

## Benjamin Adlard Primary School

### Literacy Tree Curriculum Map -Reception

	Term 1- Me and My Community		Term 2- Exploring Autumn	
Text		<b>Where the Wild Things Are- Maurice Sendak</b>	<b>I Will Not Ever Eat a Tomato- Lauren Child / night pirates</b>	<b>Ning and the Night Spirits- Adriena Fong</b>
Transcription focus	Pencil grip Letter formation in order of phonics Handwriting positioning	Pencil grip Letter formation in order of phonics Handwriting positioning	Letter formation in letter families: i letter family and anticlockwise family	Letter formation in letter families: u letter family and clockwise family
Oracy and Word / sentence building focus	Oral composition Listen to a range of texts and encourage to talk about and use new words. Verbally build sentences to explain what has been read. Teach encoding CVC words with big sound cards.	Oral Composition- verbally retell the first part of the story rehearsing and using new vocabulary. Teach encoding CVC words using phonics learned and letter formation learned.	Oracy: Talk about what they have read to show understanding. Talk about food they like and dislike. Verbally building sentences using new vocabulary and sentence stems to support. Build a word bank to describe new foods tastes, smells and textures and orally rehearse using these new words. Teach encoding CVC words with big sound cards and segmenting fingers.	Oracy: Talk about what they have read to show understanding. Build and practice oral vocabulary from the story. Build a word bank to describe how characters look and orally rehearse using these new words. Teach encoding CVC words using segmenting fingers.
Writing Outcome	Children will begin to build words using encoding skills and sound cards taught so far.	Chn will begin to write initial sounds and CVC words to help recall key parts and characters of the story. Max, big, mad, bad	Chn to write CVC words to form a shopping list using the sounds the have learnt so far.	Chn to describe and label a character for their own night spirit using CVC words and correct formation.
	<b>Term 3 – Marvellous Machines</b>		<b>Term 4- Puppets and Pop Ups</b>	
Text	<b>Izzy Gizmo- Pip Jones</b>	<b>Look Up!- Nathan Bryon</b>	<b>Little Red- Lynn Roberts and David Roberts</b>	<b>Hairy Maclary from Donaldson’s Dairy – Lynley Dodd</b>
Transcription focus	From assessments, address errors or misconceptions in letter formation during handwriting.	From assessments, address errors or misconceptions in letter formation during handwriting. Begin to form capital letters.	From assessments, address errors or misconceptions in letter formation during handwriting. Form capital letters.	From assessments, address errors or misconceptions in letter formation during handwriting.
Word / sentence building focus	Oracy: Chn will verbally say and rehearse words and captions they are going to write.	Oracy: Chn will verbally say and rehearse words and sentences they are going to write. This will support chn to hold a sentence.	Oracy: Chn will verbally say and rehearse words and sentences they are going to write.	Oracy: Chn will share their own experiences about animals and pets using sentences and language and vocab from the story.

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	Encoding: chn will be explicitly taught how to construct a simple caption using finger spaces between words. This will be taught by using word cards and modelled writing. Explicitly teach checking own work for transcription errors.	Children will talk about and share their own experiences. Encoding: chn will be explicitly taught how to construct a simple sentence using finger spaces and full stops. Explicitly teach checking own work for transcription errors.	Chn will talk about key events of the story with others. Encoding: chn will be explicitly taught how to construct a simple sentence using capital letters, finger spaces and full stops. Explicitly teach checking own work for transcription errors. Explicitly teach editing work.	Orally rehearse rhyming language linked to the story. Encoding: chn will be explicitly taught how to construct a simple sentence using capital letters, finger spaces and full stops. Explicitly teach checking own work for transcription errors. Explicitly teach editing work.
Writing Outcome	Chn to label the fixer bird using CVC words. For those ready, chn to begin to write a simple caption dictated by the teacher using finger spaces.	Chn will create a 'flyer' writing a caption from memory that has been dictated by the teacher.	Chn will create a wolf wanted poster and ginger beer flyer by writing a sentence that has been dictated by the teacher. Chn will have the opportunity to create their own, encouraged to think of their ideas and orally rehearse.	Write a fact file using simple sentences from memory that have been dictated by a teacher.
	<b>Term 5- Animal Safari</b>		<b>Term 6- Creep, Crawl and Wiggle</b>	
Text	<b>Bringing the Rain to Kapiti Plain- Verna Aardema</b>	<b>Oi Frog!</b>	<b>The Tiny Seed- Eric Carle</b>	<b>The Extraordinary Gardener</b>
Transcription focus	From assessments, address errors or misconceptions in letter formation.	From assessments, address errors or misconceptions in letter formation.	From assessments, address errors or misconceptions in letter formation.	From assessments, address errors or misconceptions in letter formation.
Sentence building focus	Orally rehearse new vocabulary within sentences. Model verbally creating own sentences and orally rehearse and encourage chn to think of their own and rehearse. Rehearse and share sentences verbally with a partner. Use sentence stems to support building own sentences. Explicitly model saying, holding and writing a sentence using	Orally rehearse new vocabulary within sentences. Model verbally creating own sentences and orally rehearse and encourage chn to think of their own and rehearse. Rehearse and share sentences verbally with a partner. Use sentence stems to support building own sentences. Explicitly model saying, holding and writing a sentence using	Orally rehearse new vocabulary within sentences. Model verbally creating own sentences and orally rehearse and encourage chn to think of their own and rehearse. Rehearse and share sentences verbally with a partner. Use sentence stems to support building own sentences. Explicitly model saying, holding and writing a sentence using capital letters, finger spaces and full stops.	Orally rehearse new vocabulary within sentences. Model verbally creating own sentences and orally rehearse and encourage chn to think of their own and rehearse. Rehearse and share sentences verbally with a partner. Use sentence stems to support building own sentences.

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	<p>capital letters, finger spaces and full stops. Explicitly teach reading and checking own work for transcription and sentence structure errors. Explicitly teach editing work.</p>	<p>capital letters, finger spaces and full stops. Explicitly teach reading and checking own work for transcription and sentence structure errors. Explicitly teach editing work.</p>	<p>Explicitly teach reading and checking own work for transcription and sentence structure errors. Explicitly teach editing work. Explicitly teach using the conjunction and, because to extend a sentence.</p>	<p>Explicitly model saying, holding and writing a sentence using capital letters, finger spaces and full stops. Explicitly teach reading and checking own work for transcription and sentence structure errors. Explicitly teach editing work. Explicitly teach using the conjunction and, because to extend a sentence.</p>
Writing Outcome	<p>Chn to verbally say a sentence to describe a safari animal that they have constructed independently. Chn will begin to write their own sentence describing a safari animal using a sentence stem for support.</p>	<p>Chn to verbally say a that provides factual information about an animal. Chn will write their own sentences using capital letters, full stops and finger spaces. Chn to read own work aloud and discuss any editing that may need to take place with a teacher.</p>	<p>Chn to write simple sentences using finger spaces, capital letters and a full stop in order to write a set of instructions for planting/ caring for a seed. Chn to verbally construct and write a sentence using and or because. Chn to read own work aloud and independently edit work.</p>	<p>Chn to write simple sentences using finger spaces, capital letters and a full stop in order to write an advice letter. Chn to verbally construct and write a sentence using and or because. Chn to read own work aloud and independently edit work.</p>