



Aiming High, Achieving Together

Year R – Literacy Curriculum Overview 2025-2026

	Topic	Intent Purpose	Implementation Site of Application	Impact The children will:	Key Text Stimulus Poetry	Rocket Phonics progression	Handwriting
Aut 1	Healthy Me	To get to know each other and make new friends using different forms of communication. Audience New Friends, teachers and parents	To begin to write their name with support Modelled letter formation build fine and gross motor skills through modelled activities and independent play. Rainbow writing Write Dance Mark making Phase 2 Letter formation Sensory approaches to mark making	Use new language and mark making skills to communicate in different ways and establish positive relationships. write their name and recognise taught single letter sounds.	- My First Day of School - Our Feelings - Keeping Healthy - Nursery Rhymes	Week 1-2 Phase 1 – Listening games. Week 3 Introduce /s/ as s Introduce /a/ as a Week 4 Introduce /t/ as t Introduce /i/ as i Consolidate s, a, t, i Week 5 Introduce /p/ as p Introduce /n/ as n Consolidate s,a,t,p,i,n Week 6 Introduce /m/ as m Introduce /d/ as d Tricky words l, the Week 7 Introduce /g/ as g Introduce /o/ as o Tricky Words: go, to	
Aut 2	Everyday Heroes	Hero Visitors To find out what it's like to be an everyday hero. Audience Everyday Heroes visiting the school. To understand the key events in the	Continue letter formation, mark making, write dance, independent fine and gross motor activities. Begin to write their name independently VC/CVC Word building Phase 2 Letter formation Sensory approaches to letter formation	Begin to segment and identify initial sounds in words. Use correct language to ask meaningful questions Use correct language to talk about the careers/ Nativity Story Develop their speaking and listening skills. Sequence events. Practise writing name Begin to use tricky words I, the, go, no, to, do, into	- People Who Help Us - A Day with the Animal Doctors - Fire Engine - Police Rescue - I am a Vet - Nursery Rhymes	Week 8 Introduce /c/ as c Introduce /k/ as k Tricky Words: no, into Week 9 Introduce /k/ as ck Introduce /e/ as e Tricky Word: the Week 10 Introduce /u/ as u Introduce /r/ as r Tricky Word: to Week 11 Introduce /h/ as h Introduce /b/ as b Tricky Word: l Week 12 Introduce /f/ as f and ff Introduce /l/ as l	

	Christmas	Christmas story and perform to parents Audience Parents in the Christmas play.	Sequencing the Christmas Story Christmas List Christmas card – children to write to mum/ dad and their name Christmas Letters Speaking and listening through Christmas Play	Develop their speaking and listening skills. Sequence events.	• Nativity Story • I am a Christian	Tricky word: go Week 13 Introduce double letters ll, ff, ss, bb, rr, nn, pp, dd Introduce two syllable words Tricky word: into Week 14 Introduce /j/ as j Introduce /b/ as b CEW: he, she	
Spring 1	Paddington Bear	To learn about famous fictional bear characters. Audience Class bear	Continue letter formation, mark making, write dance, independent fine and gross motor activities. Independent name writing VC/CVC Word building Phase 2 Letter formation Sensory approaches to letter formation Application of Phonics taught so far Labels Verbalising adjectives and supported writing using taught phonics. Captions Shared/ modelled writing.	Begin to segment and identify taught phonemes in words. Use their phonic knowledge to write labels, adjectives and some captions. To build and use correct vocabulary to verbalise sentences. To begin reading and using tricky words he, she, me, we, be, was, my, you, her and they. To read and write with growing independence tricky words I, the, go, no, to, do, into	• Paddington Bear • We're Going on a Bear Hunt • Winnie the Pooh • Goldilocks and the Three Bears	Week 15 Introduce /w/ as w Introduce /k+s/ as x CEW: we, me Week 16 Introduce /y/ as y Introduce /z/ as z and zz CEW: be, was Revise s, a Week 17 Introduce /z/ as s Introduce /k+w/ as qu CEW: my, you Revise t i Week 18 Consolidate: j, v Introduce: w, x CEW: her, they Revise p n Week 19 Consolidate: y, z, zz Introduce: qu CEW: all, are Revise m d Week 20 Introduce /ch/ as ch Introduce /sh/ as sh CEW: he, she Revise g o	

