



# St Saviour's C.E. Primary School Curriculum Map – Communication and Language and Literacy

## Reception Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Theme</b>	Outside inside	Knowing yourself	Telling a tale	Family & friends	Strength of mind	Sowing a seed
<b>Books</b>	Where the Wild Things Are by Maurice Sendak  Bringing the Rain to Kapiti Plain by Verna Aardema	I am Henry Finch by Alexis Deacon  Halibut Jackson by David Lucas	The Magic Paintbrush by Julia Donaldson and Joel Stewart  Little Red by Lynn Roberts and David Roberts	So Much by Trish Cooke and Helen Oxenbury  Izzy Gizmo by Pip Jones	Willy the Wimp by Anthony Browne  The Night Pirates by Pete Harris and Deborah Allwright	The Tiny Seed by Eric Carle  I Will Not Ever Never Eat a Tomato by Lauren Child
<b>Phonics</b>	Phase 2	Phase 2	Phase 3	Phase 4	Phase 4	Phase 4
<b>Ongoing Objectives</b>	<p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"><li>• 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;</li><li>• Make comments about what they have heard and ask questions to clarify their understanding</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li><li>• 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</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li><li>• Anticipate – where appropriate – key events in stories</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li></ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li><li>• Read words consistent with their phonic knowledge by sound-blending</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li></ul>					



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### Writing

- 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