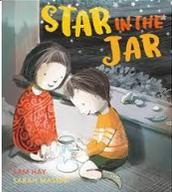
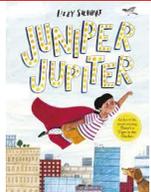
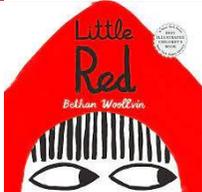
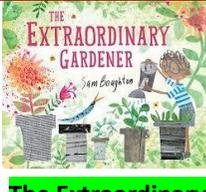
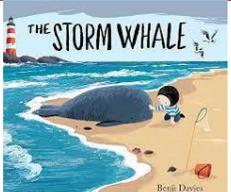




Rice Lane Primary School English Overview: Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle Text					
 <p>The Something Rebecca Cobb</p>	 <p>Star in the Jar Sam Hay</p>	 <p>Juniper Jupiter Lizzy Stewart</p>	 <p>Little Red Bethan Woolvin</p>	 <p>The Extraordinary Gardener Sam Boughton</p>	 <p>The Storm Whale Benji Davies</p>
Writing Outcome & Writing Purpose					
<p>Narrative: A Losing Story Purpose: To tell and write a losing story</p>	<p>Narrative: A Finding Story Sentence Purpose: To tell and write a finding story</p>	<p>Narrative: A Superhero Sentences Purpose: To narrate</p>	<p>Narrative: Narrative sentences Purpose: To narrate orally a retelling of a traditional tale</p>	<p>Narrative: Transformation story sentences Purpose: To tell and transformational story</p>	<p>Narrative: A Friendship Story Purpose: To tell and write a friendship story</p>
<p>Recount: Animal Sentences Purpose: To inform CP</p>	<p>Information: Poster to find a lost star Purpose: To inform (and describe)</p>	<p>Information: A letter sentence Purpose: To inform</p>	<p>Instructions: Instruction sentences Purpose: To orally construct own sentences</p>	<p>Instructions: How to grow a garden plant / vegetable Purpose: To instruct orally own instructions</p>	<p>Poems: Sea creature poems Purpose: To describe</p>
Grammar: Word					
Build on previous learning & focus on:					
Focus on:					
Children will acquire an increased amount of grapheme-phoneme correspondences across the reception year. Encourage the application of taught GPCs in writing. This may take place in both teacher-led activities and across the provision as part of a broad and balanced EYFS offer. Phonetically plausible attempts until new graphemes have been taught.					
is, it, in, at, and, the	I, no, go, to	he, she, we	me, be, was, no	my, they, her, all, are	have, like, some, come, you, were, little, one, all, do, when, out what

Grammar: Sentence

Build on previous learning & focus on:

Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)

Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'

Grammar: Text

Build on previous learning & focus on:

Sequencing spoken sentences to form short narratives orally.
Help retell stories orally by:
1) Using repeated story language e.g. she ran and she ran and she ran
2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly

Sequencing sentences to form short narratives.
Help retell stories orally to support writing (depending on developmental stage) by:
1) Using repeated story language e.g. she ran and she ran and she ran
2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly

Grammar: Punctuation

Build on previous learning & focus on:

Letter formation
Separation of words with spaces

Letter formation
Separation of words with spaces
Personal pronoun - I

Letter formation
Separation of words with spaces
Capital letters
Personal pronoun - I
Full Stops

Letter formation
Separation of words with spaces
Capital letters
Personal pronoun - I
Full Stops

Letter formation
Separation of words with spaces
Capital letters
Personal pronoun - I
Full Stops
Capital Letters for names

Letter formation
Separation of words with spaces
Capital letters
Personal pronoun - I
Full Stops
Capital Letters for names

Terminology for pupils: letter, capital letter, word, sentence, full stop, question mark

Phonics

Read Write Inc progression:

Children to learn 16 single letter sounds.

Children to read all 25 single letter sounds and blend sounds into words orally.

Children will be able to read sh, th, ch, qu, ng, nk.
Children will blend sounds to read words and read short Ditty stories.

Children will read additional Set 1 special friends, ll, ss, ff, ck.
Children will read Red story books.

