



## English Writing Curriculum Map

### Reception – Autumn Term 2023-2024

Reading	Writing
<p><b>Reading in School</b></p> <ul style="list-style-type: none"> <li>* Children share books with an adult many times a day as part of planned and ‘in the moment’ activities</li> <li>* 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</li> <li>* Children in Reception have planned Story Time at least once a day</li> <li>* 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</li> </ul> <p><b>Home-School Reading</b></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"> <li>* Children read for pleasure and interest and choose story books and pictures to take home to share with their family from Reception onwards</li> </ul> <p><b>Reading across the Curriculum</b></p> <ul style="list-style-type: none"> <li>* Whole class texts are carefully planned to suit the overarching topic or theme</li> <li>* Print is everywhere in the learning environment and is read by adults while the children are learning to read</li> <li>* 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.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>* Vocabulary is carefully planned to match the topics and themes or subjects from Medium Term planning to Short Term and ‘In the Moment’ Planning</li> <li>* Children use a widening vocabulary quickly using ‘I say, you say’ for important words and the meaning of words is regularly discussed</li> <li>* Word games support use and understanding of vocabulary</li> <li>* Displays and word banks support key planned vocabulary</li> <li>* Conversations and a wide range of texts (fiction and non-fiction) help to ensure a language rich environment</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to write recognisable letters with correct formation patterns as specified in the English Policy</li> <li>• Children are able to use their developing knowledge of phonics to spell words orally, with letter cards and magnetics, and in writing</li> <li>• Children can write words and simple phrases and sentences legibly and with confidence, applying their developing phonics skills</li> <li>• Children enjoy writing for different purposes, engaging fully in the process and celebrating the outcomes, sharing their work with others</li> </ul> <hr/> <p><b>Autumn - Half term 1</b></p> <p>Develop enjoyment of stories and books. Listen and recall parts of a story and join in with repeated refrains. To recognise their name and begin to form letters to represent their name. To listen to and talk about stories including familiar tales To focus attention and be able to follow directions. To listen to ideas expressed by others and participate in small group sessions. To use talk to express their ideas and feelings To start Little Wandle Phonics in Week 2 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 To encourage gross motor skills and rotational large arm movements through outdoor play, PE etc Fine motor skill work – dough, tweezers, small world, crumpling paper, folding, cutting etc</p>



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