Term English Overview

Nursery/Reception A	Autumn		Spring		Summer	
Books						
Story pattern	Journey tale Defeating the monster	Journey tale Meeting tale	Cumulative tale Journey tale	Journey tale Meeting tale	Meeting tale Magical objects	Journey tale
PSED and Themes School virtues	Poverty Hardwork Courage	Animals Resilience	Farming Resilience	Family Stickability	Magic Friendship Kindness	Strangers Trickery Calmness
Rhymes and poems	Incey wincey spider Wheels on the bus London bridge Cauliflowers Fluffy 10 green bottles Dingle, dangle scarecrow Humpty dumpty		Little bo peep Hot Cross Buns Hickory dickory dock Mary had a little lamb Twinkle twinkle little star Wheels on the bus		Row row row your boat Here is the beehive Betty Butler I know an Old Lady Pat-a-cake Polly put the kettle on	
Literacy and Language focus	Talk through books					
	Nursery		Nursery		Nursery	
	Children to use actions when joining in with songs and rhymes Begin to understand simple who and what questions. Understand that letters show meaning **Fiction: Defeating the monster** Story language once upon a time/happily ever after **Non-fiction: Recount** Temporal language	Children join in chorally with actions Answer simple who and what questions with confidence Understand that we read English text from left to right and from top to bottom. **Fiction: Meeting tale** Story language upon a time/happily ever after **Non-fiction: Information** Simple connective and	Listen to stories with increasing attention and recall and join in with repeated refrains Begin to answer simple why questions Understand that print can have different purposes, e.g. a shopping list, story, recipe, etc. **Fiction: Cumulative** Repetition for rhythm Story language -unfortunately/after that **Non-fiction: Explanation** Using because	Listen to stories with increasing attention and recall and join in with repeated refrains. Show confidence in answering simple why questions Identify and name the different parts of a book, e.g. front cover, pages, etc. **Fiction: Journey** Time connection language Then Next After that **Non-fiction: Recount of Farmer Duck's day** Prepositional phrases	Children begin to maintain attention and sit quietly during appropriate activities. Orally use a range of sentence types to retell stories Engage in conversations with adults and peers about stories, learning new vocabulary. Learn to describe and answer simple questions about the main characters and events in a story. **Fiction: Meeting tale** Story language Beginning, middle and end **Nonfiction: Instructions** How to make magic porridge Simple time words Connectives – so and	Children maintain attention and sit quietly during appropriate activities. Orally use a range of sentence types to retell stories Listen and respond to the ideas expressed by others in conversation or discussion Learn to describe and answer simple questions about the main characters and events in a story. **Fiction: Journey** Story language Beginning, middle and end **Nonfiction: Explanation text** using because and simple adjective

	Reception		Reception		Reception	
	Confidently join in with story retelling using a range of sentence types Engage in story times developing confidence in answering who, why, how, what, when questions **Fiction: Defeating the monster** Simple story language Once upon a time Then/Next But So Finally, **Nonfiction: Recount** Using prepositions and simple adjectives Temporal language	Join in with dialogue. Edit a pre made story map and orally retell new story Engage in story times developing confidence in answering who, why, how, what, when questions **Fiction: Cumulative** Simple story language using knowledge of beginning, middle and end Simple connectives But And **Nonfiction: Information** text Simple connectives And So Because Simple factual language	Retell a story joining in with dialogue and using sounds. Innovate a made story map using new vocabulary Encourage children to record their own stories through picture drawing/mark making Answer questions about books read **Fiction: Cumulative** Developing story language using knowledge of beginning, middle and end – finally, happily ever after Simple connectives But And So Adverbs – luckily, unfortunately, fortunately **Nonfiction: Explanation text** using because so Adjectives to describe and specify	Join in with dialogue, actions and begin to use change their voice to show character feelings and thoughts Begin to predict why something might happen with support from the teacher and during class discussion Begin to ask simple questions about stories and books read Innovate their own story map by connecting ideas and events – use words/labels to give detail **Fiction: Journey** **Developing story language** using knowledge of beginning, middle and end – finally, happily ever after Simple connectives But And So Adverbs – luckily, unfortunately, fortunately Adjectives **Nonfiction: Recount of farmer ducks day** simple adjectives Temporal language Connectives	Join in with dialogue, actions -varying intonation and tone when taking on character roles Talk about stories listed to or read themselves showing an understanding and using new vocabulary in context Make basic predictions about why things might happen, making use of recently introduced vocabulary. Create new independent story map **Fiction: Meeting tale** Retell new story map in pairs or groups with an increased knowledge of story language, connectives and adjectives for description. Understand and use new vocabulary to retell and discuss fiction and nonfiction **Nonfiction: Instructions** How to make magic porridge Time words Connectives Simple adverbs	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Sequence events in stories Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Basic predictions and some inferences are made about character feelings **Fiction: Journey tale** Use a range of story language, connectives, adjectives and verbs to retell stories **Nonfiction: Explanation text** using because Adjectives to describe and specify
Writing expectations	Writing focus					
	Nursery		Nursery		Nursery	
Nursery children Shared writing of simple sentences, linked to the text should be modelled to children Independent application Paper and pencils should be provided for children to 'play write'	Mark making their families and themselves, distinguishing between the different marks they make, ascribing meaning to their mark	Mark making in the glitter, distinguishing between the different marks they make, ascribing meaning to their marks	Ascribe meaning to marks as they draw and paint starting to ascribe meaning to marks that they see in different place. Beginning to form recognisable letters for their name	Beginning to form recognisable letters for their name for example when writing in Mother's day and Easter cards and beginning to hear the initial sounds in words, ascribing meaning to their drawings	Beginning to write their names writing some clearly identifiable letters to communicate meaning, ascribing meaning to their drawings	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately.
	Reception		Reception		Reception	
Reception children Shared and guided sessions should be completed with children Independent application	Writing initial sounds and simple captions. Use initial sounds to label characters / images. Developing correct letter formation	Labelling using initial sounds. Simple CVC words Story scribing. Developing correct letter formation	Labels and captions Write simple cvc, ccvc and cvcc words Guided writing to label or caption story maps Spell some red words in line with RWI ditty expectations Developing correct letter formation	Begin to say and hold a sentence – teacher model Guided writing of a simple sentence in a meaningful context Write a sentence to accompany story maps created Spell some red words in line with RWI red ditty expectations Write some letters correctly	**Hold a sentence writing** Apply taught phones and make phonetically plausible attempts at words to write 1 or 2 simple sentences Begin to use finger spaces Spell some red words correctly in line with RWI expectations Write some letters correctly	**Write simple sentences** Innovate a familiar model writing simple sentences showing a beginning, middle and end. Write simple sentences in a meaningful context by identifying sounds in them and representing them with letter/s using the taught graphemes Use finger spaces and begin to understand full stops

opportunities within the provision						Spell some red words correctly in line with RWI expectations Write recognisable letters, most of which are correctly formed