



Long Term Curriculum Overview 2019-20

Subject: English

Year: Foundation Stage

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Topic	Key Texts	Listening and Attention	Reading	Writing
Autumn 1: Who am I?	<u>Fiction</u> - Bear Hunt Rainbow Fish The 3 little pigs <u>Non Fiction</u> – Houses/homes	Baseline assessments Daily singing – nursery rhymes Action songs Daily story time <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 	Baseline assessments Book corner Visits to the library Daily story time Phonics <ul style="list-style-type: none"> • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Handles books carefully. • Shows interest in illustrations and print in books and print in the environment. • Looks at books independently. 	Baseline Assessments Writing area Children self registering Name writing Colouring Mark making opportunities Pencil control Rhyming Draw a picture of my family Draw a picture of my home Talk about what they have drawn What makes a good friend <ul style="list-style-type: none"> • Recognise own name in print. • Use recognisable letters from own name. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.

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Autumn 2: Celebrations	<u>Fiction:</u> Aliens love underpants Room on the Broom Stick man <u>Non Fiction:</u> Space books <u>Recount:</u> Nativity Story	Speak in front of group/class Sing songs - nativity <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly when required to do so. • <i>Listens to stories from beginning to end.</i> • Maintains attention, concentrates and sits quietly during appropriate activity. • <i>Answers questions based on a story.</i> • <i>Shows interest when presented with alternative possibilities.</i> • Two-channelled attention – can listen and do for short span. 	Phonics Listen to daily stories Guided reading Individual readers <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Links sounds to letters, naming and sounding the letters of the alphabet. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • <i>Talks about a favourite book they have read.</i> 	Design and label an alien Design a space rocket (label) What would I take to space? Recount Planetarium visit Sentence about the nativity Write a sentence and label a picture (nativity) Write a letter to Santa Speech bubbles <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Writes own name and other things such as labels, captions.

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Spring 1: Heroes	<u>Non-Fiction</u> – Emergency services books <u>Fiction</u> – 3 Billy Goats Gruff Goldilocks and the 3 bears	Ask questions to find information Listen and respond to answers <ul style="list-style-type: none"> • <i>Shows interest when presented with alternative possibilities.</i> • Two-channelled attention – can listen and do for short span. 	Find information from non-fiction books. Retell traditional tales Freeze frame Talk for writing <ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Knows that information can be retrieved from books and computers. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • <i>Talks about a favourite book they have read.</i> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.</p>	Holiday recount What would I like to be when I grow up Describe a character Design a super hero Retell story Character description Instructions for making porridge <ul style="list-style-type: none"> • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. <p>They write some irregular common words. They write simple sentences which can be read by themselves and others</p>

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Spring 2: Growing	Non fiction- Instructions: How to grow a bean. Narrative: Jack and the Beanstalk Recount – Easter story	Talk for writing Discussing changes in the environment Describe textures/taste/smells Retell stories Sing familiar songs Making choices <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. 	Jack and the beanstalk Talk for writing - sequence story, instructions. Bible stories <ul style="list-style-type: none"> • Knows information can be relayed in the form of print • Begins to read words and simple sentences. • Enjoys an increasing range of books. • They also read some common irregular words • They demonstrate understanding when talking with others about what they have read. 	Bean diary Instructions – planting a bean Signs of spring – what can we find? Retell stories – Jack and the beanstalk Story mapping Easter recount <ul style="list-style-type: none"> • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts • They write some irregular common words. • They write simple sentences which can be read by themselves and others

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Summer 1: Characters	Fiction Cinderella Snow White Pirates love underpants Pirate pete and his smelly feet Pizza for pirates	Story language Talk for writing Retelling stories Descriptions – adjectives <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Exceeding: <ul style="list-style-type: none"> • They listen carefully to what has been said and repeat this to someone else. They listen carefully to what has been said and summarise this to someone else. Their listening is good enough for them to follow a three-part instruction. 	Talk for writing – story sequencing <ul style="list-style-type: none"> • Begins to read words and simple sentences. • Enjoys an increasing range of books. • They also read some common irregular words • They demonstrate understanding when talking with others about what they have read. 	Story boards Writing rhyme Extended writing Capital letters/full stops <ul style="list-style-type: none"> • They 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.

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Summer 2: Minibeasts	Fiction: Arghhhh Spider Super worm Hungry Caterpillar What the Ladybird Heard Non fiction – Minibeast books Internet research	Rhyming Retelling Role play <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly when required to do so. • <i>Listens to stories from beginning to end.</i> • Maintains attention, concentrates and sits quietly during appropriate activity. • <i>Answers questions based on a story.</i> • <i>Shows interest when presented with alternative possibilities.</i> • Two-channelled attention – can listen and do for short span. • Children listen attentively in a range of situations. • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Exceeding: <ul style="list-style-type: none"> • They listen carefully to what has been said and 	Retell stories Research spiders Read rhyming words <ul style="list-style-type: none"> • Begins to read words and simple sentences. • Enjoys an increasing range of books. • Continues a rhyming string. • Hears and says the initial sound in words. • Links sounds to letters, naming and sounding the letters of the alphabet. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Knows that information can be retrieved from books and computers. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • <i>Talks about a favourite book they have read.</i> • Children read and understand simple sentences. • They use phonic knowledge to decode regular words and read them aloud accurately. • They also read some common 	Write facts about spiders Retell stories Food chains Minibeast factfile <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in

		<p>repeat this to someone else. They listen carefully to what has been said and summarise this to someone else. Their listening is good enough for them to follow a three-part instruction.</p>	<p>irregular words</p> <ul style="list-style-type: none"> • They demonstrate understanding when talking with others about what they have read. <p>Exceeding:</p> <ul style="list-style-type: none"> • Read a range of high frequency words (first level) without prompt. • Happy to have a go at reading aloud. • Read phonically regular words of more than one syllable as well as many irregular but high frequency words • Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary 	<p>sequence.</p> <p>ELG</p> <ul style="list-style-type: none"> • They 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>Exceeding:</p> <ul style="list-style-type: none"> • Spell phonically regular words of more than one syllable • Spells irregular but high frequency words.
<p><u>Reception core texts:</u></p> <ul style="list-style-type: none"> • Goldilocks and the three bears • We're going on a bear hunt • How to catch a star • The nativity story • Jack and the Beanstalk • Oi Frog • The Gruffalo • The tiger who came to tea 		<p><u>Nursery core texts:</u></p> <ul style="list-style-type: none"> • The very hungry caterpillar • The gingerbread man • Little red riding hood • Noah's Ark • Owl babies • Peace at Last • Whatever Next • The three little pigs 		

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