

Literacy Map Reception – 2022/2023

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Core Texts	-The Blue Balloon -It's Okay to be Different -The Day the Crayons Quit -Mixed	-When's My Birthday -There's a House Inside My Mummy -Shmelt the Hanukkah Elf -Dipal's Diwali	-The Gingerbread Man -Jack and the Beanstalk -The Little Red Riding Hood -Goldilocks and the Three Bears	-Billy's Bucket -Little Turtle and the Sea -Barry the Fish with Fingers -The Singing Mermaid	-The Postal Worker -Mog and the VET -At the Hospital -Officer George	-Think Big -Oh the Places You Will Go! -Would You Rather... -The World Made A Rainbow
Links to EYFS Area of Learning	-The Blue Balloon (CL&L) -It's Okay to be Different (UW) -The Day the Crayons Quit (PSED) -Mixed (EAD)	-When's My Birthday (CL&L) -There's a House Inside My Mummy (UW) -Shmelt the Hanukkah Elf (PSED) -Dipal's Diwali (EAD)	-The Gingerbread Man (CL&L) -Jack and the Beanstalk (UW) -The Little Red Riding Hood (PSED) -Goldilocks and the Three Bears (EAD)	-Billy's Bucket (CL&L) -Little Turtle and the Sea (UW) -Barry the Fish with Fingers (PSED) -The Singing Mermaid (EAD)	-The Postal Worker (CL&L) -Mog and the VET (UW) -At the Hospital (PSED) -Officer George (EAD)	-Think Big (CL&L) -Oh the Places You Will Go! (UW) -Would You Rather... (PSED) -The World Made A Rainbow (EAD)
Phonics	Follow Read Write Inc lesson sequence for progression and development					
Early Reading Experiences, Knowledge and Skills and strategies	Voice sounds – emotional expression Teaching the Basic Code in context Opportunity for Complex Code: 'y' at end of words like Ruby, worry Developing inference Reading illustration Reading own writing (meaning to marks)	Soundscaping with untuned instruments and voice sounds Teaching the Basic Code and Consonant clusters in context Developing fluency through repetitive refrain Lifting meaning through performance reading Developing inference Reading illustration	Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding when talking with others about what they have read Developing fluency through high frequency words	Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding when talking with others about what they have read Developing fluency through high frequency words	Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding when talking with others about what they have read Developing fluency through high frequency words	Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words; Demonstrate understanding when talking with others about what they have read Developing fluency through high frequency words
Communication and Language (Children in Reception)	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 					
Communication and Language (ELG)	<ul style="list-style-type: none"> • 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. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> • 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. 					
Language Competency Through reading, talk and writing	Simple narrative voice Past tense consistency and conjunctions in telling personal stories	Strong narrative voice addressing the reader past and present tense, including progressive	Listen attentively in a range of situations Listen to stories, accurately	Listen attentively in a range of situations Listen to stories, accurately anticipating key events and	Use phonic knowledge to write words in ways which match their spoken sounds	Use phonic knowledge to write words in ways which match their spoken sounds

	Word collections: exploring colloquial language of families, synonyms Language related to size and comparison Apostrophe for possession	Adverbial phrases Subordinate and coordinating clauses Visual patterns in words Plural suffixes Write simple sentences which can be read by themselves and others. Spell some words correctly and make phonetically plausible attempts at others.	anticipating key events and respond to what they hear with relevant comments, questions or actions Give their attention to what others say and respond appropriately, while engaged in another activity Understanding: Follow instructions involving several ideas or actions Answer 'how' and 'why' questions about their experiences and in response to others	respond to what they hear with relevant comments, questions or actions Give their attention to what others say and respond appropriately, While engaged in another activity Understanding: Follow instructions involving several ideas or actions Answer 'how' and 'why' questions about their experiences and in response to others	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future Develop their own narratives and explanations by connecting ideas or events.	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future Develop their own narratives and explanations by connecting ideas or events.
Physical Development	Letters are recognisable Letter strings move from left to right and progress down the page. Begins to group letters with spaces in between to resemble words. Often uses upper case letters. Labels pictures by matching beginning sound with a letter. Copies letters and words from environmental & classroom print Can tell others the purpose of own writing. Thinks that own writing can be read by others. Recognises own name (or part of it) in print. For example, 'My name starts with that.' Children name and write recognisable letters. Letters frequently reversed. Writes own name and other words that have personal meaning.			Uses upper and lower case letters indiscriminately. Generally uses correct directionality. Produces text that is sometimes difficult to read. Spelling semi-phonetic (initial sound for word) or phonetic (CVC) or may include some simple words. Mature writing grip has developed. Dominant writing hand is well-developed. Begins to write letters more smoothly and automatically. Uses invented spelling. Begins to attempt punctuation. Writes a limited number of sentences without development. Uses a limited range of strategies to spell.		
Writing Outcome	Favourite Part of story Sequencing Writing Rules Labels	Captions Character study Labelling Plan List Invitation or Card Shopping List	Character Study Story Map Story Setting Recount Description Poster	Story Map Instructions Imaginative Writing e.g. If I was a pirate Poster	Letters Messages Recipe Instructions	Narrative Diary Imaginative Writing