



## Literacy

### Autumn 1 – If you Go Down to the Woods Today...

#### Key Texts;

Goldilocks and the Three Bears- *Traditional Tale*

#### Comprehension

*During their time in Reception, pupils will develop their receptive and expressive language. See Communication and Language coverage also.*

Pupils will explore a Goldilocks and the Three Bears story sack containing;

- 3 Bears of different sizes
- Troll puppet
- Artificial grass
- Small world bridge

They will use this story sack to develop their understanding of characters and key events from the story.

Pupils will hear the key texts "Goldilocks and the Three Bears" read fluently without interruption. Pupils will join in with repeated refrains, such as the 'Who's been eating my porridge?' phrase said by the bears.

Pupils will engage in Goldilocks and the Three Bears being told as a sensory story, where they will explore items including gold ribbon, hot and cold porridge, fluffy cushions etc., using all their senses in hands-on exploration

Pupils will be asked a range of simple questions based on level 2 of Blank's Levels of Questioning. These questions will focus on the book 'Goldilocks and the Three Bears'.

Pupils will learn the following songs to support their understanding of the story Goldilocks and the Three Bears;

#### Word Reading

Pupils will develop their knowledge of print- learning that print carries meaning and understanding that the concept of reading is to convey information or tell a story. For example they will;

- Explore environmental print within school and the local area.
- Take notes and messages to others
- Record their stories word for word and then hear them being read back

When reading a book, pupil attention will sensitively be drawn to parts of the books, for example, the cover, the author, the blurb. Their attention will also be drawn to where the text is, and how English print is read left to right and top to bottom.

Pupils will learn how to handle a book. They will learn how to turn pages in a book, turn pages in order and follow the direction of print- top to bottom and left to right.

Pupils will learn the features of a book including the front cover, title and authors role. Pupils will explore illustrations in books, and be able to talk about what the pictures show.

Pupils will develop their oral blending skills by;

- Playing I-spy with initial sounds

#### Writing

*During their time in Reception, pupils will develop their fine and gross motor movements to prepare them for writing- See Physical Development coverage also.*

Pupils will write their own name, beginning with copying letter shapes and then focusing on the correct letter formation. Pupils will write and decorate a large sign showing their name/preferred name. They will have their photograph taken whilst holding their sign. This will be used for a class display.

Pupils will give meaning to marks when they draw, paint and write.

Pupils will play 'What's in the Box?' initial Sounds Game. They will be shown a selection of items/pictures from the story which all begin with different initial sounds (such as bear, Goldilocks, porridge, chair and house) and then identify items by the initial sounds.

Pupils will record initial sounds of familiar words, such as items from the story Goldilocks and the Three Bears.

Pupils will be encouraged to make marks and write a list of porridge ingredients and shopping list for The Three Bears.

Pupils will develop their oral segmenting skills by;