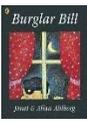
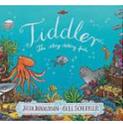
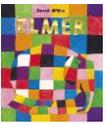
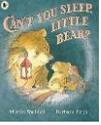
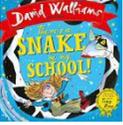
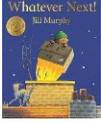
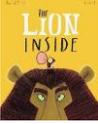
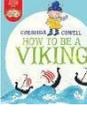
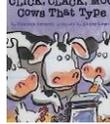
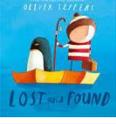
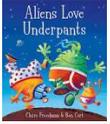
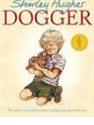
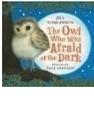
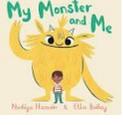
Children will read additional Set 1 special friends, ll, ss, ff, ck.
Children will read Green Storybooks.

Children to read first six Set 2 sounds, ay, ee, igh, ow, oo, oo.
Children to read Green or Purple Storybooks.

Physical Development

<p>Squiggle While You Wiggle Indoor gross motor station Kitchen utensils in the home corner Purses with zips in shop role play Pegs and washing for baby clothes Small world animals Natural materials for mark making e.g. mud, straw, sticks</p>	<p>Clothing with buttons and zips- role play/outdoor area Hair clips, bobbles, brushes etc to support hairdresser/barbers role play Creative tools and equipment in Christmas themed role play areas Loose parts to support space themed role play</p>	<p>Costumes in role play-continue to manage fastenings including buttons and zips Doctor's equipment linked to role play Action songs linked to superhero theme Linked provision daily, including scissor skills and fine motor activities</p>	<p>Link counting and fine motor e.g. using bead strings, unifix cubes, pegs and peg boards, Numicon, fill the tens frames using pom poms and tweezers. Links to healthy bodies- importance of physical activity. Exploring gross motor movements in the outdoor area.</p>	<p>Revise and refine the fundamental movement skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
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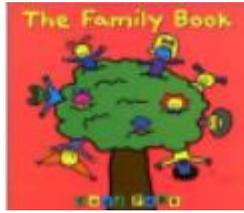
Reading

Talk Through Stories	<p>Farmer Duck Martin Waddell</p> 	<p>Winnie and Wilbur Winnie the Witch Valerie Thomas</p> 	<p>Burglar Bill Janet & Allan Ahlberg</p> 	<p>Cinnamon Neil Gaiman</p> 	<p>The Bear and the Piano David Litchfield</p> 	<p>Tiddler Julia Donaldson</p> 
	<p>Elmer David McKee</p> 	<p>Can't You Sleep, Little Bear? Martin Waddell</p> 	<p>Ravi's Roar Tom Percival</p> 	<p>The Giant Jam Sandwich John Vernon Lord</p> 	<p>The Scarecrow's Wedding Julia Donaldson</p> 	<p>There's a Snake in my School David Walliams</p> 
	<p>Handa's Hen Eileen Browne</p> 	<p>Whatever Next! Jill Murphy</p> 	<p>The Lion Inside Rachel Bright</p> 	<p>How to be a Viking Cressida Cowell</p> 	<p>Click, Clack, Moo Cows that Type Doreen Cronin</p> 	<p>The Rainbow Fish Marcus Pfister</p> 
	<p>Lost and Found Oliver Jeffers</p> 	<p>Aliens Love Underpants Claire Freedman</p> 	<p>Supertato Sue Hendra</p> 	<p>On the Way Home Jill Murphy</p> 	<p>The Slightly Annoying Elephant David Walliams</p> 	<p>The Invisible Tom Percival</p> 
	<p>Dogger Shirley Hughes</p> 	<p>The Owl Who Was Afraid of the Dark Jill Tomlinson</p> 	<p>Cops and Robbers Janet & Allan Ahlberg</p> 	<p>Sonya's Chickens Phoebe Wahl</p> 	<p>The Squirrels who Squabbled Rachel Bright</p> 	<p>My Monster and Me Nadia Hussain</p> 

