



Peel Hall Primary School

Reception Curriculum

Writing

End of Reception Writing Expectations:

- I can write some common irregular words.
- I can write simple sentences which can be read by myself and others.
- I can spell some words correctly and others are phonetically plausible.

Writing Curriculum						
Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality texts	This is the Bear – Sarah Hayes We're Going on a Bear Hunt – Michael Rosen Kipper's Birthday – Mick Inkpen The Giant Sandwich – Julia Jarman The Little Red Hen – Traditional Tale	What's in the Witch's Kitchen? – Nick Sharratt Peace at Last – Jill Murphy Whatever Next – Jill Murphy Q Pootle 5 – Nick Butterworth The Gingerbread Man – Traditional Tale Dear Santa – Rod Campbell The Nativity Story	Curriculum currently under review...keep an eye out for the updates!			

Reading

End of Reception Reading Expectations:

- I can read and understand simple sentences.
- I can use phonic knowledge to decode regular words and read them aloud accurately.
- I can read some common irregular words.
- I can demonstrate understanding when talking with others about what I have read.

Phonics

Phonics is recommended as the first strategy that children should be taught in helping them to learn to read. At Peel Hall we use the Letter and Sounds scheme. It runs alongside other teaching methods such as Guided Reading (See below) and Shared Reading to help children develop all the other vital reading skills and hopefully give them a real love of reading

What is phonics?

Words are made up from small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read words and to spell words

In phonics lessons children are taught three main things:

GPCs

They are taught GPCs. This stands for **grapheme phoneme correspondences**. This simply means that they are taught all the phonemes in the English language and ways of writing them down. These sounds are taught in a particular order. The first sounds to be taught are s, a, t, p.

Blending

Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

Segmenting

Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.

How is phonics taught at Peel Hall?

Letters and Sounds aims to build children's speaking and listening skills as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

There are six overlapping phases in Letters and Sounds.

The table below is a summary based on the Letters and Sounds guidance for Practitioners and Teachers.

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Maths

End of Reception Maths Expectations:

- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

Yearly overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: position and direction	Number: Place Value (within 100)		Measurement: money	Measurement: Time		Consolidation

Foundation subjects and Science

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	N/A	Spooky Science day (awe and wonder)	Winter	Seeds	Changes	Keeping healthy
RE	Diwali	The Nativity Story	Stories from the Bible Visitors from new and far.	Easter Stories and Celebration time.	Sikhism Basaki	Islam Ramadam/Eid
PE	Dance	Games	Gymnastics	Dance	Games	Athletics
Spanish	Greetings		Greetings		Greetings	