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| <ul style="list-style-type: none"> <li>• When Goldilocks Went to the House of the Bears</li> </ul> <p>Pupils will discuss how the characters in Goldilocks and the Three Bears might be moving and feeling. They will act out the story by pretending to be the characters. Pupils will pretend to be one of the bears;</p> <ul style="list-style-type: none"> <li>• Daddy Bear: <i>large, stamping steps</i></li> <li>• Mummy Bear: <i>light, gently steps</i></li> <li>• Baby Bear: <i>tiptoe or skipping steps</i></li> </ul> <p>Pupils will show their actions to the rest of the class and see if they can guess which bear they are pretending to be.</p> <p>Pupils will create actions for each part of the story, such as;</p> <ul style="list-style-type: none"> <li>• Goldilocks tasting the porridge,</li> <li>• Sitting on the chairs</li> <li>• Going upstairs and sleeping in the beds.</li> </ul> <p>Pupils will use percussion instruments to make the sounds from different parts of the story 'Goldilocks and the Three Bears', such as :</p> <ul style="list-style-type: none"> <li>• Goldilocks tip toeing into the cottage – <i>tapping a triangle</i></li> <li>• The chair breaking – <i>banging a drum</i></li> <li>• Goldilocks walking up the stairs – <i>tapping claves</i></li> <li>• Goldilocks waking up surprised – <i>shaking a tambourine</i></li> </ul> <p>Pupils will explore creating sounds with their voices for the story Goldilocks and the Three Bears. For example, making growl sounds in three different pitches to represent the Three Bears, making slurping sounds as Goldilocks eats the porridge, make a crashing sound when the chair breaks and make snoring sounds when Goldilocks falls asleep.</p> | <ul style="list-style-type: none"> <li>• Playing I-spy with initial, medial and final sounds.</li> <li>• Using a 3 bear puppet to say words in sound talk</li> <li>• Blending sounds on their fingers</li> <li>• Playing Kung-Fu blending</li> <li>• Playing Dress Baby Bear e.g. - Can you put on their 'b-oo-t?'</li> <li>• Playing Bossy Bear and following the bear's orders, such as 'point to your n-e-ck!'</li> <li>• Using sound-talk at key points in a story</li> <li>• Playing cross the river by oral blending words</li> <li>• Feed the Bear by identifying food to pack in a picnic box through blending sounds to hear the full word.</li> </ul> <p>Pupils will be introduced to systematic synthetic phonics through the Read Write Inc. Programme. They will learn to read the sounds m, a, s, d, t/ p, i, n, g, o and c, k, u b. Pupils will learn to blend and read words from word time 1, 2 and 3.</p> <p>Pupils will be given phonetically decodable reading books to read at home. They will read these books in class once per week.</p> | <ul style="list-style-type: none"> <li>• Voicing a bear puppet to say the sounds in a given word</li> <li>• Putting sounds on their fingers</li> <li>• Playing Kung-Fu segmenting</li> <li>• Taking on the roll of Bossy Bear and give orders, such as 'point to your n-e-ck!'</li> </ul> <p>Pupils will be introduced to systematic synthetic phonics through the Read Write Inc. Programme. They will learn to write the sounds m, a, s, d, t/ p, i, n, g, o and c, k, u b with the correct formation. Pupils will learn to segment and build words from word time 1, 2 and 3 using magnetic letters.</p> <p>Pupils will take part in 'Squiggle as you Wiggle' activities to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing.</p> <p>Pupils will have the opportunity to mark-make daily on a range of different surfaces and textures in the indoor and outdoor environment. They will use a range of mark making tools and easy grip pencils will be available in all areas of provision.</p> <p>Pupils will develop their tripod grip. They will use Stabilo handwriting pencils to encourage this. Pencil grip will also be supported through;</p> <ul style="list-style-type: none"> <li>• Taking part in pencil aerobics; For example- flipping the pencil 360 degrees/ using a tripod grip near the tip of the pencil and climb the fingers up to the top of the pencil and then back down again/ using the back of their hand on the table, pupils will hold the pencil with a tripod grasp and lift it up and down like doing push-ups.</li> <li>• Using crayons which have been snapped in half, the pointed side intact, at the writing table.</li> <li>• Using short pencils which don't allow for a full fist grip</li> </ul> |
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Pupils will discuss the story of Goldilocks and the Three Bears. They will talk about the story events and retell the story in their own words. They will use story sequencing cards to sequence and retell the story. They will make their own pictorial version of the story by sticking the pictures into a scrapbook.

Pupils will discuss key events the story using sequential language - for example: first, next, after that, then, at the end.

Pupils will listen to different versions of the story of Goldilocks and the Three Bears and talk about similarities and differences.

Bowls and spoons, along with a cooker will be available in the playdough areas. Pupils will make their own porridge using playdough.

Pupils will role play the story of Goldilocks and the Three Bears in the home corner. They will explore three bowls, three chairs, three beds and three different sized teddy bears. They will also use role play masks.

Pupils will hear stories, from the Reception Reading Spine, read fluently and without interruption daily. These texts will be read repeatedly to support pupil understanding and enjoyment.

Pupils will take part in daily Dough Gym activities designed to strengthen the muscles in their hands, wrists, shoulders and core.



**Literacy**

**Autumn 2- It was a Dark, Dark Night**

**Key Texts;**

Meg and Mog- Helen Nicoll and Jan Pienkowski  
Room on the Broom- Julia Donaldson

**Comprehension**

*During their time in Reception, pupils will develop their receptive and expressive language. See Communication and Language coverage also.*

Pupils will explore a Meg and Mog story sack containing;

- Witches Broom
- Witches Hat and Cloak
- Cauldron
- Black Cat
- Mouse
- Frog, beetle, worm, bat and spider

They will use this story sack to develop their understanding of characters and key events from the story.

Pupils will use their knowledge of the story to sequence it. They will record their ideas using a story map template. Pupils will discuss key events in the story using sequential language - for example: first, next, after that, then, at the end.

