

Reception Reading Map

| Reception | | | | | | |
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| Overarching Theme | Autumn 1 – My Hero | Autumn 2 – Light and Dark | Spring 1 – Look Inside | Spring 2 – Into the Woods | Summer 1 – Food Glorious Food | Summer 2 – Around the World |
| Linked Texts Story time / reading area / children's interests etc. | Non-fiction about different jobs / careers | The Best Diwali Ever by Sonali Shah | Goldy Luck and the Three Pandas by Natasha Yim (Shrove Tuesday) | Mama Panya's Pancakes by Mary and Rich Chamberlin | Non-fiction books about food and where food comes from | Non-fiction books about the seaside and other countries |
| | There's a Superhero in Your Book by Tom Fletcher (and other books from the collection) | Non-fiction books: planets, rockets and non-fiction animals | Non-fiction books about the human body | Non-fiction books about life cycles, minibeasts and plants (including trees) | The Lighthouse Keeper's Lunch by Rhonda and David Armitage | Katie Morag books by Mairi Hedderwick |
| | Other Supertato books from collection | Whatever Next! by Jill Murphy | Giraffes Can't Dance by Giles Andreae | Side by Side by Rachel Bright | The Tiger Who Came to Tea by Judith Kerr | Lucy and Tom at the Seaside by Shirley Hughes |
| | Superworm by Julia Donaldson | You Choose in Space by Pippa Goodheart | Funnybones by Allan Ahlberg | Where's my Teddy? by Jez Alborough | Oliver's Vegetables by Vivian French | The Leopard's Drum by Jessica Souhami |
| | A Superhero Like You by Dr. Ranj | Beegu by Alexis Deacon | Ravi's Roar and Ruby's Worry by Tom Percival (and other books from the collection) | The Gruffalo by Julia Donaldson | Oliver's Fruit Salad by Vivien French | The Tiger Child by Joanna Troughton |
| | The Jolly Postman & Other People's Letters by Janet & Allan Ahlberg | Bat Loved the Night by Nicola Davies | The Squirrels Who Squabbled by Jim Field | The Hike by Alison Farrell | Daisy, Eat Your Peas! by Kes Gray | Here We Are by Oliver Jeffers |
| | Girls Can Do Anything! by Caryl Hart | Little People, Big Dreams non-fiction books – Neil Armstrong & Mae Jemison | Happy in our Skin by Fran Manushkin | Stanley's Stick by John Hegley | The Enormous Potato by Aubrey Davis | Shine by Sarah Asuquo |
| | All Are Welcome by Alexandra Penfold | Look I'm a Scientist (DK) | You Choose by Nick Sharratt | The Odd Egg by Emily Gravett | Why do we Need Bees? by Katie Daynes | |
| | Elmer by David McKee | I Definitely Don't Like Winter by Fiona Barker | Sulwe by Lupita Nyong'o | Slug in Love by Rachel Bright | Betsy Buglove Saves the Bees by Lucy Flemming | |
| | The Proudest Blue by Ibtihaj Muhammad and S.K Ali | The Christmas Story by Ian Beck | | | Handa's Surprise by Eileen Browne | |
| | Room on the Broom by Julia Donaldson | The Jolly Christmas Postman by Janet & Allan Ahlberg | | | | |
| | Cops and Robbers by Janet & Allan Ahlberg | | | | | |
| | Together We Can by Caryl Heart | | | | | |

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| Nursery Rhymes Key rhymes Makaton or linked song | Ten in the Bed I'm a Little Teapot (then I'm a Superhero version) Miss Polly Had a Dolly Dingle Dangle Scarecrow If I Could Be a Superhero song (CBeebies) I Went to Visit a School When Goldilocks Went to the House of the Bears | Five Little Men in a Flying Saucer Hey Diddle Diddle The Owl and the Pussycat | Ring-a-Ring-of-Roses If I Were a Butterfly I Love Being Me (Sesame street) Brush, Brush, Brush Your Teeth Five in the Bed Girls and Boys | We're Going on a Bear Hunt Round and Round the Mulberry Bush Little Peter Rabbit Incy Wincy Spider Mary Had a Little Lamb Over in the Meadow (Barefoot songs) | Mary, Mary, Quite Contrary I Know an Old Lady Who Swallowed a Fly Old Mother Hubbard Oranges and Lemons (London) London Bridge is Falling Down (London) Chocolate Cake song The Farmer's in his Den | Frere Jacques (France) Two Tigers (Taiwan) The Big Ship Sails Dr Foster Went to Gloucester I Do Like to be Beside the Seaside |
| Word Reading | RWI Phonics Read 16 single-letter Set 1 sounds | RWI Phonics Read all 25 Set 1 single-letter sounds Blend sounds into words orally | RWI Phonics Read all 25 Set 1 single-letter sounds Blend sounds to read words Read short Ditty stories | RWI Phonics Read 31 sounds (Set 1 special friends) Read Red Storybooks | RWI Phonics Read 35 sounds (4 double consonants) Read Green Storybooks | RWI Phonics Read 41 sounds (first 6 Set 2 sounds) Read Green Storybooks |

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Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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| <p>Listening, Attention and Understanding</p> <p>Nursery Reception</p> | <p>Children begin to listen attentively to short stories and instructions, developing initial listening skills. Children sustain attention in group activities for short periods, learning to concentrate on tasks. Children begin to understand and respond to simple questions about familiar stories and experiences.</p> <p>Children listen attentively to short stories and instructions with increased focus and engagement, demonstrating a greater ability to process and comprehend information. Children sustain attention in group activities for short periods, but with a greater ability to engage with the activity, showing improved concentration and participation. Children begin to understand and respond to simple questions about familiar stories and experiences with more confidence and detail, reflecting deeper comprehension and articulation of thoughts.