

**Objectives to teach in every term in Reception**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Listen to other pupils during activities Listen attentively in a range of situations.</p> <p><b>Drama</b> Represent their own ideas, thoughts and feelings through role play <b>Invent, adapt and recount narratives and stories with peers and their teacher (ELG)</b></p>	<p><b>Becoming a Reader</b> Enjoy listening to and joining in with stories and poems Listen attentively to a story Talk about a story Join in with repeated refrains Explore books independently Use the terms cover, beginning, end, page, title Talk about new words found in stories Track a text word by word</p> <p><b>Word Reading</b> Count the number of words in a sentence Count the number of syllables within words <b><u>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</u></b> Distinguish the individual phonemes within a word to develop phonemic awareness Segment simple words orally into phonemes Blend the phonemes in simple words orally Identify the number of phonemes in simple words Read familiar words by sight such as own name <b><u>Read words consistent with their phonic knowledge by sound-blending (ELG)</u></b> <u>Remember and read high frequency phonically decodable words</u></p>	<p><b>Planning, Composing and Evaluating</b> Say out loud what they are going to write Begin to use the process of think, say, write, check Be confident and keen to write Write for a range of real and imagined purposes Compose a sentence orally before writing it Use some new vocabulary in their sentences (from Appendix B – Reception) Re-read what they have written to an adult</p> <p><b>Grammar and Punctuation</b> <b><u>Leave spaces between words (WTS KS1)</u></b></p>	<p><b>Spelling</b> Spell 'CVC' words using the GPCs taught so far <b><u>Spell common exception words taught so far (contributes to WTS KS1/EXS KS1)</u></b> <b>Use phonetically plausible choices when writing (WTS KS1)</b> <b><u>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</u></b></p> <p><b>Handwriting and Presentation</b> <b><u>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG)</u></b> <b><u>Write recognisable letters (lower and upper case), most of which are correctly formed (ELG)</u></b> <b>Begin to form numbers correctly (contributes to EXS KS1)</b></p>

Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words)

**Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)**

**Fluency**

Re-read books to build fluency and confidence

**Reading Comprehension**

Use vocabulary to create meaning  
Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known

**Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)**

Talk about what they think, feel and imagine when sharing picture books  
Make links between events in their lives and events in stories

Ask questions about a text being read by an adult

Talk about what happens in a text

Say how a character is feeling in a book that is read to them

Suggest how the story might end

**Anticipate – where appropriate – key events in stories (ELG)**

Recall some events and characters from a story

**Demonstrate understanding of what has been read to them by retelling stories**

	<p><b><u>and narratives using their own words and recently introduced vocabulary (ELG)</u></b>          Discuss the title and talk about the events in a story          Answer questions about the story</p> <p><b>Becoming a Researcher</b>          Answer simple questions e.g. who, what, when, how</p>		
<b>+ Objectives to teach in the Autumn Term of Reception</b>			
In addition to previous learning, pupils should learn how to...			
<b>Spoken Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Transcription</b>
<p><b>Speaking, Listening and Discussion</b>          Communicate effectively showing awareness of listeners' needs          Take turns in a pair</p>	<p><b>Becoming a Reader</b>          Handle books carefully</p> <p><b>Word Reading</b>          Distinguish between different sounds to develop phonological awareness          Recognise rhyme and alliteration to develop phonological awareness          Identify and reproduce initial sounds in words they hear          Respond quickly with the correct sound for graphemes (using phonemes taught so far)</p>	<p><b>Planning, Composing and Evaluating</b>  <u>Write simple phrases and sentences that can be read by others (ELG)</u>          Use a full stop to end a sentence</p>	<p><b>Spelling</b>          Spell their own forename and surname</p> <p><b>Handwriting and Presentation</b>          Develop strong gross and fine motor control</p>
<b>+ Objectives to teach in the Spring Term of Reception</b>			
In addition to previous learning, pupils should learn how to...			
<b>Spoken Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Transcription</b>
<p><b>Speaking, Listening and Discussion</b>          Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.          Develop narratives or explanations by connecting ideas or events (often using conjunctions)</p>	<p><b>Becoming a Reader</b>  <b>Word Reading</b>          Respond quickly with the correct sound for graphemes (using phonemes taught so far)</p>	<p><b>Planning, Composing and Evaluating</b>  <u>Write simple phrases and sentences that can be read by others (ELG)</u>          Use a capital letter to begin a sentence          Use a full stop to end a sentence</p>	<p><b>Handwriting and Presentation</b>          Develop strong gross and fine motor control  <u>Use a pencil with control!</u></p>

<p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b><u>Make comments about what they have heard and ask questions to clarify their understanding (ELG)</u></b></p> <p>Contribute ideas to class discussions</p>			
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<b>+ Objectives to teach in the Summer Term of Reception</b>			
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In addition to previous learning, pupils should learn how to...			
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Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b></p> <p><b><u>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</u></b></p> <p><b><u>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 (ELG)</u></b></p> <p><b><u>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 (ELG)</u></b></p> <p><b><u>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG)</u></b></p> <p><b><u>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)</u></b></p>	<p><b>Word Reading</b></p> <p>Respond quickly with the correct sound for graphemes (for all 40+ phonemes)</p>	<p><b>Planning, Composing and Evaluating</b></p> <p>Write a short sequence of sentences, sometimes for a real purpose and audience</p> <p><b><u>Demarcate some sentences with capital letters and full stops (WTS KS1)</u></b></p>	<p><b>Handwriting and Presentation</b></p> <p><u>Use a pencil with control</u></p>