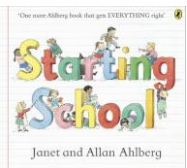

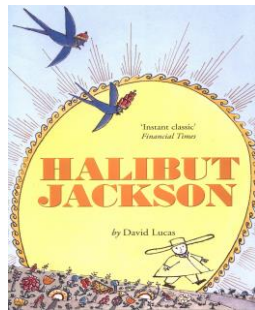


Mrs Bland's Infant and Nursery School – English Overview – Reception

RECEPTION – ENGLISH OVERVIEW	<p>Early Years Foundation Stage: Communication and Language By the end of Reception, pupils should:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 			<p>Early Years Foundation Stage: Literacy By the end of Reception, pupils should be taught to:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 			
	Autumn 1 'Marvellous Me'	Autumn 2 'Let's Celebrate!'	Spring 1 'Once Upon a Time'	Spring 2 'Things that Grow'	Summer 1 'Quests & Journeys'	Summer 2 'Oceans & Sea'	
<p>Narrative (C&L/L/PSED): Story linked to first-hand experience of starting school – children to share their own experiences during their first week at school (1 week)</p> 	<p>Narrative (C&L, L, UW): Books which teach the children about a significant religious festival in Hindus – Diwali. Children to sequence the story of Rama and Sita and write labels/ captions about how Diwali is celebrated (1 week)</p>	<p>Narrative (C&L, L): Sequence and retell a story using Pie Corbett's Talk for Writing approach – Imitation and teach 'The Little Red Hen' song' to reinforce the sequence of events</p>	<p>Non-Fiction (C&L, L, UW): Books and information about farming in preparation for the visit to Rushall Farm. Children to use colourful semantics write sentences linked to farming pictures (1 week)</p>	<p>Narrative: (C&L, L): Sequence and retell a story using Pie Corbett's Talk for Writing approach – Imitation and Innovation by changing the setting and adding new sound effects linked this (2 weeks)</p>	<p>Poetry (C&L, L): Learn and recite seaside poems. Children to write a seaside senses poem e.g. I can see..., I can hear... (1 week)</p> 		

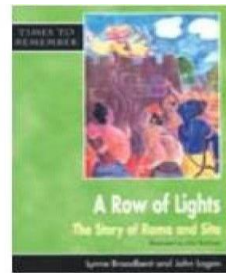
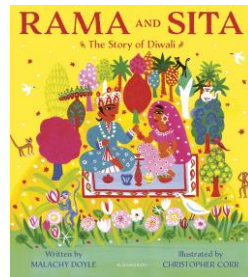
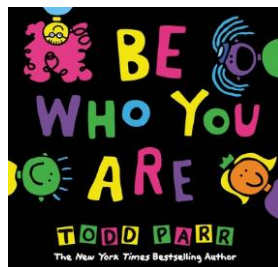
Narrative (C&L/L/PSED):

Story linked to first-hand experience of different feelings and when the children have experienced these – introduction of colourful semantics to orally plan and rehearse sentences (1 week)

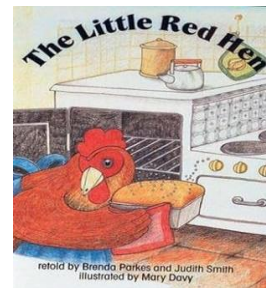
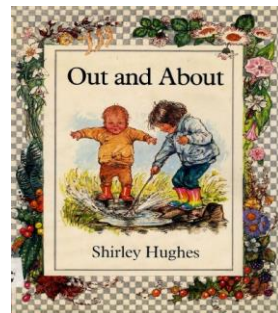


Narrative (C&L/L/PSED):

Story which embraces unique qualities and traits – what makes them special. Children to draw a picture of themselves, add their name and share a sentence about themselves (1 week)

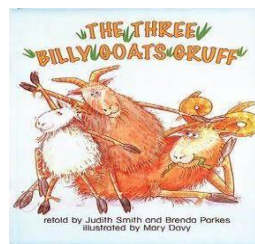


Poetry (C&L, L): Learn and recite a poem linked to fireworks – ‘Fire’ by Shirley Hughes. Children to write a fireworks senses poem e.g. I can see..., I can hear... (1 week)



Children to write speech bubbles, choosing one of the animals from the story and write a simple set of instructions for how to make bread based on first-hand experience (2 weeks)

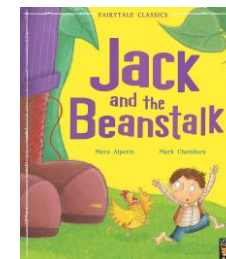
Narrative (C&L, L): Sequence and retell a story using Pie Corbett’s Talk for Writing approach – Imitation (2 weeks)



