

Whitgreave Primary School
Literacy Curriculum Map
Reception

Autumn	Spring	Summer
Text focus: You Choose Writing focus: Lists and labels	Text focus: Jack and the Beanstalk Writing focus: Performing a story	Text focus: Percy the Park Keeper Writing focus: Sequencing events in a story
<ul style="list-style-type: none"> • I can hold a pencil effectively - using the tripod grip. • I can begin to write on the lines and control letter size. • I can write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> • I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary • I can verbally re-tell a story, using story language and actions. <ul style="list-style-type: none"> • I can anticipate key events in stories. • I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • I can begin to use include some familiar story language when composing sentences in my own writing. 	<ul style="list-style-type: none"> • I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary • I can verbally re-tell a story, using story language and actions. <ul style="list-style-type: none"> • I can anticipate key events in stories. • I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • I can begin to use include some familiar story language when composing sentences in my own writing. • I can write simple phrases and sentences that can be read by others.
Text focus: Kipper's Birthday Writing focus: Invitations	Text focus: The Fish Who Could Wish Writing focus: Rhyming words	Text focus: Owl Babies Writing focus: Setting description
<ul style="list-style-type: none"> • I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary <ul style="list-style-type: none"> • I can anticipate key events in stories. • I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <ul style="list-style-type: none"> • I can hold a pencil effectively - using the tripod grip. • I can begin to write on the lines and control letter size. • I can write recognisable letters, most of which are correctly formed. • I can write my first and surname with correct letter formation. 	<ul style="list-style-type: none"> • I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary <ul style="list-style-type: none"> • I can anticipate key events in stories. • I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> • I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary <ul style="list-style-type: none"> • I can anticipate key events in stories. • I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • I can begin to use include some familiar story language when composing sentences in my own writing. • I can write simple phrases and sentences that can be read by others.
Text focus: Giant Jam Sandwich Writing focus: Instructions	Text focus: Polar Bear, Polar Bear Writing focus: Action and describing words	Text focus: Monkey Puzzle Writing focus: Character description
<ul style="list-style-type: none"> • I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <ul style="list-style-type: none"> • I can hold a pencil effectively - using the tripod grip. • I can begin to write on the lines and control letter size. • I can write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> • I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary <ul style="list-style-type: none"> • I can anticipate key events in stories. • I can verbally re-tell a story, using story language and actions. • I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • I can write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary <ul style="list-style-type: none"> • I can anticipate key events in stories. • I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • I can begin to use include some familiar story language when composing sentences in my own writing. • I can write simple phrases and sentences that can be read by others.

