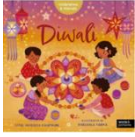
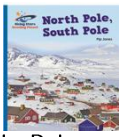




Farington Moss St. Pauls Primary School
Reception Literacy Map and Core Texts 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me!	Celebrations	Whatever the Weather?	Now and then	Minibeast Detectives	The Next Chapter
Literacy	Statutory framework for the Early Years Foundation Stage- It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					

Unit and Skills Narrative	Autumn 1 Text: The Colour Monster  Oral outcome: To retell a simple version of the story. Written outcome: Label a colour monster.	Autumn 2 Text: Chapati Moon  Oral Outcome: internalise abridged first two pages - food and actions Written Outcome: lists of foods, ingredients and actions, e.g. chop, pound ..., invitations, thank you cards	Spring 1 Text: The Great Explorer  Oral Outcome: re-telling of abridged version via sentence story map. Written Outcome: simple repetitive sentences (Tom met a polar bear) Innovated story oral/written	Spring 2 Text: The Naughty Bus  Oral Outcome: re-telling of abridged version via sentence story map in descriptive sentences. Written Outcome: Wanted poster- descriptive sentence of the bus.	Summer 1 Text: The Very Busy Spider  Spider Oral outcome: to add to the story using their own ideas. Written Outcome: To write words, phrases and captions using their own ideas based on the story.	Summer 2 Text: The Queen's Hat  Oral Outcome: re-telling of abridged version via sentence story map including adjectives. Re-tell innovated version of the story Written Outcome: simple innovated story changing the places the hat flew and the way the men moved.
Vocabulary	Happy - yellow Sad - blue Angry - red Scared / Afraid - black or purple Calm / Relaxed - green Love - pink Confused Sort	Feast Chopped Pounded Scooped Poured Sizzled Sprinkled Bubbling Bumping Luminous	Explorers Equipment Polar Frozen Arctic Antarctica Globe Inuit Snow Ice Igloo	Bus Transport Journey Vehicle Road Driver Wheels Engine Passenger Speed Naughty	Spider Web Fly Spin Spinning Cow Horse Pig Dog Cat Farm Farmyard Minibeast	London Queen Big Ben Butler Queen's men Maids Palace Corgi Sailed Whoosh Floated

Unit and Skills Non-fiction	Text: All About Families  Oral outcome: Talk about their own family and recognise other children have different families. Written outcome: Labelling a picture of their family.	Text: Diwali  Oral outcome: Recall instructions on how to make a diya lamp. Written outcome: Labelling their design of a diya lamp.	Text: North Pole/ South Pole  Oral outcome: To talk about where animals live and say if they belong in the North Pole or the South Pole. Written outcome: To label a picture of an animal from the North or South pole.	Text: William Bee's Wonderful World of things that go!  Oral outcome: To use the vocabulary learned from the book in context when retelling facts about transport. Written Outcome: To design a vehicle with labels and some captions.	Text: Why do we need bees.  Oral outcome: To use the vocabulary learned from the book in context when retelling facts about bees. Written Outcome: To write descriptive sentences about bees.	Text: People who help us.  Oral outcome: Class worship for whole school and parents. Talk about people who help us and what they want to be when they grow up. Written Outcome: Create a picture showing what they want to be when they grow up and add labels.
Unit and Skills Poetry and Rhyme	Text: Head, Shoulders, knees and toes. Oral outcome: Join in using words and actions.	Text: I'm a little snowflake Oral outcome: To know the poem and perform in our Christmas Carol Concert.	Text: 5 little polar bears. Oral Outcome: To retell the rhyme in order using number words 0-5. Written outcome: label a simple caption from the rhyme, e.g. 4 polar bears swimming.	Text: The wheels on the bus. Oral outcome: To know the rhyme and then innovate their own bus rhyme using small changes from the original. Written Outcome: to create a short	Text: Incey Wincey Spider Oral outcome: To know the rhyme and then innovate their own spider rhyme using small changes from the original. Written Outcome: to create a short	Text: My Hat - Tony Mitton Oral outcome: To know and perform the poem. Written Outcome: Draw and label their own hat.

				rhyme based on the original 'Wheels on the bus'	rhyme based on the original 'Incey Wincey Spider'	
Link Texts and Rhymes	Fiction - Funnybones by Janet and Allen Ahlberg Fiction - Incredible you Fiction - Family means Fiction - The same but different too. Fiction - Lucy's Picture Non - Fiction - My body book.	Non-fiction - Bonfire night Fiction - Ava's Poppy Non Fiction - Autumn Fiction - Owl babies Fiction - The Nativity Story Fiction - The Jolly Christmas postman - Janet Ahlberg	Fiction - Where going on a bear hunt - Michael Rosen Non Fiction - Whatever the weather - Karen Wallace Fiction - Poles Apart Fiction - A dot in the snow Non Fiction - Chinese New Year	Fiction - Farmyard Hullabaloo Fiction - Whatever Next? - Jill Murphy Fiction - Harry and his bucketful of dinosaurs. Fiction - Dear Zoo Non - Fiction - Spring	Non-Fiction - Mad about minibeasts Fiction - The Hungry Caterpillar - Eric Carle Fiction - Oliver's Fruit Salad Fiction - Superworm Non - Fiction - Usborne -Spiders Fiction - Matisse's magical trail	Fiction - Supertato Non - Fiction - People who help us Fiction - Jack and the beanstalk Non Fiction - Summer