</p> | <p>Children show interest in what others are saying by making eye contact and nodding, indicating basic social listening skills. Children engage in play and activities while minimising distractions from peers or the environment, starting to learn self-regulation. Children understand basic concepts such as "big/small," "fast/slow," and "in/out," which are foundational for cognitive development.</p> <p>Children listen attentively to longer stories and begin to discuss key events, demonstrating a deeper understanding of the content and the ability to engage in meaningful discussions. Children sustain attention in group activities for longer periods (approximately 10 minutes), showing improved focus and the ability to remain engaged in learning experiences. Children understand and use new vocabulary introduced in stories or activities, demonstrating greater comprehension and the ability to apply language skills in various contexts.</p> | <p>Children follow simple one-step instructions, developing basic listening comprehension. Children participate in activities with minimal distractions, starting to demonstrate the ability to focus on tasks. Children respond to questions about stories with simple answers, indicating basic comprehension.</p> <p>Children follow more complex instructions, indicating improved comprehension and the ability to process multi-step directions. Children sustain attention in group activities for approximately 15 minutes, reflecting significant progress in attention span and the ability to engage in longer learning sessions. Children respond to questions about stories with more detail, showing enhanced understanding and critical thinking skills.</p> | <p>Children engage in conversations with peers, sharing ideas and beginning to participate in dialogue. Children sustain attention in group activities for shorter periods, reflecting early developmental stages. Children recognise and follow simple routines, learning about structure and predictability in their environment.</p> <p>Children listen attentively to longer narratives and begin to summarize key points, demonstrating advanced listening skills and the ability to synthesise information. Children sustain attention in group activities for up to 20 minutes, indicating improved focus, engagement, and readiness for more complex learning tasks. Children recognize and follow more complex classroom routines and expectations independently, indicating maturity and the ability to navigate their learning environment effectively.</p> | <p>Children listen and respond to stories, showing basic engagement with the material. Children participate in activities with some attention but may still be easily distracted. Children use basic vocabulary in context, laying the foundation for language skills.</p> <p>Children listen attentively to complex stories and engage in discussions about themes and morals, demonstrating deeper comprehension and analytical skills. Children sustain attention in group activities for extended periods (up to 25 minutes) and participate in collaborative projects effectively, showcasing their ability to work with others. Children discuss characters' motivations and feelings, providing thoughtful insights and using advanced vocabulary, which enhances their communication skills.</p> | <p>Children listen to a variety of stories, beginning to develop preferences. Children sustain attention for shorter periods, reflecting early developmental stages. Children follow basic instructions, developing early comprehension skills.</p> <p>Children listen and respond thoughtfully to a variety of literature, showing understanding of different genres and initiating conversations, indicating confidence in their language abilities. Children sustain attention in both group and independent activities for extended periods (over 30 minutes), reflecting exceptional focus and engagement in their learning. Children analyse stories, identifying themes and making connections to personal experiences, showcasing critical thinking and application of understanding.</p> |
| <p>Speaking</p> <p>Nursery Reception</p> | <p>Children begin to use simple words and phrases to express their needs and ideas. They may rely on gestures and facial expressions to communicate. Children start to engage in turn-taking during conversations but may struggle</p> | <p>Children engage in simple, short conversations, often responding to questions with single words or short phrases. Children begin to use basic descriptive language (e.g., colours, simple adjectives) but</p> | <p>Talk in short sentences that others can understand. Children respond to simple questions with brief answers, often needing prompts to elaborate. Children may attempt to recount familiar stories but</p> | <p>Children begin to use pronouns (e.g., I, you, he, she) correctly in simple sentences, though they may not consistently apply grammar rules. Children participate in group discussions but may struggle to contribute without prompting.</p> | <p>Children can communicate preferences and opinions using simple sentences but may still need support to elaborate. Children engage in imaginative role-play scenarios, using language to negotiate roles</p> | <p>Children may initiate simple conversations with familiar adults and peers but still need support to maintain dialogue. Children describe experiences, but their narratives may lack detail and organisation.</p> |

Reception Reading Map

