

# St Mary's Catholic Primary and Nursery

## English Overview of Learning 2022-2023

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Nursery</u>	<u>What makes me special?</u>	<u>How do we Celebrate?</u>	<u>Is the Moon made of cheese?</u>	<u>Where do the wheels on the bus go?</u>	<u>Can pigs fly?</u>	<u>Where does the sea end?</u>
<b>Communication and Language (English)</b>	<b>Focused text: Monkey Puzzle</b>  Fiction: Julia Donaldson: <i>The Gruffalo</i> , <i>Smartest Giant in town</i> , <i>Fox's socks etc...</i> (Rhyme), nursery rhyme books, <i>I want my potty</i> , <i>my mum</i> , books about settling into school, <i>harry and the dinosaurs</i> , <i>rainbow fish</i> Non Fiction: growing up, changes in our bodies, the weather, families, labels, lists	<b>Focused text: The Gingerbread man</b>  Fiction: the history of Winnie the pooh, letters from the lighthouse, fireman sam books, fireman stories, Christmas Postman, <i>The first Christmas</i> , <i>The Nativity</i> , Christmas books Favourite stories and nursery rhymes – <i>humpty dumpty</i> , <i>incy wincy spider</i> , <i>grand old duke of York</i> , <i>gingerbread man</i> , <i>three billy goats gruff</i> , Non-Fiction: <i>Soldiers</i> , firemen, labels, lists, birthday cards, Christmas cards	<b>Focused text: Whatever Next</b>  Fiction: <i>Q Pootle 5</i> , <i>Aliens love underpants</i> , <i>You choose in space</i> , <i>goodnight spaceman</i> , Non Fiction: <i>eight planets</i> , <i>rockets</i> , <i>moon</i> , <i>astronauts</i> , <i>gravity</i> ,	<b>Focused text: Naughty bus</b>  Fiction: <i>Rosie's walk</i> , the train ride, <i>Mr Grumpy's outing</i> , <i>toddle waddle</i> , <i>Maisy's bus</i> , <i>snail and the whale</i> Non Fiction: parts of a bus, road surfaces, similarities and differences between transport,	<b>Focused text: Farmer duck</b>  Fiction: <i>hullabaloo farm</i> , <i>scarecrows wedding</i> , <i>farm 123</i> , <i>little red hen</i> , <i>squash and a squeeze</i> , <i>owl babies</i> , <i>Rosie's walk</i> , <i>Hattie Peck</i>  Non-Fiction: tractors, the workings of a farm, milking a cow, cleaning & caring for animals, machinery on a farm, collecting eggs	<b>Focused text: Commotion in the Ocean</b>  Fiction: sharing a shell, bright Stanley, <i>tiddler</i> , <i>Lighthouse Keepers Lunch</i> , <i>Billy's bucket</i> , 10 little pirates, shark in the park, Non-Fiction: RNLI – safety at the seaside, boats, weather, staying safe in the sun
<b>Author Focus (Developing a love for reading)</b>	Nick Butterworth ( <i>Percy the Park keeper</i> books, <i>Jaspers beanstalk</i> , <i>Albert the bear</i> , <i>when there's work to do</i> , <i>my dad is brilliant</i> , <i>my mum is fantastic</i> , <i>my grandma is</i>		Martin Wadell ( <i>Farmer Duck</i> , <i>owl babies</i> , <i>can't you sleep little bear?</i> , <i>snow bears</i> , <i>the pig in the pond</i> , <i>sailor bear</i> , <i>Let's go home little bear</i> , <i>room</i>		Rod Campbell ( <i>Oh Dear!</i> , <i>Noisy Farm</i> , <i>Dear Zoo</i> , <i>look after us</i> , <i>its mine!</i> , <i>animal book</i> , <i>farm 123</i> , <i>fluffy chick</i> , <i>little mouse</i> , <i>farm chase</i> , <i>farm babies</i> ,	

