Reading Overview

Nursery

Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
W1. To show awareness of rhyme and alliteration. W2. To recognise rhythm in spoken words. W3. To begin to orally segment and blend using picture clues. W4. To recognise own name. W5. To recognise familiar words and signs such as advertising logos. W6. To know that print carries meaning and, in English, is read from left to right and top to bottom.	D1. **To develop curiosity and enjoyment in books, a motivation to read, vocabulary and understanding.** D2. To listen to and join in with stories and poems, one-to-one and also in small groups. D3. To listen to stories with increasing attention and recall D4. To know that information can be relayed in the form of print. D5. To show interest in illustrations and print in books and print in the environment. D6. To look at books independently. D7. To handle books carefully. D8. To hold books, the correct way up and turns pages. D9. To use talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.' D10. To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. D11. To begin to be aware of the way stories are structured. D12. To join in with repeated refrains and anticipates key events and phrases in rhymes and stories. D13. To enjoy rhyming and rhythmic activities. D14. To use intonation, rhythm and phrasing when talking to make the meaning clear to others D15. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. D16. To use vocabulary focused on objects and people that are of particular importance to them.	F1. To understand the books, they listen to. F2. To build up vocabulary that reflects the breadth of their experiences. F3. To know that print carries meaning and, in English, is read from left to right and top to bottom. F4. To describe main story settings, events and principal characters F5. To begin to understand 'why' and 'how' questions. F6. To use talk to connect ideas, explain what is happening and anticipate what might happen next, F7. To suggests how the story might end. F8. To question why things happen and give explanations. Ask e.g. who, what, when, how.	D1. To listen to others one to one or in small groups, when conversation interests them. D2. To use talk to connect ideas, explain what is happening D3. To know that information can be relayed in the form of print. D4. To use shared texts to build up vocabulary that reflects the breadth of their experiences.

	D17. To build up vocabulary that reflects the breadth of their experiences.		

Sentence Stems	Vocabulary
My favourite… I like…	Book, story, who, what, where

Writing Overview
Nursery

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
S1. To orally segment sounds in CVC words. See School Phonics Progression S2. To write own name S3. To hear initial sounds in words. S4. To use a range of tenses (e.g. play, playing, will play, played).Speaking	H1. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. H2. To hold a pencil at the near point between first two fingers and thumb and use it with good control. H3. To draw lines and circles using gross motor movements. (Squiggle patterns). H4. To copy some letters, e.g. letters from their name (pre-cursive).	C1. To ascribe meanings to marks that they see in different places. C2. To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (Speaking) C3. To sometimes gives meaning to marks as they draw and paint. C4. To retell a simple past event in correct order (e.g. went down slide, hurt finger). (Speaking) C5. To begin to use more complex sentences to link thoughts (e.g. using and, because). (Speaking)	V1. To use vocabulary focused on objects and people that are of particular importance to them. Speaking V2. To build up vocabulary that reflects the breadth of their experiences. Speaking V3. To begin to use more complex sentences to link thoughts (e.g. using and, because). Speaking V4. To use a range of tenses (e.g. play, playing, will play, played) speaking V5. To use a capital for my name. V6. To use the grammatical terminology;

			a) write b) writing c) letter.

Genres of Writing

Narrative	Non-Fiction	Poetry
Represent stories	Draw and Label	

Reading Overview Reception

Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
W1. <u>To use phonic knowledge to decode regular words and read them aloud accurately. (ELG)</u> W2. To continue a rhyming string. W3. To hear and say the initial sound in words. W4. To segment the sounds in simple words and blend them together and know which letters represent some of them. (CVC/CVCC/CCVC) W5. To link sounds to letters, naming and sounding the letters of the alphabet.	**P1. <u>To develop curiosity and enjoyment in books, a motivation to read, vocabulary and understanding.</u>** P2. To listen to stories and respond to what they hear with relevant comments, questions or actions. P3. To follow a story without pictures or props. P4. To know that information can be retrieved from books and computers. P5. To enjoy an increasing range of books.	F1. To understand the books, they listen to. F2. To extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words F3. To understand nonsense in rhymes and stories. F4. To identify and discuss the main events or key points in stories that are read to me.	D1. <u>To give attention to what others say and respond appropriately</u> D2. To Listen and respond to ideas expressed by others in conversation or discussion. D3. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. D4. To know that information can be retrieved from books and computers.