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| | <p>to wait for their turn or to stay on topic. Children use a limited vocabulary, often repeating words or phrases they hear from adults or peers.</p> <p>Children express their needs and ideas more clearly and confidently using simple sentences. They begin to use descriptive language to elaborate on their thoughts. Children demonstrate improved turn-taking skills, waiting for their turn to speak and actively listening to peers, maintaining the topic of conversation. Children show an expanded vocabulary, using a variety of words to express themselves, including some new vocabulary introduced in classroom activities.</p> | <p>may still struggle to provide details. Children may frequently repeat phrases they hear, showing early language development but limited ability to create original sentences.</p> <p>Children engage in longer conversations, responding to questions with complete sentences and elaborating on their thoughts. Children use more descriptive language, incorporating adjectives and adverbs to enhance their speech and provide clearer imagery. Children begin to create original sentences and questions, demonstrating greater confidence and language skills.</p> | <p>usually rely on cues and repetition rather than detailed narratives. Children begin to express feelings verbally but may rely on simple phrases or gestures to convey emotions.</p> <p>Children respond to questions with more detail and clarity, providing information that demonstrates understanding. Children demonstrate improved storytelling abilities, recounting familiar stories with a beginning, middle, and end, and adding personal flair to their narratives. Children articulate their feelings more effectively, using appropriate vocabulary to express emotions and thoughts.</p> | <p>Children can follow simple verbal directions but may need repetition or clarification.</p> <p>Children use pronouns correctly and form more complex sentences, demonstrating an understanding of grammar and sentence structure. Children actively contribute to group discussions, offering opinions and ideas while encouraging participation from peers. Children effectively follow multi-step verbal directions, demonstrating improved listening and comprehension skills.</p> | <p>and actions, although their vocabulary may still be limited. Children can describe events that happened during the day but may struggle with sequence and detail.</p> <p>Children confidently communicate preferences and opinions, providing reasons for their choices and engaging in discussions. Children engage in complex role-play scenarios, using varied vocabulary and language to negotiate and collaborate with peers. Children effectively recount events with clear sequences, providing detailed descriptions and using appropriate vocabulary.</p> | <p>Children use language in familiar contexts, relying on routine phrases and expressions.</p> <p>Children confidently initiate conversations with peers and adults, using engaging language and maintaining dialogue. Children provide detailed descriptions of experiences, using clear narrative structures and appropriate vocabulary. Children use language effectively in a variety of contexts, demonstrating flexibility and creativity in their speech.</p> |
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Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

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| <p>Comprehension</p> <p>Nursery Reception</p> | <p>Children begin to understand that print has meaning. Children begin to listen to short stories. Children may respond to simple questions about stories with one-word answers or gestures. Children attempt to retell familiar stories, often relying on pictures and cues rather than recalling details. Children start to learn new vocab from books.</p> <p>Children listen attentively to short stories and demonstrate an understanding of basic plot and characters. Children respond to questions about stories with complete sentences, showing improved comprehension and articulation of thoughts. Children begin to retell familiar stories in sequence, using some details and vocabulary from the text.</p> | <p>Children start to identify main characters in stories, using basic deception. Children may recognise the beginning, middle, and end of a story as well as name the features of books: cover, pages, title, author. Children may engage in simple storytelling activities.</p> <p>Children identify main characters and begin to describe their traits and motivations. Children can identify the beginning, middle, and end of a story independently, as well as anticipate key events in a story. Children start to use T4W techniques, such as sequencing events and using story maps to outline their ideas for writing.</p> | <p>Children answer simple comprehension questions about stories, often relying on memory rather than understanding. Children participate in group discussions to articulate their thoughts and ideas. Children may begin to engage with T4W activities- shared writing/ drawing based on their understanding of stories.</p> <p>Children engage with and talk about non-fiction books. Children use a range of vocabulary from books in different contexts. Children answer questions with greater detail, showing understanding of the story and its themes. Children actively participate in group discussions, sharing their thoughts and ideas clearly and confidently. Children effectively use T4W techniques to develop their own stories, including character development and plot progression.