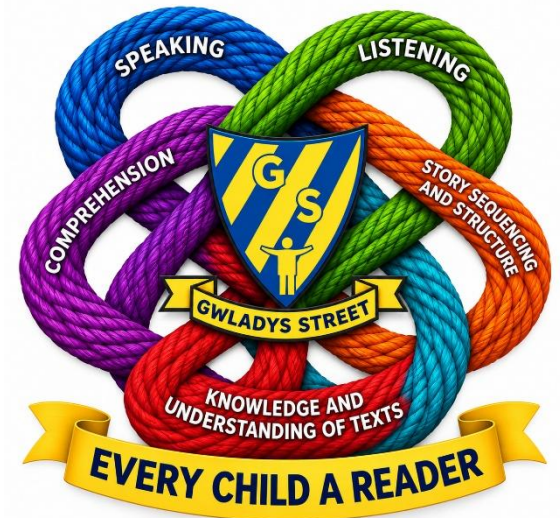
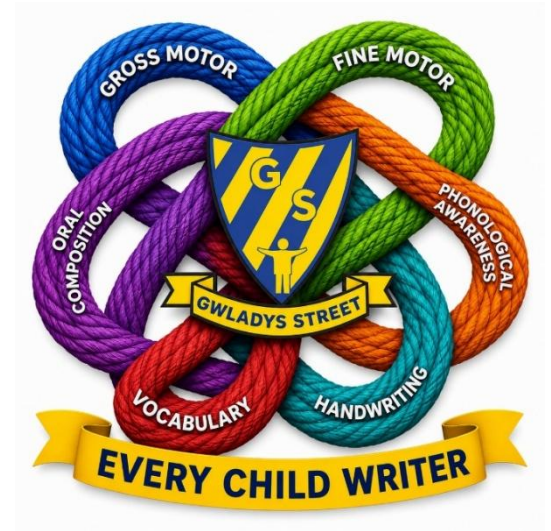


Gwladys Street Community Primary and Nursery School

Reception Book-Based Curriculum

Talk, Read, Write: Building the Foundations for Literacy



Our Book-Based Reception Curriculum

At Gwladys Street Community Primary and Nursery School, high-quality literature lies at the heart of our Reception curriculum. Our book-based approach is designed to develop confident communicators, readers and writers while enriching children's vocabulary, subject knowledge and understanding of the wider world.

Building Knowledge and Vocabulary

Children encounter a carefully selected range of fiction and non-fiction texts which connect meaningfully to learning across the curriculum. Working alongside subject leaders, books are chosen to introduce and reinforce important concepts and ambitious, subject-specific vocabulary, laying strong foundations for learning in Year 1 and beyond. Texts are also selected to reflect diversity and broaden children's experiences of different cultures, communities, families and ways of life.

Communication, Reading and Comprehension

Talk is fundamental to our approach. Through stories, discussion, songs and rhymes, children develop their speaking, listening and vocabulary. They learn to retell and sequence stories, discuss characters and events, make predictions, explain their ideas and develop an understanding of story structure. Children also explore different types of texts, developing their understanding of the features and purposes of fiction and non-fiction.

From Talk to Writing

We recognise that children need to be able to say what they want to write before they can successfully record it. Oral composition therefore provides an important bridge between spoken language and writing. Children progress from talking about experiences and retelling stories to orally composing, rehearsing and sequencing their ideas before recording them independently. Children's independent writing develops progressively from meaningful mark-making to using known letters and sounds, writing words and phrases and, ultimately, writing simple sentences that can be read by others. Books provide meaningful opportunities for children to apply these skills. We do not prescribe fixed writing genres or outcomes; teachers use their professional judgement to select purposeful writing opportunities linked to texts, children's interests, experiences and wider learning.

Phonics and the Physical Foundations of Writing

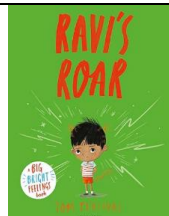
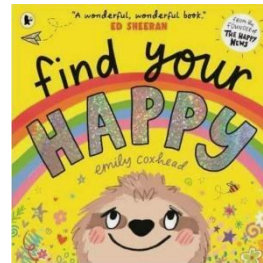
Systematic synthetic phonics is taught through **dedicated, explicit phonics sessions**, with the book-based curriculum providing opportunities for children to apply their phonic knowledge independently in reading and writing.