Celebrating being me



Celebrating family



Celebrating differences



Reading for Pleasure Texts: Linked to the Main Vehicle Texts

 The Something Rebecca Cobb	 Star in the Jar Sam Hay	 Juniper Jupiter Lizzy Stewart	 Little Red Bethan Woolvin	 The Extraordinary Gardener Sam Boughton	 The Storm Whale Benji Davies
Fiction					
<p>Books by the same author-</p> <p>Lunchtime Rebecca Cobb</p> <p>Aunt Amelia Rebecca Cobb</p> <p>The Everywhere Bear Rebecca Cobb</p> <p>Paper Dolls Rebecca Cobb</p>	<p>Other finding narratives</p> <p>Laura’s Star Klaus Baumgart</p> <p>Lost and Found Oliver Jeffers</p> <p>The Fox and the Star Coralie Bickford Smith</p>	<p>Other superhero narratives</p> <p>Supertato Sue Hendra</p> <p>Super Daisy Kes Gray</p> <p>Superworm Julia Donaldson</p> <p>Super Duck Jez Alborough</p> <p>Eliot Midnight Superhero Anne Cottringer</p> <p>Nat Fantastic Giles Andreae</p>	<p>Other Red Riding Hood Narratives</p> <p>The Wolf’s Story: What Really Happened to Little Red Riding Toby Forward</p> <p>Little Red Riding Hood Stephen Tucker</p> <p>Little Red Riding Hood: Flip-up Fairy Tales Jess Stockham</p>	<p>Books by the same author</p> <p>Hello Mr Dinosaur! Sam Boughton</p> <p>Hello Mr Elephant! Sam Boughton</p> <p>Matisse’s Magic Trail Sam Boughton</p>	<p>Books by the same author</p> <p>The Storm Whale in Winter Benji Davies</p> <p>Grandad’s Island Benji Davies (be aware of the themes of this book)</p> <p>On Sudden Hill Benji Davies</p> <p>Grandma Bird Benji Davies</p>
<p>Books with similar theme:</p> <p>Lost things</p> <p>Dogger Shirley Hughes</p> <p>Traction Man Mini Grey</p> <p>Stuck Oliver Jeffers</p> <p>Lost and Found Oliver Jeffers</p>	<p>Other books with similar theme : Stars/dark</p> <p>Whatever Next! Jill Murphy</p> <p>Can’t You Sleep, Little Bear? Martin Waddell</p> <p>Twinkle, Twinkle, Little Star Kate Toms</p> <p>Owl Babies Martin Waddell</p>	<p>Books with similar theme:</p> <p>Letters</p> <p>The Jolly Postman Janet Allan Ahlberg</p> <p>The Day the Crayons Quit Oliver Jeffers</p> <p>Can I Be Your Dog? Troy Cummings</p> <p>Dear Teacher Amy Husband</p> <p>Dear Greenpeace Simon James</p>	<p>Books with similar themes:</p> <p>Fairy Tales</p> <p>Jack and the Beanstalk Stephen Tucker</p> <p>The Three Billy Goats Gruff Stephen Tucker</p> <p>The Three Billy Goats Fluff Rachael Mortimer</p> <p>Mixed Up Fairy Tales Hilary Robinson</p> <p>Revolting Rhymes Roald Dahl</p>	<p>Other books with similar themes: Growing</p> <p>The Flower John Light</p> <p>Florette Anna Walker</p> <p>The Secret Gardener Jeff Helmore</p> <p>The Promise Nicola Davies (be aware that this book is a R2W text in Y5)</p> <p>Eddie’s Garden Sarah Garland</p> <p>The Tiny Seed Eric Carle</p> <p>The Little Gardener Emily Hughes</p> <p>We are the Gardeners Joanna Gaines</p> <p>The Magic Pencil Julia Donaldson</p>	<p>Other books with similar themes: The sea</p> <p>The Snail and the Whale Julia Donaldson</p> <p>The Whales’ Song Dylan Sheldon</p> <p>Paper Planes Jeff Helmore</p> <p>The Rainbow Fish Marcus Pfister</p>
Non-Fiction					