Pupils will compare 'Meg and Mog' with different witch themed stories such as;

- Room on the Broom- Julia Donaldson and Axel Scheffler
- Winnie the Witch- Valerie Thomas and Korky Paul
- Melric the Magician who lost his Magic- David Mckee
- Cake Girl- David Luca

**Word Reading**

Pupils will continue to develop their oral blending skills by;

- Pupils will make magic potions by identifying items to put in a cauldron by blending sounds to hear the full word.
- Pupils will read familiar CVC words and match them to pictures (bat, hat, cat, rat, bug)
- Playing I-spy with initial sounds
- Playing I-spy with initial, medial and final sounds.
- Using a puppet to say words in sound talk
- Blending sounds on their fingers
- Playing Kung-Fu blending
- Using sound-talk at key points in a story

Pupils will explore filling in missing words from a familiar phrase for example 'put in a \_\_\_\_\_' (bug, bat, rat etc). They will use picture clues to help them.

They will explore letter domain - specifically the sounds of letters and the concept of letters (the purpose of letters in forming a word). Pupils will develop their ability to identify letters and count how many letters in specific words.

Pupils will explore word domain- specifically that words are distinct units of print and that they are different from letters. Pupils will develop their ability to identify words and count how many words in a caption or sentence.

**Writing**

*During their time in Reception, pupils will develop their fine and gross motor movements to prepare them for writing- See Physical Development coverage also.*

Pupils will continue to develop their oral segmenting skills by;

- Play Silly Soup with a cauldron. They will identify words by initial sounds and add them to the soup.
- Build a web for a spider by thinking of words that begin with a chosen sound (these can be real words or nonsense words.) Pupils will observe as the adult scribes the word at the edge of the web. Pupils will take turns to draw the line from the spider to the words to form a web.

Pupils will explore mark making and write invitations to the spell party. They will give meaning to marks when they write.

Pupils will continue to practice linking letters to sounds, identifying and writing initial/ medial/ final sounds. They will write labels for familiar items from stories e.g. hat, bat, cat, rat, frog, bug, pot, mix, Meg, Mog etc. They will write their own magic spell, drawing the items they want to put in their potion and label them with sounds.



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| <ul style="list-style-type: none"> <li>• The Princess and the Wizard- Julia Donaldson.</li> </ul> <p>Pupils will hear the texts being read fluently without interruption.</p> <p>Pupils will be asked a range of simple questions based on level 2/3 of Blank's Levels of Questioning. These questions will focus on the book Meg and Mog.</p> <p>Pupils will learn the following songs to support their understanding of the story Meg and Mog;</p> <ul style="list-style-type: none"> <li>• The Wrong Spell</li> <li>• Meg's Song</li> <li>• Now it's Time to Make a Spell</li> </ul> <p>Pupils will use percussion instruments to make the sound of the different parts of the story. They will think about which instrument would be best for Meg coming down the stairs, flying on her broomstick, attending the spell party and turning the other witches into mice.</p> <p>Pupils will role play Meg and Mog in a Witches Kitchen role play area. They will explore cauldrons, magic wands, spiders, frogs, bats, rats/ mice, bugs and beetles. They will also use dressing up clothes such as witches hats, cloaks and brooms.</p> <p>Pupils will hear stories, from the Reception Reading Spine, read fluently and without interruption daily. These texts will be read repeatedly to support pupil understanding and enjoyment</p> | <p>Pupils will explore putting mixed-up words in order to form a familiar phrase or sentence.</p> <p>Pupils will begin to read simple captions in familiar context, such as to make a magic potion. For example; 'get a pot', 'put in a bat', 'mix it up' etc.</p> <p>When reading a book, pupil attention will sensitively be drawn to parts of the books, for example, the cover, the author, the blurb. Their attention will also be draw to where the text is, and how English print is read left to right and top to bottom.</p> <p>Pupils will continue to learn systematic synthetic phonics through daily Read Write Inc. lessons. They will learn to read the sounds; f, e, l, h, sh/ c, k r, j, v, y, w/ th, z, ch, qu, x, ng, nk. They will learn to blend and read words from Word Time 4, 5 and 6.</p> | <p>Pupils will beginning to write simple captions e.g. - get a pot, put in a rat, mix it up etc. They will write instructions for making a magic potion. They will learn to include finger spaces between words.</p> <p>Pupils will continue to take part in systematic synthetic phonics through daily Read Write Inc lessons. They will continue learn how to form lowercase letters correctly and practise letter formation daily. They will learn to write the sounds; f, e, l, h, sh/ c, k r, j, v, y, w/ th, z, ch, qu, x, ng, nk. They will learn to write words made up of sounds from Word Time 1-6.</p> <p>Pupils will take part in daily Dough Gym activities designed to strengthen the muscles in their hands, wrists, shoulders and core.</p> <p>Pupils will take part in 'Squiggle as you Wiggle' activities to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing.</p> <p>Pupils will have the opportunity to mark-make daily on a range of different surfaces and textures in the indoor and outdoor environment. They will use a range of mark making tools and easy grip pencils will be available in all areas of provision.</p> <p>Pupils will develop their tripod grip. They will use Stabilo handwriting pencils to encourage this. Pencil grip will also be supported through;</p> <ul style="list-style-type: none"> <li>• Taking part in pencil aerobics; For example- flipping the pencil 360 degrees/ using a tripod grip near the tip of the pencil and climb the fingers up to the top of the pencil and then back down again/ using the back of their hand on the table, pupils will hold the pencil with a tripod grasp and lift it up and down like doing push-ups.</li> </ul> |
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|  |  | <ul style="list-style-type: none"><li>• Using crayons which have been snapped in half, the pointed side intact, at the writing table.</li><li>• Using short pencils which don't allow for a full fist grip</li></ul> |
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## Literacy