	wonderful, my Grandpa is amazing, Tiger, Trixie, Jingle bells)	for a little one, Baaboom!, The super swooper dinosaur, )	Buster's zoo, Can you?, animal rhymes, Where's Teddy?, my presents)
<p>Five books to read over and over and have in book area all year round so that children can "Read" them – RWI</p> <p>The Gruffalo - Julia Donaldson, The tiger who came to tea – Judith Kerr, The Rainbow Fish – Marcus Pfister, Owl Babies- Martin Waddell, We're Going on a Bear Hunt – Michael Rosen.</p>			
<p><b><u>Communication and Language &amp; Literacy</u></b></p> <p><b><u>Listening, Attention and Understanding</u></b></p> <p>Listening – listen to others 1:1/in groups/whole class, in familiar and new situations, during conversations or activities, listen to stories with enjoyment and interest.</p> <p>Attention – Maintain attention in different contexts, attend to other people (adults, peers, both familiar and unfamiliar)</p> <p>Respond – with relevant comments, questions of their own or actions when listening to stories, to instructions and when engaging in play activities e.g. role play/creative expression.</p> <p>Interact with and respond to others in a range of situations including small group interactions, whole class discussions and during play. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc.</p> <p><b><u>Speaking – Speak Clearly</u></b></p> <ul style="list-style-type: none"> <li>•Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation.</li> <li>•Communication – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts including small group, whole class and 11discussions.</li> <li>•Questioning – ask and answer questions in different contexts including group activities, during their play, daily routine, personal conversations with others etc.</li> <li>•Uses Tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events.</li> <li>•Reasoning – talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts. Offer explanations for why things might happen.</li> <li>•Clarify Thinking – use talk to connect ideas, and share their thinking indifferent contexts.</li> <li>•Narrative – use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts and offer explanations for why things happen.</li> </ul>			

## **Reading**

*Listen attentively to a story at the appropriate interest level.*

- *Recite simple rhymes, songs and poems.*
- *Differentiate between text and illustrations.*
- *Understand that print conveys meaning.*
- *Hold a book correctly and turn pages from front to back and recognise front and back cover.*
- *Know that in English print is read from left to right and top to bottom.*
- *Use picture clues to help read a simple text (summer term)*
- *Predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations).*
- *Talk about events, settings and characters.*
- *Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories.*
- *Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems.*
- *Respond to questions about who, what, where, when linked to text and illustrations.*
- *Sequence a simple story or event.*
- *Use gestures and actions to act out a story, event or rhyme from text or illustrations.*
- *Make predictions and anticipate key events based on illustrations, story content and title.*
- *Respond to questions about how and why something is happening.*
- *Say what a character might be thinking, saying or feeling.*
- *Say how they feel about stories and poems.*

- Recall the main points in text in the correct sequence.
- Use the structure of a simple story when re-enacting and re-telling in their own words.
- Talk about the themes of simple texts, (e.g. good over evil).
- Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.

#### **RWI Phonics (7 children in autumn term)**

- Aspect 6 – Voice sounds - to distinguish between different vocal sounds and to begin oral blending and segmenting.
- Aspect 7 – Oral blending and segmenting - the main aim is to develop oral blending and segmenting skills.
- Linking sounds to letters - saying the phonemes from the RWI scheme (Hear, say, read letters), Oral blending, blending for reading.
- Orally blend sounds to make simple words.
- Use decoding to read
- Blend phonemes to read a range of words building towards automaticity, fluency and accuracy.

#### **Phonics (20 Children in autumn term)**

- Aspect 1 – General sound discrimination,- Environmental – children to be aware of sounds around them in the environment and develop listening skills
- Aspect 2 - General sound discrimination – instrumental sounds develop children’s awareness of sounds made by various instruments and noise makers.
- Aspect 3 – General sound discrimination – body percussion - develop children’s awareness of sounds and rhythms. Listening to music and developing a sounds vocabulary.
- Aspect 4 – Rhythm and rhyme- to develop children’s appreciation and experiences of rhythm and rhyme in speech.
- Aspect 5 – Alliteration- The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.
- Aspect 6 – Voice sounds - to distinguish between different vocal sounds and to begin oral blending and segmenting.
- Aspect 7 – Oral blending and segmenting - the main aim is to develop oral blending and segmenting skills

#### **Emergent Writing**

- Develop language skills (listening and talking) in a range of contexts.
- Show awareness that writing communicates meaning.
- Give meaning to the marks they make.
- Understand that thoughts can be written down.

- Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc).

- Make marks and drawings using increasing control.

- Use some recognisable letters and own symbols.

- Write letters and strings, sometimes in cluster like words.

- Beginning to use appropriate letters for initial sounds.

- Use writing in their play.

### **Transcription – Summer term**

Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

- Segment sounds in simple words.

- Segment to write VC and CVC words independently using Phase 2

- Write own name.

### **Handwriting – see also fine motor skills**

- Write left to right and top to bottom.








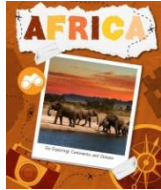
- Form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated.