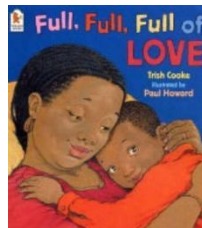
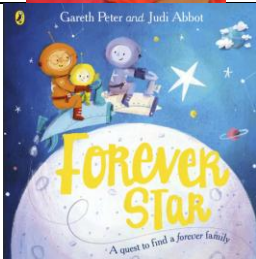
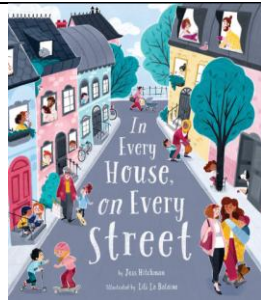
Gross-motor, fine-motor and handwriting skills are also carefully developed throughout Reception, building the strength, coordination, pencil control and accurate letter formation required for successful writing.

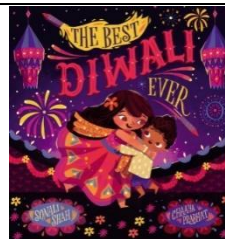
Progression Through Reception

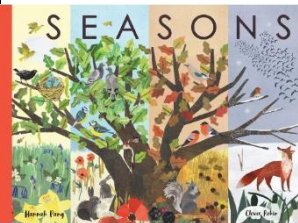
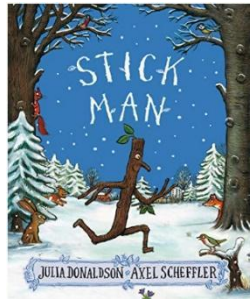
Learning is deliberately sequenced across the six half terms, building from children's starting points towards the Early Learning Goals. Earlier knowledge and skills continue to be practised and consolidated as expectations increase.

Through this interconnected approach, we aim for children to leave Reception as confident communicators who enjoy books, understand what they hear and read, have a rich and growing vocabulary, and increasingly see themselves as capable, independent writers.

Week	Writing Progression	Communication, Language and Reading Progression	Skills & Knowledge	Key vocabulary	Book	Nursery Rhyme of the Week
3	Gross Motor: Develop core strength, balance and spatial awareness. Explore different ways of moving. Develop whole-body	Speaking: Begin to express ideas, needs and feelings verbally, using simple sentences and talking about familiar experiences.	Laying the Foundations for PHSE: Identify and express my feelings and consider the feelings of others.	Taller Furious Red zone Growled		Two Little Dicky Birds
4	coordination through climbing, running, jumping and dancing. Fine Motor: Build hand and finger strength through dough, malleable materials and construction. Develop bilateral coordination. Explore threading, squeezing,	Listening: Begin to listen attentively during short whole-class and small-group activities, with adult support to maintain focus.		Bigger Feeling Worried Happy		Wind the Bobbin Up
5		Comprehension: Listen attentively to familiar stories and talk about the main		Small Calm Trust Shy		If you're Happy and you Know it

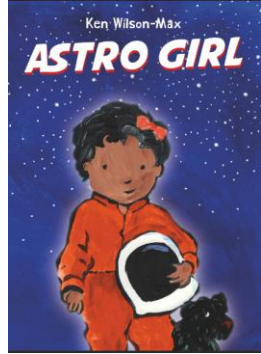
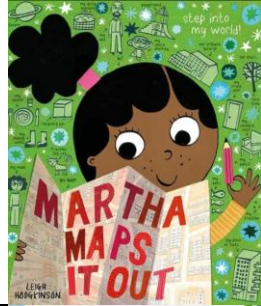
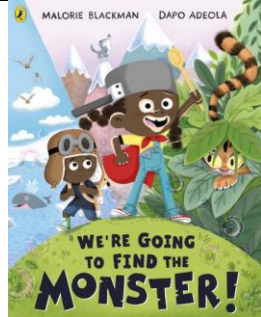
6	pinching and manipulating. Phonological Awareness: Listen attentively to sounds. Develop awareness of rhyme, rhythm and syllables. Identify and distinguish environmental and instrumental sounds. Handwriting: Develop gross-motor strength, coordination, shoulder stability and body control to prepare children for effective mark-making and handwriting. Vocabulary: Build vocabulary through stories, songs, rhymes and conversation. Learn and use words linked to familiar experiences, people, places and routines.	characters and key events. Story sequence and structure: Begin to understand that stories have a beginning and an end, and identify what happens at the start and end of a familiar story Knowledge and Understanding of Texts: Explore a range of fiction texts and begin to recognise features of books, including the front cover, title, author and illustrations	Laying the Foundations for PHSE: To know what makes me unique and talk about similarities and differences positively (family structures) Laying the Foundations for Geography: Children can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Next Family Meal Sharing		I'm a Little Tea Pot
7				Shiny Dad Family Child		Twinkle Twinkle
8				Straight Room House Street		Incy Wincey Spider