### Spring 1- Go Wild!

#### Key Texts;

Handa's Surprise- Eileen Browne

Dear Zoo- Rod Campbell

#### Comprehension

*During their time in Reception, pupils will develop their receptive and expressive language. See Communication and Language coverage also.*

Pupils will hear the key texts 'Dear Zoo' and 'Handa's Surprise' being read fluently and without interruption. Pupils will join in with repeated refrains, such as 'I sent it back!'

Pupils will explore a Dear Zoo story sack containing;

- Animals from the story; lion, giraffe, frog, monkey, camel, elephant, snake and puppy
- Letter in an envelope
- Postage box/ package

They will use this story sack to develop their understanding of characters and key events from the story.

Pupils will learn the following songs to support their understanding of the story Dear Zoo;

- Will the Zoo Send me a Pet?
- So the Zoo Sent me a Pet
- The Busy Animals in the Zoo
- Feed the Zoo Animals

#### Word Reading

Pupils will continue to take part in systematic synthetic phonics through daily Read Write Inc. lessons. They will continue learn how to read sounds and blend sounds together to read words. They will recap the sounds th, z, ch, qu, x, ng, nk and recap reading words from Word Time 1.1-1.6. Pupils will then learn to read CCVC words from word time 1.7.

Pupils will begin to work their way through the Read Write Inc. Ditty Books.

Through these activities pupils will learn how to;

- Read CVC and CCVC words
- Read 'Red Words' (words which are not phonetically decodable)
- Read simple captions
- Talk about what they have read
- Answer questions based on what they have read

Pupils will make an animal alphabet by thinking of an animal beginning with each letter of the alphabet. They will match animals to the correct letter of the alphabet (lower case).

The Read Write Inc. 'Red words' will be reinforced throughout whole class Literacy lessons; I, the, my

#### Writing

*During their time in Reception, pupils will develop their fine and gross motor movements to prepare them for writing- See Physical Development coverage also.*

Pupils will continue to practice linking letters to sounds, identifying and writing initial/ medial/ final sounds. They will write a list of familiar animals, such as animals that might be seen at the zoo.

Pupils will use descriptive language to describe animals and fruits from the story Handa's Surprise. They will write their ideas on paper.

Pupils will write a letter to the zoo and put it in an envelope. They will post their letter in the Reception post box and wait to see if the Zoo replies.

Pupils will continue to take part in systematic synthetic phonics through daily Read Write Inc. lessons. They will continue learn how to form lowercase letters correctly and practise letter formation daily. They will recap the sounds th, z, ch, qu, x, ng, nk and recap building/writing words made up of sounds from Word Time 1.1-1.6. Pupils will then learn to build CCVC words using magnetic letters and write words from word time 1.7.

Pupils will begin to work their way through the Read Write Inc. Ditty Books, completing the 'Get Writing!' activities for each Ditty. Through these activities pupils will learn how to;



Pupils will be asked a range of simple questions based on level 2/3 of Blank's Levels of Questioning. These questions will focus on the books 'Dear Zoo' and 'Handa's Surprise'.

Pupils will learn the Makaton signs for each animal in the story. They will then learn the Makaton signs to describe each animal (e.g. fierce, scary, grumpy, tall, big, jumpy, naughty and perfect). They will use these signs to support their ability to orally retell the story.

Pupils will play a 'Who am I' game and guess a hidden animal based on a description. They will then think of their own adjectives to describe animals from the story.

Pupils will receive a mystery package from the zoo. They will open it to reveal a new animal (for example a crocodile). They will discuss if it is an animal which they would like to keep or an animal they would send back.

