
Books: The Magic Moment, Poles Apart, How Big is a Million?, How High is the Sky?, Lost & Found, Penguins in the Fridge, Polar themed non-fiction texts , Poles Apart,			Books: Space non-fiction texts , Alien’s Love Underpants, Look Up, Whatever Next, How to Catch a Falling Star, Easter Bible Stories,		
Comprehension <ul style="list-style-type: none"> • (See Communication & Language) • Re-read books to build up their understanding and enjoyment. (On going) • Make familiar books available for children in the book corner and at home (on going) 	Word Reading <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. 	Writing <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	Comprehension <ul style="list-style-type: none"> • (See Communication & Language) • Re-read books to build up their understanding and enjoyment. (On going) • Make familiar books available for children in the book corner and at home (on going) 	Word Reading <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. 	Writing <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
Term 5 (ELG)			Term 6 (ELG)		
Books: The Gruffalo, The Gruffalo’s Child, The Smartest Giant in Town, What the Ladybird Heard, Room on the Broom, Stickman,			Books: Tiddler, Rainbow Fish, Under the Sea Poetry, Billy’s Bucket, Commotion in the Ocean		
Comprehension <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	Word Reading <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	Writing <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others 	Comprehension <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	Word Reading <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	Writing <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others