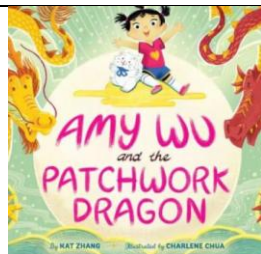
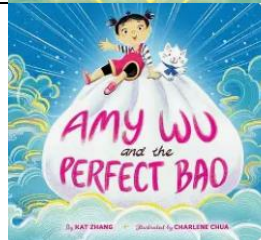
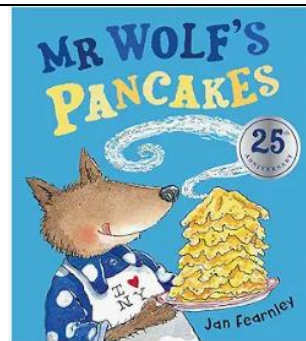
	Oral Composition: Develop confidence to speak in small and whole groups. Talk about experiences and familiar events. Retell parts of familiar stories using pictures and prompts. Independent Mark Making / Writing: Give meaning to marks made during play and purposeful activities					
End of Autumn One						
1	Gross Motor: Develop coordination and control when moving. Practise balancing, throwing, catching and kicking. Follow simple movement sequences. Fine Motor:	Speaking: Speak in increasingly well-formed sentences to share ideas and experiences, beginning to use newly introduced vocabulary.	Laying the Foundations for Religious Education: Recognise that people have different beliefs and celebrate special times in different ways.	Corner Diwali Rangoli Festival Celebration		This Little Light of Mine

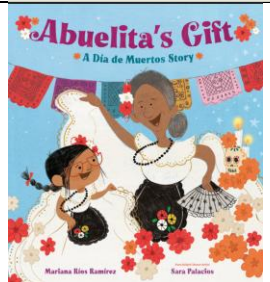
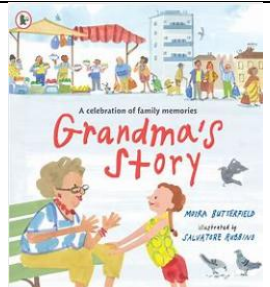
2	Develop pincer grip and dexterity. Use tweezers, pegs, threading and small construction materials. Begin to use tools with greater control.	Listening: Listen attentively for increasing periods of time, showing engagement through eye contact, gestures, comments or responses.	Laying the Foundations for Science: Explore the natural world around them, making observations and drawing pictures of animals and plants	Dark Autumn Deciduous Evergreen		Feliz Navidad
3	Phonological Awareness: Continue rhyme and rhythm activities. Count and clap syllables. Identify words that rhyme. Begin to notice initial sounds in words.	Comprehension: Retell familiar stories using pictures, repeated phrases and story language, sequencing the main events in the correct order.	Offer explanations for why things might happen, making use of recently introduced vocabulary	Early Spring Summer Winter		Jingle Bells
4	Handwriting: Develop fine-motor strength and control while introducing pre-writing shapes, including lines, circles, crosses,	Story sequence and structure: Begin to sequence the main events in a familiar		Thick Cold Christmas Snow		Five Little Elves