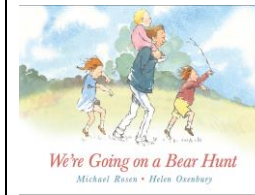
Children to use the class story map and puppets to retell the story, using story

Non-Fiction (C&L, L, UW): Recount of visit to Rushall Farm using photographs taken during the visit (1 week)

Narrative (C&L, L): Sequence and retell a story using Pie Corbett’s Talk for Writing approach – Imitation and Innovation by getting the children to imagine Jack climbed the beanstalk and found a different setting and characters at the top (2 weeks)

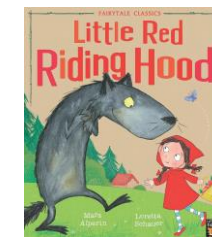


Narrative and Non-Fiction (C&L, L, UW): Books linked to growing (2 weeks)
Children to plant their own sunflower seed and record their observations in their

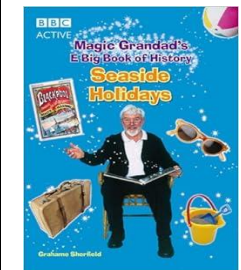
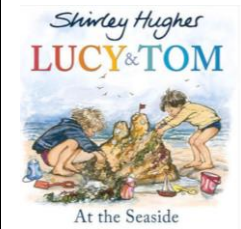


Narrative and Non-Fiction (C&L, L, UW): Books about explorers and expeditions – link the story to the famous explorer Ernest Shackleton
Children to take on the role of explorers and write a list of what they will need and then write about their expedition experience (1 week)

Narrative (C&L, L, UW): Sequence and retell a story using Pie Corbett’s Talk for Writing approach – Imitation



Narrative & Non-Fiction (C&L, L, UW): Read and compare a fiction and non-fiction book about the seaside (2 weeks)

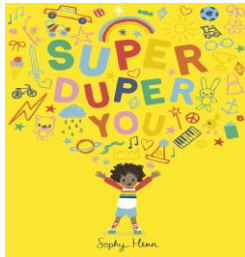


Compare seaside holidays to now and then and write about old and new artefacts

Narrative (C&L, L): Story based on a fish who lives deep in the ocean whose wishes come true (1 week)

Narrative (C&L/L/PSED):

Rhyming story about the characteristics that make us unique and special. Children to use the word 'and' to connect one idea to another e.g. I am funny and brave and draw around their hands and write their name in the middle before adding drawings/symbols of the things they like to do (1 week)

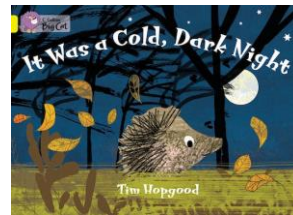
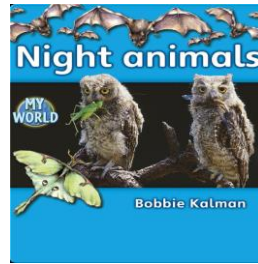


Poetry (C&L, L, UW): Learn and recite rhymes, poems and songs linked to Harvest to perform in whole school Harvest assembly (1 week).



Narrative& Non-Fiction (C&L, L, UW):

Books which link to/reinforce Science teaching about nocturnal animals (1 week)



Children to draw and label a nocturnal animal and write a sentence/ sentences about it e.g. The fox has a long tail

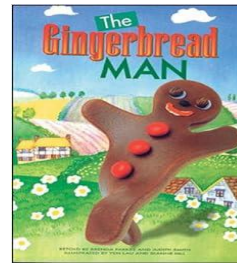
Narrative (C&L, L, UW):

Story which teaches the children about the Christmas story – link to Christmas performance. Children to sequence the story and write accompanying labels/ sentences (1 week)

language and write a character description about the troll.

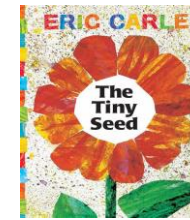
Narrative (C&L, L):

Sequence and retell a story using Pie Corbett's Talk for Writing approach – **Imitation** and **Innovation** (2 weeks)



Link to Chinese New Year and create a new story titled 'The Spring Roll Man'

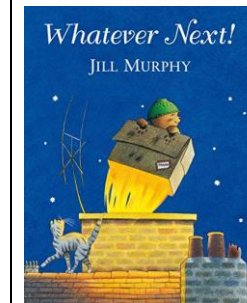
sunflower diaries



Children to follow a recipe to make cookies and then write a simple set of instructions based on first-hand experience (2 weeks)

Narrative (C&L, L):

Imaginary story about a bear and his adventure to the moon



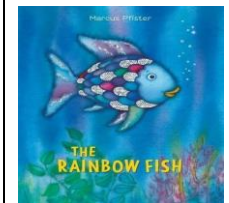
Writing for different purposes linked to the story – list writing, story sequencing and writing, postcards, writing about an imaginary setting



Children to write about what they wish they could do: I wish I could fly to the moon...I wish I could be invisible...

