Lower Reception
Yearly Overview 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	General sound discrimination activities  Aspect 1  Environmental Sounds  Aspect 2  Instrumental Sounds	General sound discrimination activities  Aspect 3  Body percussion  Aspect 4  Rhythm and Rhyme	General sound discrimination activities Aspect 5 Alliteration	General sound discrimination activities  Aspect 6  Voice sound	Hearing initial sound Linking a few letters to sounds Aspect 7 Oral blending and segmenting CVC words Continue a rhyming string	
Continuous learning through year	<ul> <li>showing awareness of rhyme (particular nursery rhyme and songs)</li> <li>showing awareness of alliteration (sound of the week)</li> <li>listen to and join in with stories/poems and joins in one-to-one and in small groups</li> <li>suggest how a story may end</li> <li>describe characters, event, settings, in books</li> <li>use vocabulary influenced by books</li> <li>hold book the correct way</li> <li>look at books and turn pages independently</li> <li>introduction to vocabulary of title, author illustration etc,</li> <li>know that print carries meaning</li> <li>knows that print is read from left to right</li> <li>recognise familiar words such as own name and signs such as logos/symbols</li> </ul>					
Writing	Focusing on key writing skills and habits see below				Hearing initial letter sound Linking a few letters to sounds Representing some sounds as ( i.e. writing CVC words or some sounds as letters in sequence)	
Continuo us learning througho ut the year	<ul><li>correctly form</li><li>writing own na</li></ul>	•	-		• /	

Attempting writing for different purposes such as

- lists i.e for shopping, booking appointments
- instructions i.e. prescriptions, recipes
- letters i.e. invites, post cards, cards, messages
- signs i.e. posters, labels, notices

• captions i.e. speech bubbles, explanations narratives i.e. fiction, (fairy tales, comic)non-fiction (news, fact books, log, diaries, reports, maps