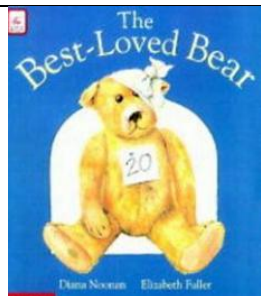
5	squares and other controlled marks. Vocabulary: Extend vocabulary through books and topics. Introduce new nouns, verbs and adjectives. Encourage children to use new words in conversation and play.	story, using pictures, objects and story language to support retelling (First, Then, Next).	Laying the Foundations for Religious Education: Know some similarities and differences between families and communities.	Thin Giving Volunteering Schedule		Christmas Pudding / Father Christmas
6	Oral Composition: Sequence and retell familiar stories. Use simple sentences to describe events, characters and experiences. Begin to join ideas using and. Independent Mark Making / Writing: Use marks and known letters to represent meaning, beginning to understand that spoken words can be recorded in print.	Knowledge and Understanding of Texts: Begin to explore fiction and non-fiction, recognising that some books tell stories while others give information.	Draw on their experiences and what has been read to them to make sense of different communities To recognise symbols carry deep meaning for people	Whole Nativity Christian Birth		I'm a Little Christmas Tree

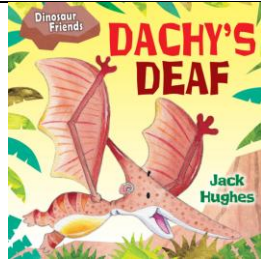
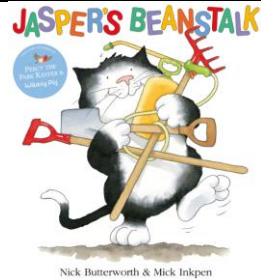
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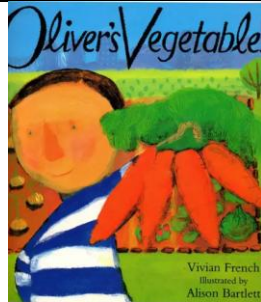
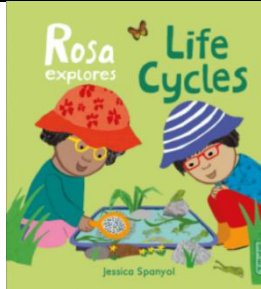
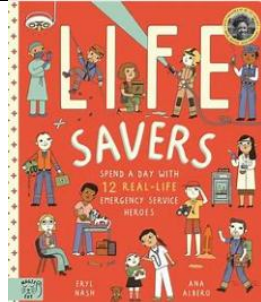
1	Gross Motor: Develop agility, balance and bilateral coordination. Combine movements and negotiate space safely. Fine Motor: Develop precision and hand-eye coordination. Manipulate smaller objects. Develop control when drawing, colouring, threading and cutting.	Speaking: Use talk to explain ideas and events, using new vocabulary and beginning to connect ideas using words such as <i>and</i>, <i>because</i> and <i>then</i>. Listening: Listen carefully and respond appropriately to what they hear during stories, conversations and class discussions.	Laying the Foundations for Geography: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them	Above Launch Rocket Space		Hickory, Dickory Dock
2	Phonological Awareness: Develop awareness of phonemes. Identify initial sounds. Explore oral blending and segmenting of simple words.	Comprehension: Show understanding – Answer simple questions about stories, including who, what, where and when, and talk about why events happened.	Laying the Foundations for Geography: Draw information from a simple map Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	First Map House		I like to Ride my Bicycle
3	Handwriting: Develop consistent pre-writing patterns and introduce			Second Journey River Mountain		Jack and Jill

4	the Down Family, focusing on controlled downward movements, correct starting points and letter formation.	Story sequence and structure: Begin to understand the structure of a story, identifying the beginning, build-up, problem and conclusion in familiar stories (Using Ready, Steady Write Characters to support) Knowledge and Understanding of Texts: Develop understanding of different text types, identifying simple features of fiction and non-fiction and beginning to understand their purposes.	Laying the Foundations for Geography: Children widen their knowledge of the world through books	Smooth Tradition Junk Textiles		Humpty Dumpty
5	Vocabulary: Develop more precise vocabulary. Explore subject-specific words through books and the wider curriculum. Encourage children to explain and describe. Oral Composition: Retell stories in sequence with increasing detail. Describe characters and settings. Use vocabulary from familiar texts. Begin to formulate ideas for writing orally.		Laying the Foundations for Design and Technology: Children support with cooking with increasing independence, measuring food and describing the process	Bao Cuisine Fluffy		Round and Round the Garden
6	Independent Mark Making / Writing: Begin to use taught sounds to write words		Laying the Foundations for Design and Technology: To follow the DT cycle and begin to plan, design and evaluate	Rough Tradition Pancake Ingredients		Mix a Pancake