Whitgreave Primary School
Literacy Curriculum Map
Nursery

Age	Autumn	Spring	Summer
	<p>Text focus: Topsy and Tim Start School Writing focus: Sequencing events in a story</p>	<p>Text focus: The Enormous Turnip Writing focus: Performing a story</p>	<p>Text focus: Little Red Hen Writing focus: Story mapping</p>
N1	<ul style="list-style-type: none"> I can enjoy sharing and talking about books. I can tune in and pay attention as an adult reads aloud. <ul style="list-style-type: none"> I can talk about the characters and events. I can answer simple questions about a story that has been read to me. 	<ul style="list-style-type: none"> I can enjoy sharing and talking about books. I can tune in and pay attention as an adult reads aloud. <ul style="list-style-type: none"> I can talk about the characters and events. I can answer simple questions about a story that has been read to me. 	<ul style="list-style-type: none"> I can enjoy sharing and talking about books. I can tune in and pay attention as an adult reads aloud. <ul style="list-style-type: none"> I can talk about the characters and events. I can answer simple questions about a story that has been read to me. I can repeat words and phrases from familiar stories and add actions.
N2	<ul style="list-style-type: none"> I can pay close attention as an adult reads aloud and I can ask and answer simple 'who', 'what' and 'where' questions. I can begin to ask and answer "why and "when" questions about a story. I can make comments about a story I have heard and share my ideas. I can understand that a story has a beginning, a middle and an ending. I can begin to make marks distinguishable as drawing or "writing" i.e. symbols that represent letters. 	<ul style="list-style-type: none"> I can pay close attention as an adult reads aloud and I can ask and answer simple 'who', 'what' and 'where' questions. I can begin to ask and answer "why and "when" questions about a story. I can make comments about a story I have heard and share my ideas. I can repeat words and phrases from familiar stories, using actions and a story map. I can understand that a story has a beginning, a middle and an ending. I can begin to make marks distinguishable as drawing or "writing" i.e. symbols that represent letters. 	<ul style="list-style-type: none"> I can pay close attention as an adult reads aloud and I can ask and answer simple 'who', 'what' and 'where' questions. I can begin to ask and answer "why and "when" questions about a story. I can make comments about a story I have heard and share my ideas. I can repeat words and phrases from familiar stories, using actions and a story map. I can understand that a story has a beginning, a middle and an ending. I can begin to make marks distinguishable as drawing or "writing" i.e. symbols that represent letters.
	<p>Text focus: The Toy's Party Writing focus: Lists (ingredients for a birthday cake)</p>	<p>Text focus: The Rainbow Fish Writing focus: Recreating and describing characters</p>	<p>Text focus: Oliver's Vegetables Writing focus: Tasting and describing flavours</p>
N1	<ul style="list-style-type: none"> I can enjoy sharing and talking about books. I can tune in and pay attention as an adult reads aloud. <ul style="list-style-type: none"> I can talk about the characters and events. I can answer simple questions about a story that has been read to me. I can add some marks to my drawings, which I can give meaning to, e.g. 'That says Mummy'. 	<ul style="list-style-type: none"> I can enjoy sharing and talking about books. I can tune in and pay attention as an adult reads aloud. <ul style="list-style-type: none"> I can talk about the characters and events. I can answer simple questions about a story that has been read to me. I can add some marks to my drawings, which I can give meaning to, e.g. 'That says Mummy'. 	<ul style="list-style-type: none"> I can enjoy sharing and talking about books. I can tune in and pay attention as an adult reads aloud. I can answer simple questions about a story that has been read to me. I can add some marks to my drawings, which I can give meaning to, e.g. 'That says Mummy'.
N2	<ul style="list-style-type: none"> I can pay close attention as an adult reads aloud and I can ask and answer simple 'who', 'what' and 'where' questions. I can begin to ask and answer "why and "when" questions about a story. I can make comments about a story I have heard and share my ideas. I can understand that a story has a beginning, a middle and an ending. I can begin to make marks distinguishable as drawing or "writing" i.e. symbols that represent letters. 	<ul style="list-style-type: none"> I can pay close attention as an adult reads aloud and I can ask and answer simple 'who', 'what' and 'where' questions. I can begin to ask and answer "why and "when" questions about a story. I can make comments about a story I have heard and share my ideas. I can understand that a story has a beginning, a middle and an ending. I can begin to make marks distinguishable as drawing or "writing" i.e. symbols that represent letters. 	<ul style="list-style-type: none"> I can pay close attention as an adult reads aloud and I can ask and answer simple 'who', 'what' and 'where' questions. I can begin to ask and answer "why and "when" questions about a story. I can make comments about a story I have heard and share my ideas. I can understand that a story has a beginning, a middle and an ending. I can begin to make marks distinguishable as drawing or "writing" i.e. symbols that represent letters.
	<p>Text focus: Dear Santa Writing focus: Letter</p>	<p>Text focus: Commotion in the Ocean Writing focus: Animal shape poems</p>	<p>Text focus: The Gruffalo Writing focus: Character description</p>
N1	<ul style="list-style-type: none"> I can enjoy sharing and talking about books. I can tune in and pay attention as an adult reads aloud. 	<ul style="list-style-type: none"> I can enjoy and join in with songs and rhymes, copying some sounds, words, rhythms, tunes and tempo. 	<ul style="list-style-type: none"> I can enjoy sharing and talking about books. I can tune in and pay attention as an adult reads aloud.

	<ul style="list-style-type: none"> • I can answer simple questions about a story that has been read to me. • I can repeat words and phrases from familiar stories and add actions. • I can add some marks to my drawings, which I can give meaning to, e.g. 'That says Mummy'. 	<ul style="list-style-type: none"> • I can sing some songs and say some rhymes independently. <ul style="list-style-type: none"> • I can enjoy sharing and talking about books. • I can tune in and pay attention as an adult reads aloud. • I can answer simple questions about a story that has been read to me. <ul style="list-style-type: none"> • I can add some marks to my drawings, which I can give meaning to, e.g. 'That says Mummy'. 	<ul style="list-style-type: none"> • I can talk about the characters and events. • I can answer simple questions about a story that has been read to me. • I can repeat words and phrases from familiar stories and add actions. • I can add some marks to my drawings, which I can give meaning to, e.g. 'That says Mummy'. <ul style="list-style-type: none"> • I can begin to make marks distinguishable as drawing or "writing" i.e. symbols that represent letters.
N2	<ul style="list-style-type: none"> • I can pay close attention as an adult reads aloud and I can ask and answer simple 'who', 'what' and 'where' questions. • I can begin to ask and answer "why" and "when" questions about a story. • I can make comments about a story I have heard and share my ideas. • I can begin to make marks distinguishable as drawing or "writing" i.e. symbols that represent letters. 	<ul style="list-style-type: none"> • I can pay close attention as an adult reads aloud and I can ask and answer simple 'who', 'what' and 'where' questions. • I can begin to ask and answer "why" and "when" questions about a story. • I can make comments about a story I have heard and share my ideas. <ul style="list-style-type: none"> • I can develop my phonics so that I can spot and suggest rhymes. <ul style="list-style-type: none"> • I can recognise rhyming words. • I can begin to make marks distinguishable as drawing or "writing" i.e. symbols that represent letters. 	<ul style="list-style-type: none"> • I can pay close attention as an adult reads aloud and I can ask and answer simple 'who', 'what' and 'where' questions. • I can begin to ask and answer "why" and "when" questions about a story. • I can make comments about a story I have heard and share my ideas. • I can understand that a story has a beginning, a middle and an ending. <ul style="list-style-type: none"> • I can develop my phonics so that I can spot and suggest rhymes. <ul style="list-style-type: none"> • I can recognise rhyming words. • I can begin to make marks distinguishable as drawing or "writing" i.e. symbols that represent letters.