









St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Reception Communication and Language and Literacy- Knowledge Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching theme	Rhyme Time 	Let's Celebrate 	To Infinity and Beyond 	Once Upon a Time 	It's a bug's life 	Around the World 
Possible themes, interests, lines of enquiry	Humpty Dumpty Jack and Jill Twinkle Twinkle Little Star	Story of Diwali Remembrance Day Kipper's Birthday	Supertato Charlie's Superhero Underpants Fireman Sam	Three Little Pigs Jack and the Beanstalk Goldilocks and the Three Bears Gingerbread Man	The Hungry Caterpillar The lazy ladybird What the Ladybird heard next The very busy spider	Enemy Pie Lost and Found Dear Zoo Diary of a Wombat Ticket from around the World Handa's Surprise
Celebrations and experiences	Welcome to St Anne's Worship	Bonfire Night Diwali Christmas Nativity	People who help us visit/ fire engine	Making porridge, gingerbread men. Growing a beanstalk	Insect lore caterpillars Tadpoles	Cultural workshop
The Reception	Knowledge and skills developed in Y1 English curriculum		Knowledge and skills developed in Y1 English curriculum		Knowledge and skills developed in Y1 English curriculum	



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<p>Year provides the foundation for the knowledge children will build upon in Year one.</p> <p>Y1 expectations</p>	<p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • Speak clearly and confidently in a range of contexts • Use appropriate tone of voice in the right context e.g. in front of an audience • Continue to use gestures to support communication • Speaks in sentences using joining phrases to link ideas. • Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger or smaller • Take opportunities to try out new language, even if it is not always used correctly. • Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with...because...' • Use conjunctions to organise and sequence ideas e.g. firstly, next, finally • Offer reasons for their opinions 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and -s, -es, ing, -ed, -er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). • To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use 	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
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	<ul style="list-style-type: none"> • Recognise when they haven't understood something and ask a question • Disagree with someone else's opinion politely • Explain ideas and events in chronological order • Listen and respond appropriately to others • Be willing to change their mind based on what they have heard • Begin to organise group discussions independently of an adult 	<p>other strategies to work out words.</p> <ul style="list-style-type: none"> • To reread texts to build up fluency and confidence in word reading. <p><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> • To reread texts to build up fluency and confidence in word reading. • To check that a text makes sense to them as they read and to self- correct. • To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • To link what they have read or have read to them to their own experiences. • To retell familiar stories in increasing detail. • To join in with discussions about a text, taking turns and listening to what others say. • To discuss the significance of titles and events. • To discuss word meaning and link new meanings to those already known. • To begin to make simple inferences. • To predict what might happen on the basis of what has been read so far. 	
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Reception Communication and Language and Literacy- Knowledge Progression

		<ul style="list-style-type: none">• To recite simple poems by heart.• To understand that non-fiction texts give factual information. <p><u>Writing - Spelling</u></p> <ul style="list-style-type: none">• Spell words containing each of the 40+ phonemes already taught• Spell common exception words• Spell the days of the week• Name the letters of the alphabet in order• Use letter names to distinguish between alternative spellings of the same sound• Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs• Use the prefix un-• Use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p><u>Writing - Composition</u></p> <ul style="list-style-type: none">• Say out loud what they are going to Write about compose a sentence orally before writing it• Sequence sentences to form short	
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		<p>narratives</p> <ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher • Leave spaces between words • Join words and join clauses using 'and' <p><u>Writing - VGP</u></p> <ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use a capital letter • for names of people, places, the days of the week, and the personal pronoun 'I' • Learn the grammar for year 1 • Use the grammatical terminology in English discussing their writing 				
	<p>Rhyme Time</p> 	<p>Let's Celebrate</p> 	<p>To Infinty and Beyond</p> 	<p>Once Upon a Time</p> 	<p>It's a bug's life</p> 	<p>Around the World</p> 



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Knowledge and Skills Developed						
EY statements linked to NC subjects Communication and Language Listening, Attention Understanding	Can listen and attend to their friends and teachers for short periods of time.	Enjoys listening to longer stories and can remember characters and key events.	Can display 'good listening' for short period of time individually and as part of a group or class.	Engages in storytime building familiarity and understanding.	<u>Assessment - ELG: Listening, Attention & Understanding</u> 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;	<u>Assessment - ELG: Listening, Attention & Understanding</u> 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.
	Can pay attention to more than one thing at a time. Understand a wider range of vocabulary. Understand a range of who, what, where and when questions.	Understand 'good listening' and demonstrate developing listening skills. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"	Listens to longer stories and can recall events in sequence and answer questions about what they have heard. Understand how and why questions and answer a variety of questions independently.	Can actively listen to their friends and teachers for longer periods of time in different situations. Ask questions to find out more and clarify ideas. Understand a wider range of vocabulary.		
Speaking	Starts a conversation with a friend or familiar adult. Uses talk to organise themselves and their	Ask questions to find out more. Uses a wider range of vocabulary. Talk about stories and	Have an extended conversation with an adult or friend, responding appropriately to what they hear.	Connect ideas using a range of connectives. Uses and demonstrates new vocabulary in daily conversation and different contexts.	<u>Assessment - ELG: Speaking</u> Participate in small group, class and one-to-one discussions, offering their own	<u>Assessment - ELG: Speaking</u> Offer explanations for why things might happen, making use of



