

Through our English curriculum, the children will be taught to speak and write fluently and will acquire the essential language skills needed to participate fully as a member of society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Inspiring and enabling our school community to live life to the full



**Crowthorne Church of England Primary School
Reception**

English – Annual Overview of Learning

Characteristics of an Effective Learner

- Courage
- Commitment
- Collaboration
- Creativity
- Curiosity

Autumn Term Unit 1: Familiar Stories/Favourite Stories Key texts: Gruffalo, The Three Little Pigs, Goldilocks & the Three Bears, Rhyming books			
Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>To hear and say the initial sound in a word. To hold their pencil using a tripod grip. To develop their mark making skills. Eg, drawing vertical and horizontal lines, zigzags, circles. To write the letters in their name.</p> <p>Introduce the teaching of cursive writing.</p>	<p>To recognise and read their name To hear and say the initial sound in a word. To understand what rhyming words are and to identify them in stories and matching objects. To talk about and retell their favourite stories.</p>	<p>Begin to teach phase 2 sounds.</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Links statements and stick to a main theme of intention.</p> <p>Use language to imagine and recreate roles and experiences in play situations Introduces a storyline or narrative into their play.</p>
Unit 2: Fairytales Key texts: Cinderella, Little Red Riding Hood, Hansel & Gretel, The Gingerbread Man, Shrek			
<p>To say the initial sound in a word and attempt to write it Segment the sounds in CVC words and attempt to record phoneme-grapheme correspondences. Write and form phase 2 letters correctly. Write lists linked to different contexts and respond to different stories.</p>	<p>To respond to a story with relevant comments, questions or actions. To sequence the events in a story by identifying the beginning, middle and end. Say the sounds in CVC words and practise blending them together. To develop their own narratives using characters and events that are influenced by their experience of books.</p> <p>Enjoy an increasing range of books</p>	<p>Teach Phase 2 sounds Teach to read first 5 Phase 2 high frequency words</p>	<p>Use language to imagine and recreate roles and experiences in play situations Introduces a storyline or narrative into their play.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduce a storyline or narrative into their play.</p>

Unit 3: Toys (Need to review this unit) May continue with fairytale stories & favourite stories. Key texts: 'Robots' by Roger Stevens			
<p>Segment the sounds in words and attempt to record phoneme-grapheme correspondences.</p> <p>Write and form phase 2 letters correctly.</p> <p>Use their sound knowledge to write labels and captions.</p> <p>Introduce finger spaces and full stops through modelled writing.</p> <p>To form a simple sentence using word cards eg. I like hopping.</p>	<p>To identify and understand what an author, illustrator and blurb is on a book.</p> <p>To listen to poetry and talk about how it is different to a story.</p> <p>Blend the sounds in CVC words.</p>	<p>Teach end of Phase 2 & begin Phase 3 sounds</p> <p>Teach to read the first 10 high frequency words</p>	<p>Talking about their favourite toys: Children express themselves effectively, showing awareness of listeners' needs.</p> <p>Links statements and sticks to a main theme or intention</p> <p>Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>

Unit 4: Christmas Key texts: The Christmas Story,			
<p>Segment the sounds in CVC words and attempt to record phoneme-grapheme correspondences.</p> <p>Write and form phase 2, beg 3 letters correctly.</p> <p>Use their sound knowledge to write simple sentences.</p> <p>To use their sound knowledge to write a letter to Father Christmas.</p> <p>To write Christmas cards and know how to spell 'to', 'dear', 'mummy', 'daddy', 'love', 'from'.</p>	<p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions.</p> <p>Begin to understand how stories are put together with a beginning, middle & end.</p> <p>Learn the character names in the nativity story and talk about key events in the story.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Teach Phase 3 sounds</p> <p>Teach to read first 15 high frequency words</p> <p>Begin to spell: was, the, my, no, put, said, me, into, I, go, from, do</p>	<p>Children listen attentively in a range of situations.</p> <p>Speak in front of an audience for the Reception Christmas play.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>

Spring Term Unit 1: Dinosaurs Key texts: 'Dinosaurs & All that Rubbish' and 'Harry and the Bucketful of Dinosaurs'.			
<p>Writing Including: Handwriting and Presentation</p>	<p>Reading</p>	<p>SPaG</p>	<p>Speaking and Listening</p>