Pupils will explore pets. They will think about what makes a good pet and discuss what animal they would like for a pet. Pupils will explore how to care for a puppy.

After reading Handa's Surprise pupils will discuss the story, talking about the;

- Fruit- pupils will taste a banana, guava, orange, mango, pineapple, avocado and a passion fruit. They will explore the fruit with all their senses, thinking about how it smells, feels, looks and tastes.
- Setting- pupils will compare Handa's village in Kenya to Halifax in England.

Pupils will listen and compare other stories about Handa, such as Handa's Hen and Handa's Noisy Night. Pupils will also compare other stories that are set in Africa, such as 'Were Going on a Lion Hunt' by David Axtall

- Practise letter formation of set 1 sounds
- Write CVC and CCVC words
- Write 'Red Words' (words which are not phonetically decodable)
- Hold a sentence - remembering/writing a sentence linked to the Ditty

The Read Write Inc. 'Red words' will be reinforced throughout whole class Literacy lessons; I, the, my

Pupils will take part in weekly handwriting lessons where they will practise the formation of the 'long ladder' letters; l i t u j y. The Read Write Inc. sound cards will be used to support handwriting and embed phoneme/ grapheme correspondence.

Pupils will have the opportunity to mark-make daily on a range of different surfaces and textures in the indoor and outdoor environment. They will use a range of mark making tools and easy grip pencils will be available in all areas of provision.

Pupils will take part in daily Dough Gym activities designed to strengthen the muscles in their hands, wrists, shoulders and core.



Beech Hill School  
Reception Literacy Coverage



Pupils will create a story map by draw simple pictures to represent the different parts of the story. They will use this map as a guide to retell the story in their own words. They will use sequencing language; first, next, then

Pupils will take on a role of one of the characters from Handa's Surprise and act out the story.



## Literacy

### Spring 2- Farmyard Hullabaloo

#### Key Texts;

Mrs Wishy Washy- *Joe Cowley*

Little Red Hen- *Brenda Parkes*

Kids Bake- *Hearst Books*

#### Comprehension

*During their time in Reception, pupils will develop their receptive and expressive language. See Communication and Language coverage also.*

Pupils will hear the key texts 'Mrs Wishy Washy' and 'The Little Red Hen' being read fluently and without interruption. Pupils will join in with repeated refrains, such as 'Wishy washy, wishy washy' and 'I will do it all by myself'

Pupils will explore a Mrs Wishy Washy story sack containing;

- Animals from the story; cow, pig, duck (covered in mud)
- Tub
- Sponge
- Mrs Wishy Washy puppet

They will use this story sack to develop their understanding of characters and key events from the story.

Pupils will learn the song, 'Baking Bread' to support their understanding of the story The Little Red Hen.

Pupils will be asked a range of simple questions based on level 3 of Blank's Levels of Questioning. These questions will focus on the books 'Mrs Wishy Washy' and 'The Little Red Hen'.

Pupils will explore the character of Mrs Wishy Washy. They will think about how she feels when she discovers the muddy animals (cross, angry, mad,

#### Word Reading

Pupils will continue to take part in systematic synthetic phonics through daily Read Write Inc. lessons. They will recap the sounds from Word Time 1.1 to 1.6. They will also recap reading CCVC words from Word Time 1.7.

Pupils will continue to work their way through the Read Write Inc. Ditty Books. Through these activities pupils will learn how to;

- Read CVC and CCVC words
- Read 'Red Words' (words which are not phonetically decodable)
- Read simple captions
- Talk about what they have read
- Answer questions based on what they have read

The Read Write Inc. 'Red words' will be reinforced throughout whole class Literacy lessons; *you, said, your*. Pupils will recap the 'Red Words'; *I, the, my*

Pupils will explore filling in missing words from a familiar phrase for example 'get in the \_\_\_\_\_' (tub) 'the \_\_\_\_\_ is in the mud' (pig). They will use picture clues to help them. They will explore letter domain - specifically the sounds of letters and the concept of letters (the purpose of letters in forming a word).

Pupils will develop their ability to identify letters and count how many letters in specific words.

#### Writing

*During their time in Reception, pupils will develop their fine and gross motor movements to prepare them for writing- See Physical Development coverage also.*

Pupils will continue to take part in systematic synthetic phonics through daily Read Write Inc. lessons. They will recap building and writing CCVC words from Word Time 1.7.