</p> | <p>Children to know some different purposes of print – e.g. leaflets, posters, recipes, books, stories, lists, labels, instructions. Children may make simple predictions about what might happen next in a story. Children begin to express opinions about characters or events. Children participate in T4W activities with support, such as sequencing pictures and use understanding of stories to help them.</p> <p>Children listen to longer stories. Children make predictions about story outcomes and provide reasoning. Children express opinions about characters or events with justification, using evidence from the text to support their views. Children engage in T4W activities independently, creating their own narratives with clear beginnings, middles, and ends.</p> | <p>Children to use a range of non-fiction books / websites to find out facts. Children may begin to make connections between stories and their own experiences. Children use basic vocabulary when discussing stories, often repeating phrases heard during storytelling.</p> <p>Children engage in conversation about poems and rhymes. Children recall some verses from newer poems and songs. Children make meaningful connections between stories and their own experiences. Children use new vocabulary learned from stories in their discussions and writing.</p> | <p>Children to talk about stories that are read to them - where is the story set? What do you think it would be like to go there? How do you know? Children may attempt to summarise stories- recall key details and events. Children engage in imaginative play that reflects their understanding of stories but may rely on familiar narratives.</p> <p>Use new vocabulary in discussions about books and texts. Children can summarise stories clearly, recalling key details and events independently. Children engage in imaginative play that incorporates elements from stories they've heard, demonstrating creativity and understanding.</p> |
| <p>Word Reading</p> <p>Nursery Reception</p> | <p>Children begin to hear and identify various sounds in their environment, such as animal noises (e.g., dogs barking, cats meowing), nature sounds (e.g., wind rustling leaves), or household sounds (e.g., a doorbell ringing). Children engage in activities where they match sounds to instruments (e.g., drums, tambourines) and other sound makers (e.g., shakers, bells),</p> | <p>Children start to recognise and produce rhymes through songs and rhyming games, demonstrating an understanding of phonemic patterns in spoken language. For example, they may identify that "cat" and "hat" rhyme. Engaging with rhyming books and songs helps children develop an ear for rhythm and rhyme.</p> | <p>Children practice clapping out syllables in their names or familiar words (e.g., "Banana" has three claps: Ba-na-na). Children identify the initial sound of individual words and objects.</p> <p>Children apply their knowledge of sounds to read simple words.</p> | <p>Children engage in games that combine sound discrimination and rhyming, such as identifying rhyming pairs from a selection of words or sounds they hear. Children begin to recognise own first name.</p> <p>Children progress to reading Red Storybooks. Children begin to recognise a small number of common</p> | <p>Children can participate in more complex sound matching activities, such as identifying sounds in a story or matching environmental sounds to images. They may start to create their own rhymes and share them with peers. Children begin to count and clap syllables in longer sentences or phrases. Children begin to hear alliteration.</p> | <p>Children demonstrate the ability to independently identify and discriminate between various sounds in stories, songs, and environmental contexts. Children create their own simple rhymes and engage in activities that involve syllable clapping in group settings. Children recognise first and last name.</p> |

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| | <p>developing auditory discrimination skills.</p> <p>Children begin to learn and recognise individual letter sounds using the Read Write Inc. program.</p> <p>Children learn to recognise and read their own name.</p> <p>Children identify familiar logos and signs in their environment (e.g., McDonald's, stop signs), connecting literacy with real-life contexts.</p> | <p>Children being to count and clap syllables.</p> <p>Children progress to recognising all Set 1 sounds and start to understand digraphs (e.g., 'sh', 'ch').</p> <p>Children practice blending sounds together to form words.</p> <p>Children begin to recognise and produce alliteration.</p> | <p>Children progress to reading Red Storybooks, which are designed to include simple vocabulary and familiar sounds.</p> <p>Children learn to recognise both their first and last names, promoting a sense of ownership and literacy.</p> | <p>exception words that do not follow standard phonetic rules (e.g., 'the', 'said'), enhancing their reading fluency.</p> <p>Children gain confidence in reading aloud and discussing their understanding of the text, demonstrating comprehension skills and the ability to articulate their thoughts.</p> | <p>Children recognise familiar logos / signs.</p> <p>Children practice re-reading familiar texts, which helps to build fluency and confidence in their reading abilities.</p> <p>Children progress to reading Green Storybooks, which feature more complex vocabulary and sentence structures.</p> | <p>Some children may start set 1 a- Read Write Inc programme.</p> <p>Children read Green or Purple Storybooks.</p> <p>Children engage in independent reading.</p> <p>Children discuss their understanding of different texts.</p> <p>Re-read a simple book to demonstrate some fluency.</p> <p>Read a simple book aloud and talk about what they have read.</p> |
