

# Woodland Community Primary School: English Curriculum Overview: Reception

## Woodland CP School: Reception English Overview

Autumn 1&2		Spring 1&2		Summer 1&2	
Themes		Themes		Themes	
Home Sweet Home	Let's Celebrate	Once Upon a Time	Time to Explore	Our Wonderful World of Animals	Fantastic Food
CLL/Reading Focus	CLL/Reading Focus	CLL/Reading Focus	CLL/Reading Focus	CLL/Reading Focus	CLL/Reading Focus
Supporting children in developing speaking, listening & attention skills. Role play/language development. Stories with familiar settings Stories by the same author	Continued opportunities for children to talk with adults on a one-to-one basis and during circle time. Role play/language development. Range of non-fiction texts	Traditional tales/repeated refrains Speaking/listening – Story recount Traditional Rhymes Rhyming games	Range of non-fiction texts Information text Recounts Creating words and sentences Speaking/listening – Pets/People Who Help Us	Stories by the same Author Non- Fiction books Rhyming Stories	Vocabulary development Writing and reading sentences containing 10 or more digraphs. Instructions. Fiction and Non-fiction texts. Red and green words to read on sight/fred in our heads. Increasing fluency and development of reading with intonation.
Texts/Authors	Texts/Authors	Texts	Texts	Texts	Texts
Harry and the dinosaurs start school Splat the cat's first day at school Handas Surprise (black history month) Who's in my Family? The Great Big Book of Families by Mary Hoffman My best friend Gruffalo by Julia Donaldson The Gruffalo's Child The Fox in the Dark by Alison Green The busy fox The leaf thief The cave Foster's falling leaves Nursery Rhymes/Songs	Kipper's Birthday Winnie's Birthday Charlie Crow in the Snow Christmas Magic by Melanie Joyce Sam's Snowflake The Nativity story. How Do Dinosaurs say happy Birthday? Whatever Next A Birthday Basket for Tia We will explore a variety of stories of birthdays and how they are celebrated in different parts of the world. Fosters Winter	Traditional tales: Goldilocks and The Three Bears Jack and The Beanstalk The Three Little Pigs The Gingerbread Man The Three Billy Goats Gruff Little Red Riding Hood Rumpelstiltskin The pied Piper The Little Red Hen The Ugly Duckling	A range of Non-fiction and fiction texts based on the theme of helping and exploring the world around us. Tidy The Jolly Postman The Snail and the Whale Lost Tidy Clean it Grow it Cook it Goodnight Moon Back down to earth with a bump A Squash and a Squeeze The Tin Forest The dinosaur that pooped the universe On the Way Home Foster's Spring rainbows Kindness is My Super power	Books by Julia Donaldson: What the Ladybird Heard What the ladybird heard next Stories about Life Cycles Tadpoles Promise by Jean Willis The Tin Forest Bog Baby by Jeanne Willis The very hungry caterpillar The mixed up Chameleon	Supertato adventures: Sue Hendra Mr Wolf's Pancakes I will never not ever eat a tomato A is for avocado Tea time for pirates Let's go shopping Peppa Busy Day: Chef Oliver's Vegetables Mr Gumpy's Outing Good enough to eat The giant carrot Foster's Summer days On the Farm at the market The beastly feast The great Dragon Bake off
Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
We will be able to hear and say the initial sound in words and segment the sounds in simple words and blend them together again with Fred frog To use language to imagine and recreate roles and experiences in play situations. Talk about the stories we have heard and answer some simple questions about the characters in sentences. Learn and use new words from Wanda's word of the day session each morning. We will retell a story through the use of a simple story map.	We will use vocabulary and forms of speech that are increasingly influenced by our experiences of books. We will begin and be encouraged to introduce a storyline into our CI play activities. We will be able to read some letter groups that each represent one sound and say sounds for them. We will be able to read and understand some simple cvc words from our RWI sessions and say sounds for individual letters. We will use Wanda's word of the day throughout the day. We will engage confidently in our 5 a day story times.	We will give attention to what others say and respond appropriately. We will be able to use our phonic knowledge to decode regular words and read them aloud accurately. We will now be able to read some of Fred's common exception words confidently. We will be able to read our RWI red ditty books and re read these books to build our fluency and confidence in word reading. We will be able to retell a story and have developed a deep familiarity with it, some as exact repetition but some in our own words. We will create our own verbal and written story maps and begin to invent	We will begin to read words and simple sentences both in our RWI texts and other texts within the class setting. We will enjoy looking at both fiction and non-fiction texts independently and talk about what we have read/seen. We will begin to say a simple sentence, remember a simple sentence and write a simple sentence using our Fred fingers and keeping track of the words we know we need to write. We will also begin to develop the skill of re reading what we have written to check that it makes sense with support. Hold a sentences and write a sentence. We will invent our own versions of known poems.	We will listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions. We will be able to form lower case and upper-case letters correctly. We will be able to spell words by identifying the sounds and then writing the sound including the 7 digraphs we have been taught so far in our RWI sessions. We will be able to read aloud simple sentences and books that are consistent with our RWI knowledge. We will write simple sentences independently that can be read by	We will be able to retell stories and narratives in our own words and recently introduced vocabulary. We can anticipate key events in stories. We will be able to read aloud simple sentences and books that are consistent with our RWI knowledge. We will be able to write recognisable letters, most of which are correctly formed and continue to develop the skill of writing simple phrases and sentences that can be read by others, including sentences and short paragraphs that we have invented ourselves with confidence and independence.

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We will role play our stories independently using props and a variety of resources such as story telling stings and messy maps.

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### Further suggested Class Readers throughout Reception

#### **This is our 5 a day promise!**

Reception will hear, watch or act out 5 stories per day. Children may also select their own books from home or our reading corner for the class to hear throughout the day.  
Wanda's word of the day will introduce new vocabulary that the children will be encouraged and supported to use throughout the week, until it becomes part of their regular routines and communications in a variety of contexts.

#### **Picture Books**

Farmer Duck by Martin Waddell  
No-Bot the Robot with no Bottom by Sue Hendra  
What the Ladybird Heard Next by Julia Donaldson  
The Dinosaur that Pooped Christmas by Tom Fletcher

#### **Read Write Inc**

Decodable Phonic books based on our existing phonic knowledge and experience.

#### **Poetry**

Zog/Tabby McTat by Julia Donaldson  
Monsters love underpants by Claire Freedman.  
Commotion in the Ocean by Giles Andreae  
Keith the Cat with the Magic Hat by Sue Hendra

#### **Non Fiction**

Mini beasts  
Big Book -The Farm  
Easter Story