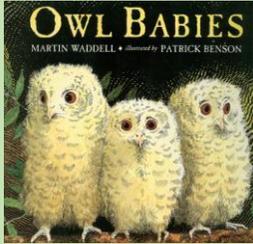
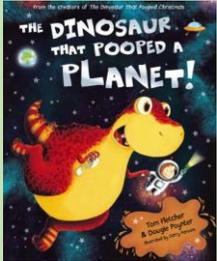
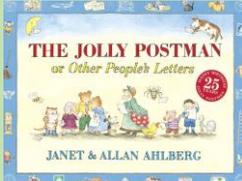
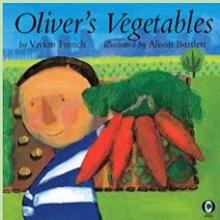
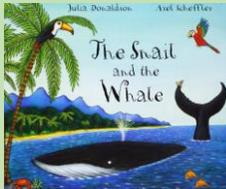


St Augustine's C.E Primary School



Reception English Yearly Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	This is me!	Blast off!	Once Upon a Time	The World Around us!	Going Places!	To the Rescue!
Possible Texts and 'old favourites' (may use different texts dependent on cohort)	Owl babies Funny Bones Kipper's Birthday 	Christmas Story/nativity Bob the man on the moon The dinosaur that pooped a planet Whatever next 	The Jolly Postman Goldilocks Little Red Riding Hood The Elves and the show maker The enormous turnip 	The Tiny Seed Oliver Vegetables Jack and the beanstalk One Plastic Bag Jaspers Beanstalk Tree, seasons come and go A stroll through the seasons 	The Snail and the Whale The way back home The Naughty Bus Mr Grumpy's Outing The Train Ride Oi! Get off my train! 	Supertato Traction Man Super Daisy Superworm 

St Augustine's C.E Primary School



<p>Word Reading</p>	<p>Phonic Sounds: Phase 1/2 Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make soundblending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: Phase2 Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: Phase2/3 Differentiated groups Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Spotting diagraphs in words. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds: Phase 3 Differentiated groups Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds: Phase3/4 Differentiated groups: Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Phonic Sounds: Phase 3/4 Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>
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St Augustine's C.E Primary School



<p>Writing</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Name writing, labelling using initial sounds, story scribing. Help children identify the sound that is tricky to spell. Sequence the story Write a short phonic sentence</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions Character descriptions. Write 2 sentences</p>	<p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description</p>
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