



English Writing Curriculum Map

Reception – Spring Term 2 - 2023-2024

| Reading | Writing |
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| <p>Reading in School</p> <ul style="list-style-type: none"> * Children share books with an adult many times a day as part of planned and ‘in the moment’ activities * Children in Reception have planned Story Times and they share books of all genres, particularly those focusing on rhythm, rhyme, alliteration, voice sounds and familiar story patterns * Children in Reception have planned Story Time at least once a day * Children in Reception have ‘guided reading’ as part of Little Wandle, reading words in the lessons every day and then reading their levelled books in planned groups 3 x a week <p>Home-School Reading</p> <p>Children take home their Little Wandle reading book at the weekend, after reading the book 3 times in class</p> <ul style="list-style-type: none"> * Children read for pleasure and interest and choose story books and pictures to take home to share with their family from Reception onwards <p>Reading across the Curriculum</p> <ul style="list-style-type: none"> * Whole class texts are carefully planned to suit the overarching topic or theme * Print is everywhere in the learning environment and is read by adults while the children are learning to read * Children are encouraged to use books as a source of information as well as to read for pleasure in the Reading Corner and the Reading Den. <p>Vocabulary</p> <ul style="list-style-type: none"> * Vocabulary is carefully planned to match the topics and themes or subjects from Medium Term planning to Short Term and ‘In the Moment’ Planning * Children use a widening vocabulary quickly using ‘I say, you say’ for important words and the meaning of words is regularly discussed * Word games support use and understanding of vocabulary * Displays and word banks support key planned vocabulary * Conversations and a wide range of texts (fiction and non-fiction) help to ensure a language rich environment | <ul style="list-style-type: none"> • Children are able to write recognisable letters with correct formation patterns as specified in the English Policy • Children are able to use their developing knowledge of phonics to spell words orally, with letter cards and magnetics, and in writing • Children can write words and simple phrases and sentences legibly and with confidence, applying their developing phonics skills • Children enjoy writing for different purposes, engaging fully in the process and celebrating the outcomes, sharing their work with others <hr/> <p>Spring - Half term 2</p> <p>Continue to enjoy stories and books. Listen and recall parts of a story and join in with repeated refrains. Learn a simple story Off by Heart and use story mountains and visual props to aid memory</p> <p>To write their own name clearly and legibly using correct letter formation</p> <p>To listen to and talk about stories including familiar tales</p> <p>To focus attention and be able to follow directions.</p> <p>To listen to ideas expressed by others and participate in small group sessions.</p> <p>To use talk to express their ideas and feelings</p> <p>To continue with Little Wandle Phonics</p> <p>To use phonically decodable texts for reading</p> <p>To develop a lifelong love of reading through exploring texts for enjoyment</p> <p>To be read aloud to every day by adults</p> <p>To mark make/write in all areas of continuous provision using a range of writing implements including pencils, chalk, paintbrushes, thick and thin felt pens</p> <p>To encourage gross motor skills and rotational large arm movements through outdoor play, PE etc</p> <p>Fine motor skill work – dough, tweezers, small world, crumpling paper, folding, cutting etc</p> <p>Communication and Language – <u>Puppet Theatre and Fairy Tale Castle, Restaurant</u></p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • <i>Jack and the Beanstalk</i> • <i>Goldilocks and the 3 Bears</i> • <i>The Tiger Who Came for Tea</i> • <i>A Dark, Dark Tale</i> • <i>Oliver’s Fruit Salad</i> • <i>Oliver’s Picnic</i> • <i>The Paper Dolls</i> • <i>Dear Zoo</i> |

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