Pupils will continue to work their way through the Read Write Inc. Ditty Books, completing the 'Get Writing!' activities for each Ditty. Through these activities pupils will learn how to;

- Practise letter formation of set 1 sounds
- Write CVC and CCVC words
- Write 'Red Words' (words which are not phonetically decodable)
- Hold a sentence - remembering/writing a sentence linked to the Ditty

The Read Write Inc. 'Red words' will be reinforced throughout whole class Literacy lessons; *you, said, your*. They will recap the 'Red Words'; *I, the, my* Pupils will use these words in their writing.



disappointed etc). They will explore how she would speak to the animals, for example; what she would say and what voice she would use.

Pupils will develop an awareness of speech bubbles and know that these indicate that a character is talking.

Pupils will take on roles of the characters and act out the story of Mrs Wishy Washy. Pupils will also make their own character puppets and use them to retell the story.

Pupils will explore narrative through exploring changing the story of Mrs Wishy Washy and recording a new version. For example- a sheep jumping in the mud.

Pupils will explore a Little Red Hen story sack containing;

- Grain of wheat
- Dried Wheat
- Ingredients to make bread; flour, yeast, salt, water
- Baking equipment; bread tin, bowl, wooden spoon, oven glove
- Loaf of bread

They will use this story sack to develop their understanding of characters and key events from the story.

Pupils will use their knowledge of the story of The Little Red Hen to sequence it using story sequencing cards. They will recall key events from a familiar story using sequencing language; first, next, then.

Pupils will look at the Recipe book 'Kids Bake' by Hearst Books. They will follow the recipe to make their own bread. They will learn the ingredients needed, the equipment used and the process.

Pupils will read simple captions and sentences in familiar context, such as phrases relating to a familiar text. For example; 'get in the tub', 'the duck is in the mud'. They will demonstrate their understanding by matching sentences to the correct pictures.

Pupils will explore putting mixed-up words in order to form a familiar phrase or sentence. They will explore word domain- specifically that words are distinct units of print and that they are different from letters. Pupils will develop their ability to identify words and count how many words in a caption or sentence.

Pupils will take part in weekly handwriting lessons. This term they will practise the formation of the 'curly caterpillar' letters; c a o d g q e s f. The Read Write Inc. sound cards will be used to support handwriting and embed phoneme/grapheme correspondence.

Pupils will explore filling in missing words from a familiar phrase, for example 'get in the \_\_\_\_\_' (tub) 'the \_\_\_\_\_ is in the mud' (pig). They will use picture clues to help them.

Pupils will write simple captions and sentences in familiar context, such as phrases relating to a familiar text. For example; 'Get in the tub.', 'The duck is in the mud'. Pupils will use a full stop at the end of a sentence and leave finger spaces between words.

Pupils will take part in daily Dough Gym activities designed to strengthen the muscles in their hands, wrists, shoulders and core.

Pupils will record speech for a familiar character inside a speech bubble. They will write speech for characters from the story Mrs Wishy Washy. They will write familiar phrases from the story, such as "in the tub you go", and also think of their own phrases based on their knowledge of the characters.

Pupils will write their own instructions for baking bread.

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Reception Literacy Coverage



Pupils will explore different types of bread, such as loaf, baguette, bagel, naan etc.

Pupils will come to school dressed as a character from their favourite book for World Book Day. They will be encouraged to identify and discuss their favourite books and stories- stating why they like them and which parts were their favourite.



## Literacy

### Summer 1 – Robot Rumpus

#### Key Texts;

Robot Rumpus- Sean Taylor

Ten Little Robots- Mike Brownlow

#### Comprehension

*During their time in Reception, pupils will develop their receptive and expressive language. See Communication and Language coverage also.*

Pupils will hear the key texts 'Robot Rumpus' being read fluently and without interruption.

Pupils will learn the following songs to support their understanding of the story Robot Rumpus;

- Robot Action Song
- I'm a little robot
- 10 Little Robots

Pupils will explore pictures and videos of robots and discuss;

- What is a robot?
- What do they look like?
- How do they move?
- What can/can't they do?

Pupils will be asked a range of simple questions based on level 3/4 of Blank's Levels of Questioning. These questions will focus on the book 'Robot Rumpus'

Pupils will think about how the robot in the story 'Robot Rumpus' would move. They will start by thinking about how a robot's head might move and then think about moving their shoulders, arms, hands, legs and feet. They will think

#### Word Reading

Pupils will continue to take part in systematic synthetic phonics through daily Read Write Inc. lessons. They will learn to recognise set 2 vowel sounds; ay, ee, igh, ow, oo. They will read words containing these sounds.

Pupils will work their way through the Read Write Inc. Green Story Books.

