

# FS2: Reception Curriculum Coverage & Progression of skills in English



**Year Group: FS2**

**Autumn Term**

**Three and Four Year Olds (Emerging/WTS)**

Possible Genres: fiction, non-fiction, poetry/rhymes

Possible writing opportunities - label, lists, simple phrases, cards

**Communication and Language**

**Objectives**

**Listening and Attention**

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.

**Understanding**

- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

**Speaking**

- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Uses a range of tenses (e.g. play, playing, will play, played).
- May have problems saying: - some sounds: r, j, th, ch, and sh- multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

**Reading**

**Objectives**

- Understand the five key concepts about print:
  - print has meaning
  - the names of the different parts of a book
  - print can have different purposes
  - page sequencing
  - we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.

**Writing - Composition**

**Objectives**

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.
- Write some or all of their name.
- Write some letters accurately.

**Writing -Grammar and Vocabulary**

**Objectives**

- Use the correct words to convey meaning

**Phonics**

**Autumn 1: Phase 2 – Simple CVC’s**

**Autumn 2: Phase 3 – Consonant Digraphs**

## Communication and Language

Three and Four Year olds will be learning to:	Examples of how to support this:
<p>Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time.</p>	<p>Offer children at least a daily story time as well as sharing books throughout the session.</p> <p>If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you are saying. Give them a clear prompt.</p> <p>Suggestion: say the child's name and then: "Please stop and listen".</p>
<p>Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.</p> <p>Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?"</p> <p>Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.</p> <p>Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.</p>
<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Consider which core books, songs and rhymes you want children to become familiar with and grow to love. Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play.</p> <p>Small world play based on 'Dear Zoo' will help children to learn the names of the different animals. Or they could shop for the different types of fruit in 'Handa's Surprise'. Pick them out and talk about how they look. This will help children to name the different types of fruit. Back in the setting, taste them and talk about their texture and smell.</p> <p>Outdoor play themed around 'We're Going a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.</p>
<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>Children may use ungrammatical forms like 'I swimmmed'. Instead of correcting them, recast what the child said. For example: "How lovely that <b>you swam</b> in the sea on holiday".</p> <p>When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.</p>
<p>Use longer sentences of four to six words.</p>	<p>Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Jason is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"</p>
<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Model language that promotes thinking and challenges children: "I can see that's empty – I wonder what happened to the snail that used to be in that shell?"</p> <p>Open-ended questions like "I wonder what would happen if...?" encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc.</p> <p>Help children to elaborate on how they are feeling: "You look sad. Are you upset because Jasmin doesn't want to do the same thing as you?"</p>
<p>Understand how to listen carefully and why listening is important.</p>	<p>Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying."</p> <p>Signal when you want children to listen: "Listen carefully now for how many animals are on the broom."</p> <p>Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."</p>

## Reading and Writing

Three and Four Year olds will be learning to:	Examples of how to support this:
Understand the five key concepts about print:- print has meaning- print can have different purposes- we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing	<p>Draw children's attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.</p> <p>When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word.</p>
Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother	<p>Help children tune into the different sounds in English by making changes to rhymes and songs, like:</p> <ul style="list-style-type: none"> <li>- changing a word so that there is still a rhyme: "Twinkle, twinkle chocolate bar"- making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."</li> </ul> <p>Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —."</p> <p>Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.</p>
Engage in extended conversations about stories, learning new vocabulary.	<p>Choose books which reflect diversity.</p> <p>Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use, but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.</p>
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name.	<p>Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames.</p>
Write some letters accurately.	<p>Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games etc. Plan for small-muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back' etc).</p>

**Year Group: FS2**

**Spring Term**

**Reception (EXS)**

**Genres: Fiction, Non-Fiction, Poetry/Rhymes**

**Writing Opportunities:** Possible writing opportunities - simple letters, card, labels and pictures, poster, simple fact file, simple list poem, lists, story map, role on wall, simple story retell, simple recounts

Communication and Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary
<p><b>Objectives:</b> <b>Listening &amp; Attention</b></p> <ul style="list-style-type: none"><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"><li>• Understand how to listen carefully and why listening is important.</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li><li>• Engage in non-fiction books.</li></ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary in different contexts</li><li>• Learn rhymes, poems and songs.</li><li>• Use new vocabulary through the day.</li><li>• Develop social phrases.</li><li>• Engage in story times.</li><li>• Ask questions to find out more and to check they understand what has been said to them.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Describe events in some detail.</li><li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li></ul>	<p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Read individual letters by saying the sounds for them.</li><li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li><li>• Read some letter groups that each represent one sound and say sounds for them.</li><li>• Read a few common exception words matched to the school's phonic programme.</li><li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li><li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li><li>• Re-read what they have written to check that it makes sense.</li></ul>	<p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Form lower-case and capital letters correctly.</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li></ul>	<p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Orally compose a grammatically correct simple sentence</li><li>• Begin to use taught vocabulary in the correct context</li></ul>