Spring 2	On the Farm	To warn the school about the Big Bad Wolf and help find the lost pig. Audience School	Continuation of interventions for fine/ gross motor skills/ write dance/ letter formation. Application of Phonics taught so far Verbalising adjectives and supported writing using taught phonics. Labels (with either initial sound or taught phonics) Captions (It is a) Shared/ modelled writing. Sequencing (pictures from narrative) Simple sentences using tricky words taught so far, taught phonics and simple CVC words.	Growing confidence to segment and identify taught phonemes in words. Use their phonic knowledge to write labels, adjectives and some captions. Growing confidence in using correct vocabulary to verbalise sentences. To begin reading and using tricky words all, are To read and write with growing independence tricky words he, she, me, we, be, was, my, you, her and they.	- Three Little Pigs - A year on the Farm - Farmer Duck	Week 21 Introduce /oi/ as ai Introduce /ee/ as ee CEW: be, was Revise: s a t i p n I the Week 22 Introduce /igh/ as igh Introduce /oa/ as oa CEW: my, you Revise: go to no into Week 23 Introduce short /oo/ as oo Introduce long /oo/ as oo CEW: her, they Revise: ck e Week 24 Consolidate: ch, sh, th Consolidate: igh, oa, oo, oo CEW: all, are Revise: u r Week 25 Introduce /ar/ as ar Introduce /or/ as or CEW: same, one, said Revise: h b Week 26 Introduce /ur/ as ur Introduce /ou/ as ow CEW: come, do, so Revise: f l	
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Sum 1	Let's Grow	To make observations about plants and mini-beasts Audience Visiting Gardener	Continuation of interventions for fine/ gross motor skills/ write dance/ letter formation. Application of Phonics taught so far Verbalising adjectives and supported writing using taught phonics. Labels (with either initial sound or taught phonics) Captions (It is a adjective noun) (simple adj) Shared/ modelled writing. Sequencing (pictures from narrative) Simple sentences using tricky words taught so far, taught phonics and simple CVC words.	Growing confidence to segment and identify taught phonemes in words. Use their phonic knowledge to write labels, adjectives and some captions. Growing confidence in using correct vocabulary to verbalise sentences. To begin reading and using tricky words some, one, said, come, there, have, out, like, little, what. To read and write with growing independence tricky words he, she, me, we, be, was, my, you, her and they, all, are	- Jack and the Beanstalk - Coming to England	Week 27 Introduce /ou/ as ow CEW: Some, one, said Revise: E e I Week 28 Introduce /oi/ as oi CEW: come, do Revise: double letters Week 29 Introduce /eer/ as ear CEW: so, were Revise: two-syllable words Week 30 Introduce /air/ as in chair CEW: when, have, there Revise: the to Week 31 Introduce y+oor /ure/ as in manure CEW: out. like Revise: I go Week 32 Introduce /er/ as in hammer CEW: little, what Revise: no into	
Sum 2	Under the Sea	To use non-fiction texts to learn about sea creatures. To retell the story of Rainbow Fish Audience Year 1	Continuation of interventions for fine/ gross motor skills/ write dance/ letter formation. Application of Phonics taught so far Verbalising adjectives and supported writing using taught phonics. Labels (with either initial sound or taught phonics) Captions (It is a adjective noun) (simple adj) Shared/ modelled writing. Sequencing (pictures from narrative) Captions – writing sentences about the Rainbow fish story Simple sentences using tricky words taught so far, taught phonics and simple CVC words.	Growing confidence to segment and identify taught phonemes in words. Use their phonic knowledge to write labels, adjectives and some captions. Growing confidence in using correct vocabulary to verbalise sentences. To begin reading and using tricky words some, one, said, come, there, have, out, like, little, what. To read and write with growing independence tricky words he, she, me, we, be, was, my, you, her and they, all, are	- Rainbow Fish - Sharing a Shell - Shark in the Park - Fish Tales – Jane Newberry CLPE	Assess and consolidate all GPCs, CEWs, blending and segmenting skills including consonant clusters and polysyllabic words. Children to complete Section 1 of phonics screening materials.	

Mental Wellbeing	Through the exploration of key texts and reading across the wider curriculum, children will be exposed to a range of characters, experiences, behaviours and emotions. As a result of high-quality discussions accessed through the reading curriculum children will: • Know mental wellbeing is a normal part of daily life, in the same way as physical health. • Know there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • Know how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
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Tier vocabulary used throughout Children to be encouraged to ask the meaning of words and to add these to word walls in classrooms. These words are to be referred back to and modelled by the teacher when speaking and writing. When children are familiar with the meanings and understand, words to be taken down with children. Tier vocabulary words to be fluid and always changing.	Opportunities for speaking and composing of sentences. Teachers to model counting of words in sentences and encouraging children to repeat this back prior to writing.	Spelling Y1 and Y2 Children to be encouraged to think of best fit when it comes to their spelling. Which phoneme can they hear when they say the word and to have a go before writing. Class teachers to model using sound buttons and to ask the children which grapheme they think is the best one to use.
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