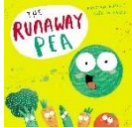
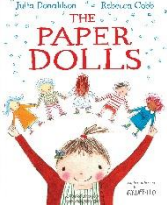
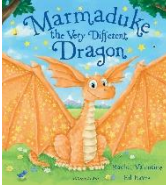

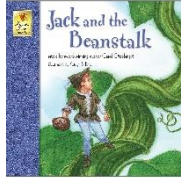
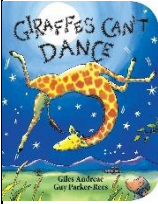
- Know how to form clear ascenders ('tall letters') and descenders ('tails').

- Form some capital letters correctly, including the initial letter of their name.

- Form letters from their name correctly.

(N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly).

<b>Reception</b>  <b>Cross Curricular theme</b>	<b>What makes me special?</b>  	<b>What's your toy story?</b>  	<b>Are Dragons Real?</b>  	<b>How does Jack's beanstalk grow?</b>  	<b>Can Giraffe's dance?</b>  	<b>Do you like to be beside the seaside?</b>  
<b>Communication and Language</b>	<p>Good sitting and listening rules</p> <p>Enjoy a story.</p>  <p>Learn and use a wide range of vocabulary.</p> <p>Follow a 2-part instruction.</p> <p>Understand why questions.</p> <p>Sing a large repertoire of songs and rhymes.</p> <p>Engage with non-fiction text.</p>	<p>Pay attention to more than one thing at a time.</p> <p>Learn and use a wide range of vocabulary.</p> <p>Sing a large repertoire of songs and rhymes.</p> <p>Start a conversation with an adult or friend.</p> <p>Engage with non-fiction text.</p>	<p>Listen to a story and recall key points.</p> <p>Learn and use a wide range of vocabulary.</p> <p>Answer a 2-part question.</p> <p>Sing a large repertoire of songs and rhymes.</p> <p>Talk about familiar books.</p> <p>Engage with non-fiction text.</p>	<p>Learn and use a wide range of vocabulary.</p> <p>Sing a large repertoire of songs and rhymes.</p> <p>Ask questions to find out more and clarify understanding.</p> <p>Familiarity and understanding about stories.</p> <p>Engage with non-fiction text.</p>	<p>Learn and use a wide range of vocabulary.</p> <p>Sing a large repertoire of songs and rhymes.</p> <p>Talk to organise play.</p> <p>Speak in well formed sentences.</p> <p>Describe events in detail.</p> <p>Explain how things work and why they might happen.</p> <p>Deep familiarity and retell story.</p> <p>Engage with non-fiction text.</p> 	<p>Learn and use a wide range of vocabulary.</p> <p>Sing a large repertoire of songs and rhymes.</p> <p>Connect ideas using connectives.</p> <p>Engage with non-fiction text.</p>
<b>Focussed Author</b>	<b>Jill Murphy</b>	<b>Jill Murphy</b>	<b>Mick Inkpen</b>	<b>Mick Inkpen</b>	<b>Eric Carle</b>	<b>Eric Carle</b>

