

## Reception Reading and Writing Curriculum Overview

Year Reception			
Each Term: Narrative, Poetry Non-Fiction	Narrative		
Autumn Term 1	<p><b>Books:</b> The Colour Monster Elmer/Elmer's friend The Dot, Lots of dots &amp; Press Here</p> <p><u>Writing outcomes</u> Focus on name writing for all children. Funky Fingers activities are placed in the Continuous provision and Dough gym is completed daily.</p>	Autumn Term 2	<p><b>Books:</b> Giraffes Can't Dance Stickman We're Going on a Bear Hunt</p> <p><u>Writing outcomes</u> Verbally segmenting and writing VC and CVC words. Introduce colourful semantics by modelling sentence structure to the children. Funky Fingers activities are placed in the Continuous provision and Dough gym is completed daily.</p>
Spring Term 1	<p><b>Books:</b> Supertato Whatever Next The Night Pirate</p> <p><u>Writing outcomes</u> Continue to write CV and CVC words and begin to write captions using phase 2 phonemes. Handwriting is introduced, daily.</p>	Spring Term 2	<p><b>Books:</b> Someone Swallowed Stanley &amp; Someone Crushed Colin The Very Hungry Caterpillar The Gingerbread Man</p> <p><u>Writing outcomes</u> Extend caption writing to full sentences. Use colourful semantics to support. Daily handwriting is continued.</p>
Summer Term 1	<p><b>Books:</b> The Three Little Pigs Goldilocks and the three Bears Jack and the Beanstalks Poetry</p> <p><u>Writing outcomes</u> Introduce Traditional tales story structure. Discuss and write character descriptions. Retelling the story in Guided writing. Daily handwriting is continued.</p>	Summer Term 2	<p><b>Books:</b> Fairytales Gruffalo/Julia Donaldson Alan Peat boxing clever (story telling)</p> <p><u>Writing outcomes</u> Write their own traditional tale story books in Continuous Provision. Rhyming words and rhyming sentences. Daily handwriting is continued.</p>