W6. <u>To read some common irregular words. (ELG)</u> (see Reception CEWs). W7. To begin to read words and simple sentences. W8. To use picture clues to help with reading simple texts. W9. To point to the words in a text when reading. **W10. <u>To read and understand simple sentences. (ELG)</u>**	**P6. <u>To develop their own narratives and explanations by connecting ideas or events.</u>** **P7. <u>To represent their own ideas, thoughts and feelings through role play and stories.</u>** P8. To introduce a storyline or narrative into their play. P9. To play cooperatively as part of a group to develop and act out a narrative. P10. To listen to stories, accurately anticipating key events. **P11. <u>To demonstrate understanding when talking with others about what they have read.</u>** **P12. <u>To express myself effectively, showing awareness of listeners' needs.</u>** P13. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	F5. To answer 'how' and 'why' questions about their experiences and in response to stories or events F6. To identify and discuss the main characters in stories that are read to me. F7. To make predictions verbally based on what is read to me. F8. To answer 'how' and 'why' questions about their experiences and in response to stories that are read to them.	D5. To use shared texts to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Sentence Stems	Vocabulary
I like… I don't like… One day… Next… In the end... I think...because	Word, letter, sentence, page, story, tale

Writing Overview
Reception

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
S1. To segment the sounds in simple words and blend them together	H1. To show a preference for a dominant hand.	C1. To begin to break the flow of speech into words.	V1. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Speaking
S2. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence	H2. To handle equipment and tools effectively, including pencils for writing.	C2. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. (Speaking)	V2. To begin to use the conjunction 'and' to link two words in a sentence. For example, I play with dolls and teddies.
S3. To hear and says the initial sound in words.	H3. To begin to use anticlockwise movement and retrace vertical lines.	C3. To introduce a storyline or narrative into their play (Speaking)	V3. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. Speaking
S4. To write CVC words in a sentence.	H4. To begin to form recognisable letters (pre-cursive).	**C4. To develop own narratives and explanations by connecting ideas or events. (Speaking)**	**V4.** To link statements and sticks to a main theme or intention. Speaking
S5. To spell words with adjacent consonants (CVCC, CCVC and CCVCC) See school phonics progression.	H5. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.	C5. To give meaning to marks they make as they draw, write and paint.	**V5. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Speaking**
S6. To use some consonant and vowel digraphs including some alternative graphemes. See school progression.	H6. To begin to be exposed to joined writing through the teaching of digraphs.	C6. To write own name and other things such as labels, captions.	V6. To usually leave spaces between words.
S7. **To use phonic knowledge to write words in ways which match their spoken sounds.**		C7. To attempt to write short sentences in meaningful contexts.	V7. To begin to punctuate sentences with full stops and capital letters.
S8. To spell some words correctly (others phonetically plausible).		**C8. To write simple sentences which can be read by themselves and others.**	V8. To use the grammatical terminology; a) word b) letter c) sentence d) full stop e) capital letter.
S9. To write some irregular common words (Reception CEW list)		**C9. To read my own simple sentences.**	
S10. To link sounds to letters, naming and sounding the letters of the alphabet.		**C10. To write simple sentences which can be read by themselves and others.**	
S11. **To use past, present and future forms accurately** when speaking.			

Genres of Writing

Narrative	Non-Fiction	Poetry
Traditional and fairy tales Stories with predictable and patterned language	Labels, lists and captions Information texts	Rhyming Strings