<p><b>English</b></p>	<p><b>Core Text</b> The Runaway Pea by Kjartan Poskitt</p>  <p><b>Skill-recipe/lists</b></p> <p><b>Linked Texts</b> Children's favourite stories and rhymes Oliver's vegetables / fruit salad Supertato series Funnybones Argh! There's a Skeleton Inside You! – Idan Ban-Barack</p>  <p><b>Non- Fiction</b> Me and My Amazing Body – Joan Sweeney</p> <p><b>Rhymes - linked to Ourselves-</b> Head, Shoulders, knees and toes. If you're happy and you know it.</p> <p><b>Rhymes – linked to vegetables</b> – One tomato, two tomatoes, Five little peas in a peapod pressed</p> <p><b>Poetry</b> Pancakes by Christina Rossetti</p>	<p><b>Core Text</b> The Paper Dolls by Julia Donaldson</p>  <p><b>Skill - innovation of paper character</b></p> <p><b>Linked Texts</b> Kipper's Toy Box Old Bear Toy Story Pip and Posy The Big Balloon by Alex Sheffler Harry and his Bucketful of Dinosaurs by Ian Whybrow Dogger <b>Non-Fiction</b> Having fun Then and Now by Vicki Yates</p> <p><b>Rhymes</b> If you go down to the woods today Teddy Bear, Teddy Bear</p>	<p><b>Core Text</b> Marmaduke A Very Different Dragon by Rachel Valentine</p>  <p><b>Skill</b></p> <p><b>Linked Texts</b> The trouble with dragons How to catch a dragon The different dragon The knight who wouldn't fight The boy who grew dragons The Runaway Wok – Ying Chang Compestine Lanterns and Firecrackers: A Chinese New Year Story – Johnny Zucker Dragon Post – Emma Yarlett</p>  <p><b>Non-Fiction</b></p>	<p><b>Core Text</b> Jack and the Beanstalk</p>  <p><b>Skill-reporters video</b></p> <p><b>Linked Texts</b> Fairytale The tiny seed by Eric Carle Hettie Peck by Emma Levey Tadpoles Promise by Jeanne Willis The Very Hungry Caterpillar by Eric Carle One Springy Day – Nick Butterworth Eggday – Joyce Dunbar Jasper's Beanstalk</p> <p><b>Non-fiction</b> Seed to Sunflower (non-fiction) by Camilla Bedoyere</p> <p><b>Rhymes</b> Round and round the garden Mary, Mary quite contrary Ring a Ring O' Roses</p> <p><b>Poetry</b></p>	<p><b>Core Text</b> Giraffe's Can't Dance</p>  <p><b>Skill</b></p> <p><b>Linked Texts</b> Dear Zoo Late Night at the Zoo Kangaroo at the zoo Elmer The lion who wanted to love Rumble in the jungle Walking through the Jungle The Monkey with a Bright Blue Bottom – Steve Smallman</p> <p><b>Non-Fiction</b> <b>Poetry</b> In the Jungle by Axel Scheffler</p> <p><b>Rhyme</b> Down in the Jungle 5 little monkeys Animal Boogie</p> <p><b>Speaking</b></p>	<p><b>Core Text</b> Billy's Bucket</p>  <p><b>Skill-</b> <b>narrative, writing own story</b></p> <p><b>Linked Texts</b> Commotion in the ocean Lucy and Tom at the seaside The Fish who could wish Secrets of the Seashore by Carron Brown Shark in the park Hooray for Fish by Lucy Cousins Sharing a Shell by Julia Donaldson The Rainbow Fish by Marcus Pfister</p> <p><b>Non-Fiction</b> There Are 101 Sea Creatures in This Book by Rebecca Jones.</p> <p><b>Poetry</b></p>
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	<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to a story at the appropriate interest level.</li> <li>• Recite simple rhymes, songs and poems.</li> <li>• Differentiate between text and illustrations.</li> <li>• Understand that print conveys meaning.</li> <li>• Listen attentively to a story at the appropriate interest level.</li> <li>• Recite simple rhymes, songs and poems.</li> <li>• Differentiate between text and illustrations.</li> <li>• Understand that print conveys meaning.</li> </ul> <p>Phonics</p> <p>GPC recognition (hear, say, read letters), oral blending, blending for reading</p> <p>Word reading</p> <p>HFW both decodable and common</p>	<p><b>Poetry</b></p> <p>Toys Galore by Peter Stein</p> <p><b>Reading Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>-Anticipate – where appropriate – key events in stories;</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Word reading</b></p> <p>Read decodable HFWsight words</p> <p>Distinguish between a word, a letter and a space.</p> <p>Phonics</p>	<p>We love festivals – Chinese New Year by <b>Saviour Pirotta</b></p> <p><b>Rhymes</b></p> <p><b>Poetry</b></p> <p>Chinese Dragon by Chinese Mother Goose Rhyme in Eric Carle Dragon poetry book</p> <p><b>Speaking</b></p> <p><i>Builds up vocabulary that reflects breath of experience</i></p> <p><i>Uses a range of tenses</i></p> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems.</li> <li>• Respond to questions about who, what, where, when linked to text and illustrations.</li> <li>• Sequence a simple story or event.</li> </ul>	<p>A Little Seed by Mabel Watts</p> <p><b>Speaking</b></p> <p><i>Links statements. Sticks to main theme intention</i></p> <p><i>Introduces storyline/narrative into play</i></p> <p><i>Extending vocabulary</i></p> <p><b>Reading Comprehension</b></p> <p><i>Make predictions and anticipate key events based on illustrations, story content and title.</i></p> <ul style="list-style-type: none"> <li>• Respond to questions about how and why something is happening.</li> <li>• Say what a character might be thinking, saying or feeling.</li> <li>• Say how they feel about stories and poems.</li> <li>• Recall the main points in text in the correct sequence.</li> <li>• Use the structure</li> </ul> <p><b>Word reading</b></p> <p>Read common exception words (tricky) from Phase 3(e.g. he she we me be was you they all are my her).</p> <ul style="list-style-type: none"> <li>• Read some common exception words</li> </ul>	<p><i>Extends vocabulary exploring meaning/sounds of new words</i></p> <p><i>Uses language to imagine and recreate roles and experiences in play</i></p> <p><b>Reading Comprehension</b></p> <p><i>Use the structure of a simple story when re-enacting and re-telling in their own words.</i></p> <ul style="list-style-type: none"> <li>• Talk about the themes of simple texts, (e.g. good over evil).</li> <li>• Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</li> </ul> <p><b>Word reading</b></p> <p>Read simple sentences and books consistent with their phonic knowledge.</p> <ul style="list-style-type: none"> <li>• Recognise some Capital and lower case letters.</li> </ul> <p><b>Phonics</b></p> <p>Blend phonemes to read</p> <p>arrange of words using</p> <p>build and blend towards</p>	<p>Commotion in the Ocean by Giles</p>  <p>Andreae</p> <p><b>Rhyme</b></p> <p>Once I caught a fish alive</p> <p>Row, Row, Row</p> <p>Rub a Dub, dub</p> <p><b>Reading Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>-Anticipate – where appropriate – key events in stories;</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>-Say a sound for each letter in the alphabet</p>
