

Reading - Literacy Curriculum Map

| | Autumn Term | |
|--------------------------------------|---|---|
| Term | Nursery | Reception |
| Autumn 1 Who We Are | Enjoys lots of different stories Be able to talk about familiar books and be able to tell a long story Role Play Use talk to organise themselves and their play eg let's go on a bus. | 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 Understand how to listen carefully and why listening is important Engage in storytimes Learn rhymes, poems and songs Listen carefully to rhymes and songs, paying attention to how they sound |
| Autumn 2 Sharing the Planet | | |
| | Spring Term | |
| Spring 1 Sharing the Planet | Know many rhymes Spot and suggest rhymes Understand the five key concepts about print Print has a meaning, print can have a different purpose, we read english text from left to right The names of the different parts of a book | Read some letter groups that each represent one sound and say sounds for them (special friends/digraphs) Understand how to listen carefully and why listening is important Engage in storytimes Retell the story, once they have developed a deep familiarity with the text - some as exact repetition and some in their own words |
| Spring 2 How the World Works | | |
| | Summer Term | |
| Summer 1 How the World Works | Develop their phonological awareness so that they can recognise words with the same initial sound Enjoys listening to longer stories and can remember much of what happens. | Read simple phrases and sentences made up of words with known letter-sound correspondences Read a few common exception words matched to the school's phonic programme Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment Say a sound for each letter in the alphabet and at least 10 digraphs Read words and simple sentences consistent with their phonic knowledge by sound-blending Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 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 |
| Summer 2 How we express ourselves | | |

DETERMINED, PERSISTENT ACHIEVERS Learning to change the world