Pupils will;

- Read words made up of graphemes and diagraphs
- Read 'red words' which are phonetically decodable
- Read simple punctuated sentences
- Develop fluency in their reading
- Talk about what they have read and give opinion
- Answer questions based on what they have read

The Read Write Inc. 'red words' will be reinforced throughout whole class Literacy lessons; *are, be, of*. Pupils will recap the words; *you, said, your, I, the, my*.

Pupils will play 'Metal Mike' and read real and nonsense words made up of the Read Write Inc Set 1 sounds and Set 2 vowel sounds (ay, ee, igh, ow, oo). They will pretend to be the robot as they say the individual sounds and then blend the sounds together to read the full word.

Pupils will continue to explore letter domain- specifically explore how letters come in two forms: upper and lower case.

#### Writing

Pupils will continue to take part in systematic synthetic phonics through daily Read Write Inc. lessons. They will learn to write the set 2 vowel sounds; ay, ee, igh, ow, oo. They will also write words containing these sounds.

Pupils will work their way through the Read Write Inc. Green Get Writing Books. Pupils will;

- Develop ideas and vocabulary for writing
- Hold a sentence - remembering/writing a sentence linked to the Storybook/Non-fiction book
- Edit - correcting errors in a sentence
- Write - writing about a picture from the Storybook or Non-fiction book, e.g., filling in a speech bubble or thought bubble from one of the characters, completing a 'wanted' poster or writing a simple recipe

Pupils will take part in weekly hand writing lessons in the Year 1 classroom, enabling them to sit at a desk whilst writing. To develop pupils' posture for handwriting, pupils will be taught how to sit on a chair so their hips are positioned at approximately 90° with the back supported and their feet flat on their floor with their knees at a right angle. Pupils will practise the formation of the 'one armed robot' letters; r b n h m k p. The Read Write Inc. sound cards will be used to support handwriting and embed phoneme/ grapheme correspondence.



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| <p>about how a robot might walk. Pupils will explore movement and turn their selves into imaginary robots.</p> <p>In response to the story Robot Rumpus, pupils will think about what food they would ask Cook-bot to cook for them. They will come up with tasty, healthy recipes to programme into Cook-bot.</p> <p>Pupils will use percussion instruments to make the sounds from different parts of the stories 'Robot Rumpus' such as</p> <p>Some instrument or noisemakers could include:</p> <p>Pupils will design their own robots. They will think about;</p> <ul style="list-style-type: none"> <li>• What is their robot's name?</li> <li>• What are the likes and dislikes of their robot?</li> <li>• What can their robot do?</li> <li>• How do they look after their robot?</li> </ul> <p>Pupils will take part in writing a shared story from the class' suggestions about their robots.</p> |  | <p>Pupils will play 'Metal Mike's Mix up' and write the items that Metal Mike has lost. These will be words made up of the Read Write Inc Set 1 sounds and Set 2 vowel sounds (ay, ee, igh, ow, oo).</p> <p>The Read Write Inc. 'Red words' will be reinforced throughout whole class Literacy lessons; <i>are, be, of</i>. Pupils will recap the words; <i>you, said, your, I, the, my</i>. Pupils will use these words in their writing.</p> <p>Pupils will design and record a plan for building their own robot. Pupils will create a robot passport and write a description of their robot. They will use capital letters when writing names and at the start of sentences. They will also use a full stop at the end of a sentence.</p> <p>Pupils will take part in daily Dough Gym activities designed to strengthen the muscles in their hands, wrists, shoulders and core.</p> |
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**Literacy**

**Summer 2- Down at the Bottom of the Garden**



**Key Texts;**

Jaspers Beanstalk- Nick Butterworth

My First Book of Garden Bugs- Mike Unwin (non-fiction)