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	<p>exception words (tricky)</p> <p><b><u>Writing</u></b>  <b>Emergent writing</b>          Develop language skills (listening and talking) in a range of contexts.</p> <ul style="list-style-type: none"> <li>• Show awareness that writing communicates meaning.</li> <li>• Give meaning to the marks they make.</li> </ul> <p><b><u>Composition</u></b>  <b>Compostion</b>          Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. • Understands that thoughts and stories can be written down</p> <p><b><u>Vocabulary, Grammar and punctuation</u></b>          Begin to recognise and know there needs to be spaces between words in a simple sentence.</p> <p><b><u>Transcription</u></b>          Spelling: GPC recognition, Oral segmenting, segmenting for spelling          Use some clearly identifiable letters to communicate</p>	<p><i>Decode a number of regular words using Phase2 phonemes.</i></p> <p><i>Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs</i></p> <p><b><u>Writing</u></b>  <b>Emergent writing</b>  <i>Give meaning to the marks they make.</i></p> <ul style="list-style-type: none"> <li>•Understand that thoughts can be written down.</li> <li>•Copies adults writing behaviour, (e.g. Writing on the whiteboard, writing messages when on the phone, etc).</li> <li>•Make marks and drawings using increasing control.</li> <li>•Know there is a sound/symbol relationship.</li> <li>•Use some recognisable letters and own symbols.</li> <li>•Write letters and strings, sometimes in cluster like words.</li> </ul>	<ul style="list-style-type: none"> <li>•Use gestures and actions to act out a story, event or rhyme from text or illustrations.</li> </ul> <p><b><u>Word reading</u></b>  <i>Read decodable HFWssight words (list 2) (e.g. will that this then them).</i></p> <ul style="list-style-type: none"> <li>•Read common exception words (tricky) from Phase 2(e.g. the to no go into).</li> </ul> <p><b><u>Phonics</u></b>  <i>Decode a number of regular words using Phase2 phonemes.</i></p> <ul style="list-style-type: none"> <li>•Phase 3 phonemes/Phase 4(combination of adjacent consonants) w</li> </ul> <p><b><u>Writing</u></b>  <b>Emergent writing</b>  <i>Use some recognisable letters and own symbols.</i></p> <ul style="list-style-type: none"> <li>•Write letters and strings, sometimes in cluster like words.</li> </ul>	<p>(tricky)from Phase 4 (e.g. said like have so).</p> <ul style="list-style-type: none"> <li>•Distinguish between a word, a letter and a space.</li> </ul> <p><b><u>Phonics</u></b>  <i>Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3phonemes).</i></p> <ul style="list-style-type: none"> <li>•Use decoding to read – using build and blend strategy – towards automatically reading</li> </ul> <p><b><u>Writing</u></b>  <b>Emergent writing</b>  <i>Beginning to build words using letter sounds in their writing.</i></p> <ul style="list-style-type: none"> <li>•Use writing in their play.</li> <li>•Use familiar words in their writing.</li> </ul> <p><b><u>Composition</u></b>  <i>Can talk about the features of their own writing.</i></p> <ul style="list-style-type: none"> <li>•Write a simple narrative.</li> <li>•Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, postcards).</li> </ul>	<p><i>automaticity, fluency and accuracy.</i></p> <ul style="list-style-type: none"> <li>•Use phonic knowledge to attempt unknown words.</li> </ul> <p><b><u>Writing</u></b>  <b>Emergent writing</b>  <ul style="list-style-type: none"> <li>•Use writing in their play.</li> <li>•Use familiar words in their writing.</li> <li>•Show awareness of the</li> </ul> </p> <p><b><u>Composition</u></b>  <i>Can talk about the features of their own writing.</i></p> <ul style="list-style-type: none"> <li>•Write a simple narrative.</li> <li>•Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels,</li> </ul> <p><b><u>Vocabulary, punctuation and Grammar</u></b>  <i>Write simple sentences using finger spaces that can be read by themselves and others.</i></p> <p><b><u>Spelling</u></b></p>	<p>and at least 10 digraphs;</p> <ul style="list-style-type: none"> <li>-Read words consistent with their phonic knowledge by sound-blending;</li> <li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b><u>Writing</u></b>  <i>Write recognisable letters, most of which are correctly formed;</i></p> <ul style="list-style-type: none"> <li>-Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>-Write simple phrases and sentences that can be read by others.</li> </ul> <p><b><u>Spelling</u></b>  <i>Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC).</i></p> <ul style="list-style-type: none"> <li>•Spell some irregular common words (tricky) the, to, no, go, independently.</li> </ul> <p><b><u>Handwriting</u></b></p>