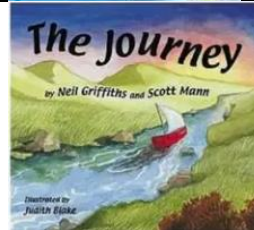
	independently for a purpose.					
End of Spring One						
1	Gross Motor: Refine control, balance and coordination. Develop accuracy when throwing, catching and aiming. Follow increasingly complex movement patterns.	Speaking: Develop ideas through conversation, using full sentences, appropriate vocabulary and different tenses when talking about past, present and future events. Listening: Maintain attention when listening and respond with relevant comments, questions or actions, demonstrating an understanding of what has been heard.	Laying the Foudations for History To develop an understanding of chronology, sequencing up to five relevant events from their own lifetime.	Different First Next After That		Head, Shoulders, Knees and Toes
2	Fine Motor: Refine dexterity and tool control. Cut along lines and shapes. Develop controlled pencil movements and accurate manipulation.		Children can discuss significant items from their own past Children can talk about a past event from beyond their own lifetime	Enough Past A long time ago		Peter Rabbit
3	Phonological Awareness: Blend and segment words orally with increasing confidence. Identify initial and final sounds.			Old Timeline Past Present		This Old Man

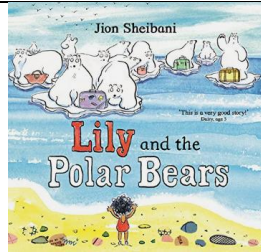
4	Explore phonemes within words. Handwriting: Develop the Down, Up and Over Family, focusing on continuous movements, consistent letter size, directionality and accurate formation.	Comprehension: Explore characters and vocabulary – Talk about characters’ feelings, actions and motivations, and begin to use newly introduced vocabulary when discussing and retelling stories.		Light Embarrassed Proud Scruffy		Hot Cross Buns
5	Vocabulary: Introduce increasingly ambitious vocabulary. Develop understanding of synonyms, descriptive language and words linked to curriculum concepts.	Story sequence and structure: Develop understanding of story structure, using Ready Steady Write characters, sequencing and retelling the beginning, build-up, problem and conclusion with increasing independence.	Laying the Foundations for Religious Education: Recognise that people have different beliefs and celebrate special times in different ways.	Both Muslim Hijab Eid		I had a Little Turtle
6	Oral Composition: Compose simple sentences orally before writing. Use story structures and repeated refrains. Develop ability to explain events, ideas and opinions.	Knowledge and Understanding of Texts: Explore a wider range of texts and recognise features	Recognise some similarities and differences between different religious communities.	Half Easter Tradition Hunt		Mary had a Little Lamb

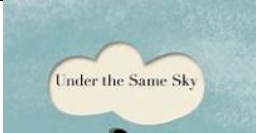
	Independent Mark Making / Writing: Write simple words and phrases independently, applying taught phonics.	such as characters, settings and events in fiction, and photographs, labels, headings and facts in non-fiction.				
End of Spring Two						
1	Gross Motor: Develop strength, stamina and coordination. Combine movements with increasing fluency. Develop control when using apparatus and equipment.	Speaking: Participate confidently in conversations and discussions, offering ideas, responding to others and using recently introduced vocabulary appropriately.	Laying the Foundations for PHSE: I can talk about what makes me unique and talk about similarities and differences positively	Later Deaf Hearing Sign-Language		Three Blind Mice
2	Fine Motor: Develop accuracy, stamina and independence. Complete increasingly detailed fine-motor tasks and use tools with confidence.	Listening: Listen attentively and respond appropriately during whole-class discussions and small-	Laying the Foundations for Science: Explore the natural world around them, making observations,	Tallest Stem Leaf Root		Ba Ba Black Sheep