<p>Segment the sounds in CVC words and write the correct phoneme-grapheme correspondences.</p> <p>Write and form phase 2, beg 3 letters correctly.</p> <p>Use their sound knowledge to say and write simple sentences that can be read by themselves and others.</p> <p>To learn the features of a poster and create one in response to a story.</p> <p>To use their sound knowledge to write thank you cards and tickets for their imaginary play.</p> <p>Write a rhyming string</p>	<p>To identify the descriptive words in a text and begin to use similes.</p> <p>Suggest how a story may end.</p> <p>Read some common irregular words.</p> <p>Blend sounds together to read CVC words and rhyming strings.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Demonstrate understanding when talking with other about what they have read.</p>	<p>Teach Phase 3 digraph sounds</p> <p>Teach to read first 15 high frequency words</p> <p>Spell the first 10 high frequency words</p>	<p>To listen to and identify rhyming words.</p> <p>Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Use language to imagine and recreate roles and experiences in play situations</p> <p>Introduces a storyline or narrative into their play.</p>
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Unit 2: Healthy Food

Key texts: Smoothie recipes, The Very Hungry Caterpillar, Supertato 1 & 2.

<p>To understand that writing can be used for different purposes: to write a shopping list, to write the steps on how to make a smoothie, to write a menu for a Chinese restaurant.</p> <p>To understand the purpose of a recipe, a shopping list and a menu.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p> <p>To understand what a descriptive word is and use them in their writing to describe food.</p>	<p>To use their sound knowledge to read simple recipes and understand the purpose of a recipe.</p> <p>To read food topic words.</p> <p>Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately</p> <p>To blend the sounds in CVC/CVCC/CCVC words.</p>	<p>Teach Phase 3 digraph sounds</p> <p>Spell the first 10 high frequency words</p>	<p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>To talk about their likes and dislikes with others.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories and events.</p>
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Unit 3: Animals Key texts: What the Ladybird Heard/ What the Ladybird Heard Next (Fiction)			
<p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To use their sound knowledge to write a sentence about a cat called Stanley. To read their sentence writing and for it to be read by others</p> <p>To phrase/create a sentence, that makes sense, about a picture and attempt to write it. (Attempts to write short sentences in meaningful contexts)</p> <p>To use finger spaces and full stops.</p>	<p>Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Read some common irregular words.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p>To recognise that a story has a beginning, middle and end.</p> <p>To blend the sounds in CVC/CVCC/CCVC words.</p> <p>To use what they know about the story to predict what may happen, to comment on characters motives and key events</p> <p>Enjoys an increasing range of books</p>	<p>Revise and teach phase 3 sounds</p> <p>Spell the first 20 High Frequency words</p>	<p>Plays alongside other children who are engaged in the same theme</p> <p>They represent their own ideas, thoughts and feelings through role play.</p> <p>Children express themselves effectively, showing awareness of listener’s needs.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>
Unit 4: Life Cycles Key texts: Non Fiction: Life Cycle: Tadpole to Frog. Life Cycle: Caterpillar to Butterfly. Add other life cycle books			
<p>To phrase their ideas into a sentence and write a caption about each stage of a life cycle.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p> <p>To understand the importance of finger spaces and how to use them.</p>	<p>Know that information can be retrieved from books and computers.</p> <p>Answer ‘why’ and ‘how’ questions about the text.</p> <p>Knows the difference between a fiction and non-fiction text. To learn the key features of an information book</p> <p>Can use a contents page and page numbers accurately to locate information.</p>	<p>Begin to teach Phase 4 words: CVCC/CCVC words.</p> <p>Spell the first 20 High Frequency words</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>They explain why some things occur, and talk about changes</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books</p>

To understand the purpose of capital letters and full stops.			
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Summer Term
Unit 1: Non Fiction: Space/Story Writing Unit
Key texts: Whatever Next (Jill Murphy) How to Catch a Star (Oliver Jeffers)