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	<p>meaning, representing some sounds correctly and in sequence.</p> <p><u>Handwriting</u></p> <p>Form letters from their name correctly</p>	<ul style="list-style-type: none"> <li>•Beginning to use appropriate letters for initial sounds.</li> <li>•Beginning to build words using letter</li> </ul> <p>Composition</p> <p>Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events.</p> <ul style="list-style-type: none"> <li>•Understands that thoughts and stories can be written down.</li> <li>•Have their own ideas and reasons for writing.</li> <li>•Orally compose a sentence and hold it in memory before attempting to write it.</li> <li>•Begin to use simple sentence forms.</li> </ul> <p>Vocabulary, grammar, punctuation</p> <p>Begin to recognise and know there needs to be spaces between words in a simple sentence.</p>	<ul style="list-style-type: none"> <li>•Beginning to use appropriate letters for initial sounds.</li> </ul> <p><u>Composition</u></p> <p>Have their own ideas and reasons for writing.</p> <ul style="list-style-type: none"> <li>•Orally compose a sentence and hold it in memory before attempting to write it.</li> <li>•Begin to use simple sentence forms.</li> <li>•Can talk about the features of their own writing.</li> <li>•Write a simple narrative.</li> </ul> <p><u>Vocabulary, punctuation and Grammar</u></p> <p>Recognise and know that full stops are at the end of a sentence.</p> <ul style="list-style-type: none"> <li>•Recognise and know that a sentence starts with a capital letter.</li> </ul> <p><u>Handwriting</u></p>	<p><u>Vocabulary, punctuation and Grammar</u></p> <p>Write a simple phrase with finger spaces that can be read back by themselves.</p> <ul style="list-style-type: none"> <li>•Write simple sentences using finger spaces that can be read by themselves and others.</li> </ul> <p><u>Handwriting</u></p> <p>Form some capital letters correctly, including the initial letter of their name.</p> <ul style="list-style-type: none"> <li>•Form letters from their name correctly.</li> </ul>	<p>Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC).</p> <ul style="list-style-type: none"> <li>•Spell some irregular common words (tricky) the, to, no, go, independently.</li> </ul> <p><u>Handwriting</u></p> <p>Know how to form clear ascenders ('tall letters') and descenders ('tails').</p> <ul style="list-style-type: none"> <li>•Form some capital letters correctly, including the initial letter of their name.</li> </ul>	<p>Know how to form clear ascenders ('tall letters') and descenders ('tails').</p> <ul style="list-style-type: none"> <li>•Form some capital letters correctly, including the initial letter of their name.</li> </ul>
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		<ul style="list-style-type: none"><li>•Recognise and know that full stops are at the end of a sentence.</li></ul> <p><b>Spelling: GPC recognition, Oral segmenting, segmenting for spelling</b></p> <ul style="list-style-type: none"><li>•Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li><li>•Segment sounds in simple words.</li></ul> <p><b>Handwriting: (also see Physical Development – Fine Motor Skills)</b></p> <ul style="list-style-type: none"><li>•Write left to right and top to bottom.</li><li>•Form most lower-case letters correctly; starting and finishing in the right place, going the right way around, correctly orientated.</li></ul>	<p>Write left to right and top to bottom.</p> <ul style="list-style-type: none"><li>•Form most lower-case letters correctly; starting and finishing in the right place, going the right way around, correctly orientated.</li></ul>			
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<u>Year 1</u>	<u>Where in the world do penguins live?</u>	<u>Fire – friend or foe?</u>	<u>Who lives in a palace?</u>	<u>Who's the most famous rabbit of all?</u>	<u>What can we do in the great outdoors?</u>	
	<b>Stories by the same author (fiction)</b> Lost and found by <b>Oliver Jeffers</b> and his other stories, for eg, 'Up and Down' and 'How to catch a star'.	<b>Repetitive Patterned Stories</b> 'Zog' by <b>Julia Donaldson</b>	<b>Fantasy stories</b> 'The Queens knickers' by <b>Nicholas Allen</b>	<b>Classic Stories</b> (featuring rabbits) 'The tale of Peter Rabbit' by <b>Beatrix Potter</b> Flora's Flowers by <b>Debi Gliori</b>	<b>Stories on a theme</b> 'Supertato' by <b>Sue Hendra</b>	<b>Stories with familiar settings</b> 'How to train a train' by <b>Jason Carter Eaton</b> Thomas the tank Engine by <b>Rev. W Awdry</b> .
	<b>Non-Fiction</b> Information poster about a penguin species and another animal from a hot/cold climate	<b>Range of non-fiction texts</b> Various texts linked to The Great Fire of London.	<b>Recounts</b> A family occasion – 'Katie Morag and the Wedding' by <b>Mairi Hedderwick</b>	<b>Information leaflet –</b> <b>Debi Gliori</b> <b>Beatrix Potter</b>	<b>Instructions</b> How to make a jelly and a fruit salad	<b>Non-fiction texts –</b> booklets/leaflets
	<b>Poems on a theme</b> Penguin poetry	<b>Poems on a theme (interlinked with fiction unit)</b> Bonfire Night	<b>Poetry:</b> 'They're changing the guards at Buckingham Palace' <b>A.A.Milne</b> (also linked to Winnie the Pooh day)	<b>Traditional rhymes</b> Songs and rhymes about Peter Rabbit	<b>Traditional rhymes</b> Plants and growing, for eg, Mary Mary Quite Contrary	<b>Poems for learning by heart</b> Transport poems
<u>Year 2</u>	<u>Would you help a lost wolf?</u>	<u>Why should Chorley remember on Poppy Day?</u>	<u>Why and how did the 'unsinkable' Titanic sink?</u>	<u>Could you grow a forest?</u>	<u>Why should we celebrate these great Queens?</u>	<u>What's Africa really like?</u>
	<b>Animal Adventure story</b> - The Way Home for Wolf: Rachel Bright and Jim Field	<b>Stories on a theme</b> - Mog Christmas stories – Judith Kerr	<b>Story on a theme:</b> Samson's Titanic Journey	<b>Story with a familiar setting</b> The Tin Forest by H.Ward	<b>Stories and Poems by the same author –</b> Queen Victoria's Bathing Machine	<b>Stories from another culture -</b> Lila and the Secret of Rain by David Conway & Jude Daly (3) The Ugly Five – Julia Donaldson (2)
	<b>Non-Chronological Reports</b> – wolves	<b>Recount</b> – Letters on the theme of Christmas and WWI.	<b>Newspaper Report–</b> Based on History work	<b>Explanations</b> – How to be a great gardener!	<b>Instructions</b> – Based on creating own pizzas	<b>Persuasion</b> – Persuasive Adverts for Kenya (2)