| <p style="text-align: center;">Writing</p> <p>Nursery Reception</p> | <p>Children to start to put sentences together orally.</p> <p>Children begin to engage in mark-making with various tools like crayons, markers, and pencils. Their marks are primarily scribbles, which reflect their exploration of writing instruments.</p> <p>Children learn how to grip the tools.</p> <p>Children start to form recognisable lower-case and some upper-case letters following RWI letter formation guidance.</p> <p>Children begin to write simple words.</p> <p>Children begin to understand that writing serves a purpose, such as labelling pictures, writing messages, or telling stories.</p> <p>Children to recognise and write first name interpedently.</p> <p>Children to begin to write labels and / or captions using initial sounds then final sounds.</p> | <p>Children experiment with different writing tools, such as crayons, markers, and pencils learning how to apply pressure and start to control the tools to form shapes.</p> <p>Children orally tell sentences about marks/drawing.</p> <p>Children begin to write labels and / or captions by "sounding out" ("Fred Talking") and writing the letters for the sounds they can hear.</p> <p>Children demonstrate improved letter formation, beginning to write letters with greater control and accuracy.</p> <p>Children start to write simple sentences, often using a combination of sight words and phonetic spelling.</p> <p>Children begin to use T4W techniques, such as story mapping, to plan their writing and organise their ideas.</p> | <p>Children make pre-writing patterns with more control focusing on their dominant hand.</p> <p>Children may start to understand the concept of spacing between words/ marks.</p> <p>Children create simple stories using pictures, relying on adult support to articulate their ideas verbally.</p> <p>Children begin to write short phrases, verbally rehearsing them first.</p> <p>Children can write familiar words independently, including their full name and some cvc words.</p> <p>Children demonstrate some use of spacing between words, improving the readability of their writing. They begin to understand that spaces help separate thoughts and ideas.</p> <p>Children effectively use T4W techniques to plan and write their stories, including clear beginnings, middles, and ends.</p> | <p>Children begin to form recognisable letters - first letter of name following RWI letter formation guidance.</p> <p>Children may attempt to label their drawings.</p> <p>Children participate in shared writing experiences, where adults model writing in front of them.</p> <p>Children begin to understand basic narrative structure, recognising the concepts of beginning, middle, and end in stories.</p> <p>Children can write labels and captions for their drawings. This marks a transition from simple words to more meaningful written expressions.</p> <p>Children to write short sentences with a capital letter and full stop.</p> <p>Children engage in independent writing practice, applying T4W techniques to organise their thoughts and ideas clearly. They may write short stories or descriptions based.</p> <p>Children create stories with a clear beginning, middle, and end, showcasing their understanding of narrative structure. They learn to include details that enhance their storytelling and engage their audience.</p> | <p>Children may write simple notes or messages understanding their writing has meaning.</p> <p>Children write letters from their name.</p> <p>Children show curiosity about different writing styles.</p> <p>Children use pictures/ drawings to tell stories, with emerging labels</p> <p>Children to begin to re-read what is written.</p> <p>Children spell more common exception words (red words).</p> <p>Children write simple notes or messages independently, using appropriate vocabulary and sentence structure. Children explore different writing styles (e.g., stories, lists, letters) and begin to apply them in their own writing.</p> <p>Children effectively integrate pictures and words in their storytelling, using illustrations to enhance their narratives. They understand how visuals can complement written text.</p> | <p>Children to write own name with some letter accuracy.</p> <p>Children to begin to use letter correspondences in play e.g. m for Mummy.</p> <p>Children use writing as part of play scenarios, such as making signs or lists.</p> <p>Children to re-read what is written.</p> <p>Children to use full stops and capital letters with increasing accuracy.</p> <p>Children to spell a range of common exception words.</p> <p>Children demonstrate consistent use of spacing between words.</p> <p>Children engage in independent creative writing, generating their own stories and ideas with confidence.</p> <p>Children demonstrate variety in their writing attempts, experimenting with different genres and formats (e.g., poems, stories, reports). They begin to understand the purpose of different writing styles.</p> <p>Children use writing purposefully in play scenarios, creating signs, lists, and stories that reflect their understanding of writing's communicative function. They apply their skills in real-world contexts, enhancing their engagement in writing.</p> |