Narrative (PSED, C&L, L):

Story which teaches a lesson about sharing and friendship (1 week)

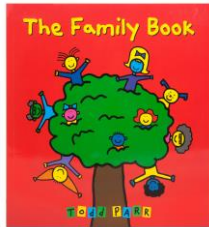


Children to write a friendship recipe – what ingredients make a good friend?

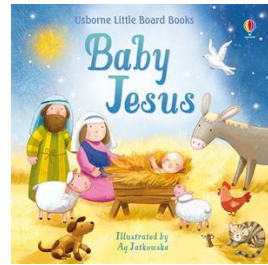
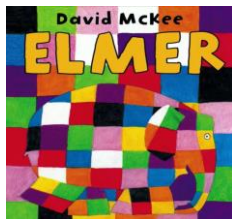
Non-Fiction (C&L, L, UW):

Information books linked to creatures that live under the sea

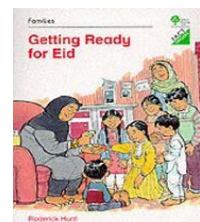
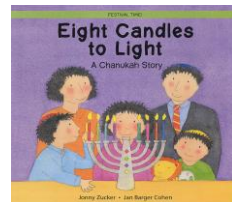
Narrative and Non-Fiction (C&L, L, UW): Books which feature all kinds of families and their lives together. Children to draw and label their family or use sentence starters to talk about your family




Narrative (C&L/L/PSED): Story collection which focus on uniqueness and friendship. Children to design their own pattern for an elephant and add labels or captions to describe it.



Narrative (C&L, L, UW): Books which teach the children about significant religious festivals – Hanukkah & Eid. Children to create mind maps to show the different ways the festivals are celebrated (1 week)



Each child to create a page for a class book titled 'Under the Sea' (1 week)

		<p>Narrative (C&L, L, UW): Different purposes for writing - children to write Christmas wish lists and letters to Father Christmas (2 weeks)</p> 				
<p>HANDWRITING</p> <p>NELSON HANDWRITING PROGRAMME – RECEPTION</p>	<p>Weeks 1-3: Focus on establishing good writing habits e.g. correct position when writing, correct pencil grip</p> <p>Write From the Start – The Teodorescu Perceptuo-Motor Programme – Book 1</p> <p>Write From the Start – The Teodorescu Perceptuo-Motor Programme – Book 2</p> <p>Nelson: Unit 1a &1b - Developing fine motor control</p> <p>Unit 2 - Hand-eye co-ordination</p> <p>Unit 3 - Producing a controlled line</p>	<p>Units 29-35 – Work through the Phase 3 individual letter formation in the order they are taught in the phonics programme e.g. j, v, w, x...</p> <p>Unit 36 – Individual letter formations of ‘anti-clockwise’ round letter family</p> <p>Unit 37 – Individual letter formations of ‘down and retrace up’ letter family</p> <p>Unit 38 – Forming letters correctly to form words; writing labels clearly</p>	<p>Work through the letter families in the following order (using the Nelson Handwriting programme) with a focus on forming the lower-case letters, starting and finishing in the correct place and positioning correctly on the line:</p> <p>Curly Caterpillar Letters (Set 1) – c, a, d, g, q, e, s, f, o</p> <p>Ladder Letters (Set 2) – l, i, t, u, j, y</p> <p>One-Armed Robot Letters (Set 3) – r, b, n, h, m, k, p</p> <p>Zigzag Monster Letters (Set 4) – v, w, x, z</p>			<p>Consolidate formation of the lower-case letters. Once the children are secure in their lower-case letter formation, move on to:</p> <p>Unit 48 - capital letters A, Z, M, N</p> <p>Unit 49 - capital letters V, W, X, Y</p> <p>Unit 50 - capital letters B, D, P, R</p> <p>Unit 51 - capital letters C, G, O, Q</p> <p>Unit 52 - capital letters S, U, J, K</p> <p>Unit 53 - capital letters E, F, H, I</p> <p>Unit 54 - capital letters T and L</p> <p>Unit 55 - Pre-numeral patterns</p> <p>Units 56 and 57 - Numbers 1 to 10</p>

	<p>Unit 4 - Pre-letter formation practice</p> <p>Week 4 onwards:</p> <p>Units 5-27 – Work through the Phase 2 individual letter formation in the order they are taught in the phonics programme e.g. s, a, t, p...</p>			
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