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>Children can spell phonically regular words of more than one syllable as well as many irregular by high frequency words.</p> <p>They use features of narrative in their own writing.</p> <p>Model using speech marks to show when a character is speaking in a story.</p> <p>To use finger spaces and full stops, followed by a capital letter.</p> <p>To use their own story map to write a Space story.</p> <p>To include adjectives and speech to their own Space story</p> <p>(NC) To sequence sentences to form short narratives</p>	<p>Children read and understand simple sentences</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately</p> <p>They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>To suggest a different ending. To understand and talk about the main events in the story</p> <p>Reading Exceeding: Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p>Match upper case letters with the lower case letters</p>	<p>Teach Phase 4 words/ consonant blends Spell the first 25 high frequency words.</p>	<p>Use language to imagine and recreate roles and experiences in play situations Introduces a storyline or narrative into their play.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Use the story map to 'talk the story'.</p> <p>To use expression in the way that they retell a story.</p>

Unit 2: Non Fiction - Transport
Key texts: Mr Gumpy's Outing/ Mr Gumpy's Motorcar (John Birmingham)

<p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words</p> <p>They write simple sentences which can be read by themselves and others</p>	<p>To order the key pictures in the story and talk about the main events.</p> <p>To compare the books Mr Gumpy's Outing and Mr Gumpy's Motor Car by talking about its similarities and differences.</p> <p>Reading Exceeding: Children can read phonically regular words of</p>	<p>Consolidate phase 4 words and begin to teach Phase 5 sounds. Spell the first 30 high frequency words</p> <p>To edit the sentences about the story of Mr Gumpy's Outing by using capital letters and full stops. To read sentences aloud to check they grammatically make sense.</p>	<p>To extend vocabulary of verbs related to animals.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books</p>
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<p>Some words are spelt correctly and others are phonetically plausible</p> <p>Exceeding Writing: Children can spell phonically regular words of more than one syllable as well as many irregular by high frequency words.</p> <p>They use features of narrative in their own writing.</p> <p>(NC) Composing a sentence orally before writing it. Sequencing sentences to form short narrative (NC) Re –read what they have written to check that it makes sense Begin to teach letter joins in handwriting</p>	<p>more than one syllable as well as many irregular but high frequency words.</p>	<p>To know how to write the ‘ed’ ending in words.</p>	
<p>Unit 3: Poetry Key texts: Commotion in the Ocean</p>			
<p>To use time connectives as sentence starters (first, then, next, after, finally)</p> <p>To punctuate their sentences with full stops and capital letters.</p> <p>To say out loud what sentence they are going to write before they write it.</p> <p>Begin to teach letter joins in handwriting</p>	<p>(NC) to appreciate rhymes and poems and to recite some by heart.</p> <p>To learn what a rhyming couplet is.</p> <p>To enjoy listening and learning poetry.</p> <p>To identify rhyming couplets in a poem.</p>	<p>Teach Phase 5 sounds Spell the first 35 high frequency words</p>	<p>To rehearse and learn a poem by memory and say it out loud.</p> <p>To extend their vocabulary of sea creatures and adjectives to describe them.</p> <p>(NC) Discuss word meanings, link new meaning to those already known.</p>
<p>Unit 4: Holidays Key texts: Dougal’s Sea Diary (Simon Bartram)</p>			
<p>Write a diary entry about what an imaginary adventure being a scuba diver.</p> <p>To use descriptive language to describe the sea creatures.</p> <p>To use time connectives as sentence starters (first, then, next, after, finally)</p> <p>(NC) Join words and clauses using ‘and’ and ‘then’.</p>	<p>To learn the features of a diary entry.</p> <p>To understand the purpose of a diary.</p> <p>(NC) To predict what might happen on the basis of what has been read so far</p> <p>(NC) Explain clearly their understanding of what is read to them.</p> <p>(NC) Read accurately by blending sounds in unfamiliar words containing GPCs that have</p>	<p>Teach Phase 5 sounds Spell the first 40 high frequency words</p>	<p>To extend their vocabulary of descriptive words. (NC) Discuss word meanings, link new meaning to those already known.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books</p>

<p>Use their sound knowledge to write sentences about their favourite holiday or place.</p> <p>To use the word 'because' in their writing.</p> <p>To use their sound knowledge to write a postcard to George the Giraffe.</p> <p>Begin to teach letter joins in handwriting</p> <p>(NC) Re –read what they have written to check that it makes sense.</p>	<p>been taught.</p>		
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