| Comprehension   | Word Reading  | Writing  |
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| <p>Pupils will explore a Jaspers Beanstalk story sack containing;</p> <ul style="list-style-type: none"> <li>• Bean/seed</li> <li>• Jasper puppet</li> <li>• Watering can</li> <li>• Gardening tools; trowel, spade, fork</li> <li>• Slug/ snail small word creature</li> <li>• Plant pot with soil</li> </ul> <p>They will use this story sack to develop their understanding of characters and key events from the story.</p> <p>Pupils will hear the key text 'Jaspers Beanstalk' read fluently without interruption.</p> <p>Pupils will be asked a range of simple questions based on level 3/4 of Blank's Levels of Questioning. These questions will focus on the book 'Jaspers Beanstalk'</p> <p>Pupils will create a story map by draw simple pictures to represent the different parts of the story Jaspers Beanstalk. They will use this map as a guide to retell the story in their own words. They will use sequencing language; first, next, then</p> <p>Pupils will plant their own seed and observe as it grows</p> <p>Pupils will study the non-fiction text 'My First Book of Garden Bugs'. They will explore some features of a non-fiction book including, contents page, photographs and page numbers. Pupils will learn what a fact is and sort statements by fact or fiction.</p> | <p>Pupils will continue to take part in systematic synthetic phonics through daily Read Write Inc. lessons. They will continue to learn the set 2 vowel sounds; ay, ee, igh, ow, oo.</p> <p>Pupils will continue to work their way through the Read Write Inc. Green Story Books. Pupils will learn how to;</p> <ul style="list-style-type: none"> <li>• Read words made up of graphemes and diagraphs</li> <li>• Read 'Red Words' which are phonetically decodable</li> <li>• Develop fluency in their reading</li> <li>• Read simple punctuated sentences.</li> <li>• Talk about what they have read and give opinion</li> <li>• Answer questions based on what they have read</li> </ul> <p>The Read Write Inc. 'Red words' will be reinforced throughout whole class Literacy lessons; <i>no, so, go</i>. Pupils will recap the words; <i>are, be, of, you, said, your, I, the, my</i>.</p> <p>Pupils will continue to explore letter domain- specifically explore how letters come in two forms: upper and lower case. They will match uppercase to lowercase letters on beanstalks. They will also create an alphabet caterpillar by sequencing the letters of the alphabet.</p> <p>Pupils will practise reading words made up of the Read Write Inc. set 1 and set 2 sounds written on leaves.</p> | <p>Pupils will continue to take part in systematic synthetic phonics through daily Read Write Inc. lessons. They will continue to learn how to write the set 2 vowel sounds; ay, ee, igh, ow, oo. They will also continue to practise writing words containing these sounds.</p> <p>Pupils will continue to work their way through the Read Write Inc. Green Get Writing Books. Pupils will;</p> <ul style="list-style-type: none"> <li>• Develop ideas and vocabulary for writing</li> <li>• Hold a sentence - remembering/writing a sentence linked to the Storybook/Non-fiction book</li> <li>• Edit - correcting errors in a sentence</li> <li>• Write - writing about a picture from the Storybook or Non-fiction book, e.g., filling in a speech bubble or thought bubble from one of the characters, completing a 'wanted' poster or writing a simple recipe</li> </ul> <p>The Read Write Inc. 'red words' will be reinforced throughout whole class Literacy lessons; <i>no, so, go</i>. Pupils will recap the words; <i>are, be, of, you, said, your, I, the, my</i>. Pupils will use these words in their writing.</p> <p>Pupils will take part in weekly hand writing lessons in the Year 1 classroom, enabling them to sit at a desk whilst writing. To develop pupils' posture for handwriting, pupils will be taught how to sit on a chair so their hips are positioned at approximately 90° with the back supported and their feet flat on their floor with their knees at a right angle. Pupils will practise the formation of the 'zig zag monster' letters; v w x z. The Read Write Inc. sound cards will be</p> |



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| <p>Pupils will explore minibeasts through the non-fiction text 'My First Book of Garden Bugs'. They will explore the colour, size, what it looks like, if it makes a noise or how it moves for a range of minibeasts. Pupils will develop their ability to talk about a chosen minibeast e.g. 'A spider has long legs' or 'A butterfly is colourful.'</p> <p>Pupils will play 'What's in the Box' using minibeasts and descriptive language</p> <p>Pupils will go on their own minibeast hunt.</p> |  | <p>used to support handwriting and embed phoneme/ grapheme correspondence.</p> <p>Pupils will practise building words made up of the Read Write Inc. set 1 and set 2 sounds on leaves.</p> <p>Pupils will keep their own bean diary. They will record the steps involved in planting the bean and then the stages of the bean's lifecycle.</p> <p>Pupils will use sticky notes to add labels and captions to the illustrations they see in book 'My First Book of Garden Bugs'. They will label the different things they can see and write captions about each bug.</p> <p>Pupils will write a sentence describing their chosen minibeast. For example, 'The spider's has long legs' or 'A butterfly has pretty wings'. They will use a minibeast description mat for inspiration. Once they have finished writing, pupils will draw a picture of their chosen minibeast – thinking about their description e.g., drawing the spider's long legs or the butterfly's pretty wings.</p> <p>Pupils will take part in daily Dough Gym activities designed to strengthen the muscles in their hands, wrists, shoulders and core.</p> |
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