3	Phonological Awareness: Blend and segment simple words independently. Identify and manipulate sounds within words. Apply phonological awareness when reading and spelling.	group interactions, building on what others have said. Comprehension: Predict and explain – Make sensible predictions about what might happen next, using events and information from the story to explain their ideas.	drawing pictures of animals and plants I can discuss how and why things happen	Below Vegetable Grow Harvest		The Muffin Man
4	Handwriting: Develop diagonal movements and introduce the Diagonal Family, combining diagonal strokes with other movements to form letters accurately and consistently.		Laying the Foundations for Science: Explore the natural world around them, making observations, drawing pictures of animals and plants	Narrow Frog Spawn Froglet Frog Tadpole		Oh Ah went the Little Green Frog
5	Vocabulary: Use a broader range of vocabulary in context.	Story sequence and structure: Confidently identify and explain the different parts of a story, including how events develop from the beginning through to the conclusion using knowledge of Ready, Steady, Write story structure	Laying the Foundations for Geography: Children explore people who work in the local area to support their community	Longer Occupation Doctor Stethoscope		Little Bo Peep
6	Encourage children to select precise words to describe, explain, compare and justify.			Longest Firefighter Paramedic		The Wheels on the Bus

	Oral Composition: Plan and orally rehearse sentences and short pieces of writing. Link ideas using a growing range of conjunctions. Retell and innovate familiar stories. Independent Mark Making / Writing: Write simple sentences independently, using phonic knowledge to spell words.	Knowledge and Understanding of Texts: Compare fiction and non-fiction texts, discussing their features and selecting texts for different purposes.				
End of Summer One						
1	Gross Motor: Apply gross-motor skills confidently and independently. Demonstrate good	Speaking: Participate in small-group, class and one-to-one discussions, offering their own ideas, using	Laying the Foundations for Science: Explore the natural world around them,	Wide Plastic Pollution Sea		One, Two, Buckle my Shoe

2	balance, coordination, spatial awareness and control in preparation for Year 1. Fine Motor: Apply fine-motor skills independently and with increasing fluency.	recently introduced vocabulary; offer explanations for why things might happen, making use of recently introduced vocabulary; and 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.	making observations, drawing pictures of animals and plants Know some similarities and differences between natural and contrasting environments, drawing experiences on what has been read	Forward / Backward Ocean Sea Rock pool		Row, Row, Row your Boat
3	Demonstrate the control and stamina needed for writing and classroom tasks. Phonological Awareness: Secure oral blending and segmenting. Hear and manipulate phonemes in words and apply this confidently to early reading and writing. Handwriting: Consolidate all letter families and develop increasingly fluent, accurate and	Listening: 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.	Laying the Foundations for Science Explore the natural world around them, making observations and drawing pictures of animals and plants Understand the importance of taking care of the natural world, including plants, animals, and the places they live	Bendy Journey River Map		The Grand Old Duke of York

	independent handwriting with consistent size, spacing, orientation and formation. Vocabulary: Apply rich and varied vocabulary independently. Use subject-specific and descriptive language confidently when speaking, writing and discussing ideas.	Comprehension: Retell stories and narratives in their own words, using recently introduced vocabulary and demonstrating understanding through discussion, explanation and anticipation of key events. Story sequence and structure: Independently retell and sequence a story using Ready, Steady, Write characters, including beginning, build up, problem and conclusion, demonstrating an	Know some similarities and differences between the natural world around them and contrasting environments			
4			Refugee Week Laying the Foundations for Science: Can discuss how and why things happen (e.g. changing matter)	Longest Leave Strange Discover		London Bridge
5	Oral Composition: Orally compose and sequence several sentences. Use story language and increasingly sophisticated vocabulary. Rehearse, refine and articulate		Laying the Foundations for Geography: Draw information from a simple map	Biggest Atlantic Pacific Indian Southern Arctic		Goosy, Goosy Gander

6	ideas before recording them independently. Independent Mark Making / Writing: Independently write simple phrases and sentences that can be read by others, representing sounds with letters.	understanding of how events connected. Knowledge and Understanding of Texts: Compare and respond to a range of texts, explain preferences, make connections between books and prior knowledge, and confidently discuss understanding of fiction and non-fiction	Transition Laying the Foundations for PHSE: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Heavier Change Similar Different		Elephants have Wrinkles
End of Summer Two						