						<b>Riddles – African Big 5 Animal Riddles (1)</b>
		<b>Poems on a theme – ‘Twas the night before Christmas’</b>		<b>Poetry on a theme – Dreamer by Brian Moses</b>		<b>Poems on a theme – African poems</b>
<b><u>Year 3</u></b>	<b><u>What makes a home a home?</u></b>	<b><u>Who’s that coming over the hill?</u></b>	<b><u>What lies underground?</u></b>	<b><u>How do we be healthy humans?</u></b>	<b><u>What did the Romans do for us?</u></b>	<b><u>How does your garden grow?</u></b>
	<b>Lancashire Bridging Unit: Paddington</b>  <b>Narrative</b> – innovated plot structure based on a model text – A bear called Paddington Bear	Folk Tales (The Green Children - Talk 3 Unit) <b>CHANGED 2022</b> , Recount: Diaries	Novel as a Theme (Stig of the Dump) – <b>CHANGED 2022</b>	Historical Story & NF linked to Romans (over the whole term – Talk 3 Unit) Fables Poems with a Structure <b>CHANGED 2022</b>	<b>Non-Chronological Reports – Romans</b>	<b>Mystery Stories – The Enchanted Wood</b>
	<b>Non-fiction</b> –recount – biography	<b>Recount</b> – Diaries in role throughout Iron Man text	<b>Discussion</b>		<b>Play Scripts</b>	<b>Explanations</b> – linked to plants
			<b>Poems with a theme</b>	<b>Poems with a Structure</b> – A range of Shape and Calligram Poems		<b>Classic Poetry</b> – The Spider and the Fly
<b><u>Year 4</u></b>	<b><u>How does the world light up?</u></b>	<b><u>Would Henry VIII be a successful King?</u></b>	<b><u>How beautiful is food?</u></b>	<b><u>Would you like a one way ticket to Europe?</u></b>	<b><u>Where do rivers start?</u></b>	<b><u>Who eats who?</u></b>
	<b>Fictional stories based on Legends</b> – The Family Ness.	<b>Fairy Tales</b> – The Pied Piper of Hamlin	<b>Stories with issues and dilemmas</b> – The Balaclava Story	<b>Novel as a theme</b> – Gulliver’s Travels	<b>Story with a theme</b> – The Mousehole Cat Other novel alongside this or BFG	<b>Folk Tales</b> – Brer Rabbit
	<b>Recount</b> – The Loch Ness monster	<b>Explanations</b> – Why dragons are extinct	<b>Persuasion</b>	<b>Non-chronological reports</b>	<b>Information Booklets</b>	<b>Debate</b>