A First Book of Animals Nicola Davies Animals Ingela P. Arrhenius	The Awesome Night Sky Kay Barnham A Hundred Billions Trillion Stars Seth Fishman Starry Skies Samantha Chagollan	People Who Help Us (series)- Rebecca Hunter	Paws and Claws!-All About Wolves of the World Bobo's Little Brainiac Books Animal Encyclopaedia Lucy Spelman	A Seed is Sleepy Dianna Aston DK Ready, Steady, Grow! Royal Horticultural Society Plant Sally Hewitt	The Big Blue Whale Nicola Davies One Tiny Turtle Nicola Davies
Rhymes/Poems					
<ul style="list-style-type: none"> • Old McDonald Had a Farm • The Farmer's in the Dell • Down in the Jungle 	<ul style="list-style-type: none"> • Twinkle, Twinkle Little Star • Lullaby rhymes • Star Light Start Bright • The Wise Old Owl • Zoom, Zoom Zoom, We're Going to the Moon 	<ul style="list-style-type: none"> • If you're super and you know it • How to be a superhero (to the tune Here we go Round the Mulberry Bush) • I'm a Superhero (to the tune I'm a Little Tea Pot) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Here we go round the mulberry bush • Flowers everywhere • A little seed 	<ul style="list-style-type: none"> •

Key:

Yellow – a book visited again in a different year group

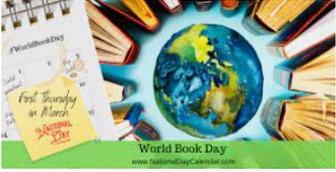
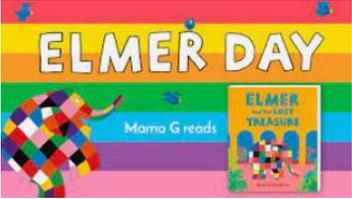
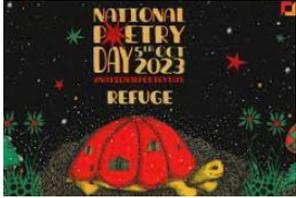
Pink – a book dealing with the protected characteristics that will also be read in a different year group

green – a book with an environmental link

blue – a book with a diverse theme or author



Lane Primary School English Enhancement

Autumn Term	Spring Term	Summer Term
<p>Roald Dahl Day 13.9.23</p> 	<p>World Book Day 7.3.24</p> 	<p>Elmer Day (F.S. & KS1) .5.24</p> 
<p>National Poetry Day 5.10.23</p> 		<p>Shakespeare Day (KS2) 23.4.24</p> 
	<p>Scholastic book Fair 6.3.24-12.3.24</p> 	
<p>Book Swap</p> <ul style="list-style-type: none"> • Permanente box by the office • Bring a book in to swap on Roald Dahl Day 	<p>Book Swap</p> <ul style="list-style-type: none"> • Permanente box by the office 	<p>Book Swap</p> <ul style="list-style-type: none"> • Permanente box by the office • Bring a book to swap 22.5.24
<p>Author visit – via zoom LLP To be confirmed</p>	<p>Storyteller visit Jake the Storyteller – to be confirmed</p>	<p>Author – via zoom or in person LLP To be confirmed</p>

<p>Sharing stories with 'buddy class' W.B. 2.10.23</p> 	<p>Sharing stories with 'buddy class' W.B. 4.3.24</p> 	<p>Sharing stories with 'buddy class' W.B. 3.6.24</p> 
<p>Yoto – timetabled</p> 	<p>Yoto – timetabled</p> 	<p>Yoto – timetabled</p> 
<p>Reading Café Stories Around the Christmas Tree for KS1 children</p> 	<p>Reading Café Stories with the Easter Bunny for LKS2 children</p> 	<p>Reading Café The Mad Hatters Tea Party for UKS2 children</p> 
<p>Competitions Recite a poem competition – in association with NPD.</p> 	<p>Competitions Design your favourite book character using a pebble – in association with WBD.</p> 	<p>Competitions Summer Reading Challenge – in association with the Library service</p> 