**Phonics**

**Spring 1: Phase 3 – Vowel Digraphs**

**Spring 2: Phase 3 – Vowel Digraphs**

## Communication and Language

Reception will be learning to:	Examples of how to support this:
Understand how to listen carefully and why listening is important.	Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying." Signal when you want children to listen: "Listen carefully now for how many animals are on the broom." Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."
Learn new vocabulary.	Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'. Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger". Have fun saying the word in an exaggerated manner. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"
Use new vocabulary through the day.	Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour – I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?" Use the vocabulary repeatedly through the week. Keep a list of previously taught vocabulary and review it in different contexts.
Ask questions to find out more and to check they understand what has been said to them.	Show genuine interest in knowing more: "This looks amazing, I need to know more about this." Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."
Articulate their ideas and thoughts in well-formed sentences.	Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them." Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?" Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?" Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."
Connect one idea or action to another using a range of connectives.	Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"
Describe events in some detail.	Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...'" Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a chocolate biscuit at break time and after that I had two puddings for lunch. I'm so full!"
Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Think out loud how to work things out. Encourage children to talk about a problem together and come up with ideas for how to solve it. Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'
Develop social phrases.	Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"
Engage in story times.	Timetable a story time at least once a day. Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories. Choose books that will develop their vocabulary. Display quality books in attractive book corners. Send home familiar and good-quality books for parents to read aloud and talk about with their children. Show parents how to share stories with their children.
Listen to and talk about stories to build familiarity and understanding.	Read and re-read selected stories. Show enjoyment of the story using your voice and manner to make the meaning clear.

	<p>Use different voices for the narrator and each character.</p> <p>Make asides, commenting on what is happening in a story: “That looks dangerous – I’m sure they’re all going to fall off that broom!”</p> <p>Link events in a story to your own experiences.</p> <p>Talk about the plot and the main problem in the story.</p> <p>Identify the main characters in the story, and talk about their feelings, actions and motives.</p> <p>Take on different roles in imaginative play, to interact and negotiate with people in longer conversations.</p> <p>Practise possible conversations between characters.</p>
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	<p>Make familiar books available for children to share at school and at home.</p> <p>Make time for children to tell each other stories they have heard, or to visitors.</p>
Use new vocabulary in different contexts.	<p>Have fun with phrases from the story through the day: “I searched for a pencil, but no pencil could be found.”</p> <p>Explain new vocabulary in the context of story, rather than in word lists.</p>
Listen carefully to rhymes and songs, paying attention to how they sound.	<p>Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.</p> <p>Model noticing how some words sound: “That poem was about a frog on a log; those words sound a bit the same at the end don’t they? They rhyme.” In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. Encourage children to have fun with rhyme, even if their suggestions don’t make complete sense.</p> <p>Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of ‘claps’.</p>
Learn rhymes, poems and songs.	<p>Select traditional and contemporary poems and rhymes to read aloud to children.</p> <p>Help children to join in with refrains and learn some verses by heart using call and response.</p> <p>When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: “Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time.”</p>
Engage in non-fiction books.	<p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p> <p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>

<b>Reading and Writing</b>	
<b>Reception will be learning to:</b>	<b>Examples of how to support this:</b>
Read individual letters by saying the sounds for them.	Help children to read the sounds speedily. This will make sound-blending easier.
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.
Read some letter groups that each represent one sound and say sounds for them.	Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.
Read a few common exception words matched to the school’s phonic programme.	Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.
Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using a memorable phrase.
Spell words by identifying the sounds and then writing the sound with letter/s.	Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Support children to form the complete sentence before writing. Help children memorise the sentence before writing by saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.
Re-read what they have written to check that it makes sense.	Model how you read and re-read your own writing to check it makes sense.

**Year Group: FS2**

**Summer Term**

**Early Learning Goal (Good Level of Development)**

Possible genres: fiction, non-fiction, poetry

Possible writing opportunities - simple letters, card, labels and pictures, poster (missing/wanted), simple fact file, simple list poem, lists, story map, role on wall, simple story retell, simple recounts

<b>Spoken Language</b>	<b>Reading</b>	<b>Writing - Composition</b>	<b>Writing -Grammar and Vocabulary</b>
<p><b>Objectives</b> <b>Listening and Attention</b> 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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking and understanding</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of 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><b>Language comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – 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><b>Word reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs.</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 knowledge, including some common exception words.</p>	<p><b>Objectives</b> Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>Objectives</b> Orally compose a grammatically correct simple sentence</p> <p>Begin to use taught vocabulary in the correct context</p>
<b>Phonics</b>	<b>Summer1: Phase 3 consolidation and Phase 4 – CVCC, CCVC, CCVCC and polysyllabic words</b>		<b>Summer 2: Phase 4 – Consolidation</b>