	Film and play scripts	Classic Narrative Poetry	Poem on a theme		Poems with a structure	
<u>Year 5</u>	<u>How was our kingdom united?</u>	<u>What has earth and space taught us?</u>	<u>How is the Amazon amazing?</u>		<u>Where does food come from?</u>	<u>What have the Ancient Greeks done for us?</u>
	<b>Narrative</b> – innovated plot structure based on a model text – The Lion, the Witch and the Wardrobe by C. S. Lewis	<b>Science fiction stories</b> – Time Spinner by Roy Apps	<b>Stories from other cultures</b> – South America – short stories – The Great Kapok Tree by Lynne Cherry and The Vanishing Rainforest by Richard Platt  <b>Novel as a theme</b> – Journey to the River Sea by Eva Ibbotson		<b>Stories with a historical setting</b> – Oliver Twist by Charles Dickens (retold by Geraldine McCaughrean)	<b>Myths</b> – The Orchard Book of Greek Myths by Geraldine McCaughrean
	<b>Non-Chronological report</b> based upon mythical creatures in literature	<b>Information booklets</b> – Space	<b>Debate</b> – linked to deforestation  <b>Magazine</b> - Information text hybrid - The Week Junior		<b>Film and Play scripts</b> – Linked to Oliver Twist	<b>Persuasion</b> – a formal presentation about Ancient Greece
		<b>Poems with a structure</b> – limericks linked to Space/Christmas Poet - Edward Lear	<b>Poems with figurative language</b> Ramshackle Rainbow - Poems for Year 5 – Chosen by Pie Corbett		<b>Classic Narrative Poetry</b> – The Highway Man Poet - Alfred Noyes	
<u>Year 6</u>	<u>What does it take to survive?</u>	<u>Has Britten got talent?</u>	<u>What makes a hero or villain?</u>	<u>Who is the guilty one?</u>	<u>Where would you like to be?</u>	
	<b>Narrative Story as a theme</b> Running Wild by Michael Morpurgo	<b>Classic fiction</b> Wizard of Oz	<b>Older Literature</b> Macbeth	<b>Detective / Crime Fiction</b> Sherlock Holmes (Discussed: Emil and The Detectives)	<b>Stories with flashbacks</b> Titanic  <b>Debates / Discussion</b>	

	<b>Poem</b> Tyger Tyger William Blake				
	<b>Biography</b> <i>Charles Darwin</i> <i>Mary Anning</i> <i>Alfred Wallace</i>  <b>Assessment piece:</b> <i>Autobiography</i>	<b>Persuasion</b> Reviews	<b>Information Text</b> Hybrid Biographies Discussion Nonchronological Report	<b>Explanations</b> Linked to Science 1 week in English at the beginning and the rest in Science.	<b>Novel as a theme</b> Thousand Year Old Boy (Class Novel during Summer 1)
		<b>Poems on a themes</b> Weather	<b>Poems with Imagery</b> <i>The Warm and the cold</i> Ted Hughes <i>City Jungle</i> and <i>Owl</i> Pie Corbett <i>The Sea</i> James Reeves <i>Tracking Seabirds</i> John Coldwell		