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	<p>play and communicate ideas.</p> <p>Sing familiar rhymes and songs.</p> <p>Continue to develop pronunciation of sounds (v, s, z, l, sh, ch, j).</p>	<p>build familiarity.</p> <p>Retell favourite stories.</p>	<p>Uses talk confidently to; share needs, thoughts, ideas, describe, explain, question and answer.</p> <p>Describes events in some detail.</p> <p>Sing a large repertoire of rhymes and songs.</p> <p>Use the correct tense and plurals the majority of the time.</p> <p>Continue to develop pronunciation of sounds (r, th, s blends, l blends, r blends)</p>	<p>Retell a familiar story using exact repetition (talk for writing)</p> <p>Retell a story in their own words.</p> <p>Tell their own imaginative story (helicopter stories).</p> <p>Talk about topic related non- fiction and develop a deep familiarity with new knowledge and vocabulary.</p> <p>Develops social phrases.</p>	<p>ideas, using recently introduced vocabulary;</p>	<p>recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>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.</p>
<p>EY statements linked to NC subjects</p>	<p>Engage in conversations about stories.</p> <p>Learn new vocabulary related to stories and rhymes.</p>	<p>Repeat new vocabulary in the context of a story.</p>	<p>Recall and discuss information that has been read to them or that they have read themselves.</p>	<p>Retell familiar stories with detail and expression.</p> <p>Describe story settings, characters</p>	<p><u>Assessment - ELG: Comprehension</u></p> <p>Demonstrate understanding of what has been read to them</p>	<p><u>Assessment - ELG: Comprehension</u></p> <p>Demonstrate understanding of what has been read to them</p>



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<p>Literacy</p> <p>Comprehension</p>	<p>Ask and answer simple questions about stories.</p>	<p>Sequence a simple story that they know well.</p> <p>Begin to tell their own simple stories.</p>	<p>Begin to predict what might happen next in a story.</p> <p>Understand and begin to use modelled vocabulary independently.</p>	<p>and events in increasing detail.</p> <p>Answer a range of questions about a text that has been read to them. (who? what? where? when? why?)</p>	<p>by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<p>Word Reading</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Spot and suggest some rhymes. • Count or clap syllables in a word. • Recognise words with the same initial sound. <p>Look at books independently and</p>	<p>Begin to understand that print can have different purposes and that we read English text from left to right and from top to bottom.</p> <p>Begin to read some individual letters by saying the sounds for them.</p>	<p>Enjoy an increasing range of books (fiction & non-fiction).</p> <p>Read individual letters by saying the sounds for them (Set 1 sounds).</p> <p>Orally blend sounds in simple words (Fred</p>	<p>Segment and blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some 'special friend' letter groups (sh, ch, th, ng, nk, ck)</p> <p>Read a few common</p>	<p><u>Assessment - ELG:</u> <u>Word Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p><u>Assessment - ELG:</u> <u>Word Reading</u></p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic</p>



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	handle them with care, holding them the correct way up and turning the pages.		Talk). Recognise some written names e.g. names of friends or family members. Continue a rhyming string.	exception words (Red Words). Read simple phrases and sentences made up of words with known letter-sound correspondences.		knowledge, including some common exception words.
Writing	Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: write 'm' for mummy.	Write their first name using recognisable letters Add captions to their pictures using initial sounds.	Write letters and groups of letters to represent set 1 sounds. Write initial sounds of words. Write initial & final sounds of words.	Write CVC/ words accurately. Form letters accurately. Spell words phonetically by identifying and writing the sounds in a word Spell some irregular 'red' words correctly (e.g. I, the, my, you, said)	Devise and write short sentences spelling words phonetically and familiar words accurately. Begin to use capital letters and full stops in independent writing. Use finger spaces most of the time.	Assessment - ELG: Writing <i>Write recognisable letters, most of which are correctly formed.</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i>



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				Begin to 'hold' and then write simple sentences.		
EY statements linked to NC subjects	Snips paper moving forward.	Cuts in a straight line.	Uses tools (scissors, paintbrushes, pencils, cutlery) safely and with good control.	Uses scissors to cut a curved line and shapes.	<u>Assessment - ELG:</u> <u>Fine Motor</u>	<u>Assessment - ELG:</u> <u>Fine Motor</u>
Physical Development	Thread smaller beads.	Use a pencil with developing control to form recognisable letters and letter shapes.	Manipulate materials with control to achieve a desired effect.	Develop control using a knife and fork.	Use a range of small tools, including scissors, paint brushes and cutlery;	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;
Fine motor skills	Use tools to manipulate malleable materials.		Hold a pencil effectively and use it to form letters correctly.	Can fasten buttons and zips.		Begin to show accuracy and care when drawing.