



# Caversham Park Primary School

## Reception Curriculum

## Literacy: Reading

### Key Knowledge:

- Each letter has a name and a sound.
- Some letters make different sounds when they are together (digraphs).
- Knows all sounds for the letters for the alphabet and at least 10 digraphs.
- Knows some common exception/tricky words
- Books have different purposes and that there are fiction and non-fiction books.
- Stories have a characters and settings.
- Stories are structured with a beginning, middle and end.
- Words with endings that sound the same are rhyming words.

### Key Skills:

- Blend sounds in words to read them including those with digraphs
- Begin to read longer words, e.g. CVCC/CCVC.
- Independently read simple sentences and books using phonic knowledge.
- Recognise some words by sight including known common exception words.
- Retrieve information about what they have read or has been read to them.
- Read books for pleasure.
- Join in with familiar / predictable stories and rhymes.
- Sequence stories and narratives in their own words, using recently introduced vocabulary
- Identifies characters, settings and events
- Make simple predictions about what might happen next
- Identifies and uses new/ unknown vocabulary in stories, rhymes, poems and non-fiction books

### Vocabulary:

Letter, word, sentence, capital letter, phoneme, grapheme, digraph/trigraph, blend, alphabet.  
Fiction, non-fiction, story, narrative, poem, rhyme.  
Character, setting, beginning, middle, end, predict, retrieve.

### Literature:

(see literature spine)

### Enrichment:

Visit to the local library  
Visiting authors  
School library visits weekly  
Book Week / world book day

### Adult Directed:

Daily 20 minute phonics lessons  
Daily story time  
Daily English input - talk for writing approach with oral rehearsal of stories and story-telling.  
Whole class reading lessons  
Books and stories used within lessons across the curriculum where appropriate.  
Weekly visits to the school library with a book taken home each week.  
Decodable reading books sent home.  
1:1 reading with an adult at least once a week.

### Continuous Provision:

Dedicated reading area in the classroom including fiction, non-fiction, magazines.  
Reading area in the garden  
Adults modelling reading in the environment for pleasure and for a purpose.  
Phonics activity always available in provision.  
Sounds /tricky words displayed in classroom.  
Sound / tricky word mats available in provision.

### Enhanced Provision:

Books linked to topic/themes/interests added to areas of provision as appropriate.  
Big books  
Story themed tuff trays  
  
Puppet theatre  
Masks in role play areas  
Story maps displayed in the classroom  
Phonic themed playdough mats, e.g. cvc mats.  
  
Sounds/letter in messy play, water, sand.

## Assessment (ELGs)

### Prime Areas:

#### Communication & Language -Listening and Attention:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.

#### Communication & Language - Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Specific Areas:

#### Literacy - Comprehension:

- 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, nonfiction, rhymes and poems and during role play

#### Literacy - Word Reading:

- 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.

#### EAD - Being Imaginative and Expressive:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Perform songs, rhymes, poems and stories with others.

Progression		
Autumn	spring	Summer
<ul style="list-style-type: none"> <li>• Recognise own name.</li> <li>• Enjoy playing with sounds and words (phase 1), e.g. rhyming and alliteration</li> <li>• Recall individual letters by saying the sounds for them (Phase 2).</li> <li>• Orally blend and segment simple words.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Join in with familiar / predictable stories and rhymes.</li> <li>• Make simple predictions about what is being read.</li> <li>• Read a few common exception words (I, to, no, go...</li> </ul>	<ul style="list-style-type: none"> <li>• Recall all sounds for the letters of the alphabet and begin to recognise some digraphs (ch, sh, th...)</li> <li>• Read common exception/tricky words (Phase 2 and some phase 3).</li> <li>• Read simple phrases and captions made up of words with known letter-sound correspondences and, where necessary, some few exception words.</li> <li>• Identify favourite stories and talk about the characters, settings and events.</li> <li>• Sequence stories and narratives using new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall phase 3 sounds and tricky/common exception words.</li> <li>• Read words containing phase 3 digraphs.</li> <li>• Begin to blend longer words, e.g. CVCC/CCVC words.</li> <li>• Read sentences &amp; decodable books aligned to increasing phonic knowledge including words containing digraphs and taught common exception words.</li> <li>• Retrieve information and ideas from stories read to them.</li> <li>• Understand that there are fiction and non-fiction books and that they serve different purposes.</li> <li>• Identifies and uses new/ unknown vocabulary in stories, rhymes, poems and non-fiction books</li> </ul>