

ENGLISH OVERVIEW 2020 -2021 YEAR R

Autumn		Spring		Summer	
Ourselves	People who help us	Animals	Growing Things	Mini-beasts	Materials/Traditional Tales
<p><b>Nursery Rhymes</b>  <b>Poetry:</b> Cock a Doodle Doo (Farmyard Poems)                      The Sheep and The Goat (Pie Corbett - TfW)</p>	<p>Little Red Hen (TfW)                      Polar Bear Polar Bear (TfW)  <b>Poetry unit:</b> 5 Little Pumpkins (The Works)</p>	<p>Owl Babies (TfW)                      The Enormous Turnip (TfW)  <b>Non-Fiction Unit:</b> From the Egg to the Chick</p>	<p>Jasper's Beanstalk (TfW)  <b>Poetry:</b> The Caterpillar Fair; (The Works)</p>	<p><b>Non-Fiction unit:</b> Mini beast Babies  <b>Poetry unit:</b> A B (Spike Milligan) Learn by Heart                      The Bug Chant, Superworm</p>	<p>The 3 little pigs (TfW)                      The Gingerbread Man (TfW)                      Three Billy Goat's Gruff (TfW)</p>
<p>Give meaning to the marks they make as they draw, write and paint                      Ascribe meanings to marks they see in different places</p>	<p>Give meaning to the marks they make as they draw, write and paint                      Ascribe meanings to marks they see in different places.                      Write own name</p>	<p>I can spell some CVC words accurately.                      Attempt to write short sentences in meaningful contexts.                       I can use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>I can make phonetically plausible attempts at words I am unsure of how to spell.                      Attempt to write short sentences in meaningful contexts.                      Write some common irregular words (he, she, the)</p>	<p>Write simple sentences which can be read by themselves and others.                      Write simple captions and labels                      Use phonic knowledge to segment and spell some common words correctly and some that are phonetically plausible.                      Write some common irregular words (he, she, the)</p>	<p>I can write 2 or more sentences on the same subject. I can spell all of the tricky words on the Reception word list.</p>
<p>I can read and write my own name with a capital letter                      I can hold a pencil to form handwriting patterns</p>	<p>Write own name using a capital letter                       I can hold a pencil to form handwriting patterns                      I can form straight line family letters                      I can form curved family letters                      I can form tunnel family letters</p>	<p>I can form all my letters in correct orientation.                      I can form straight line family letters                      I can form curved family letters                      I can form tunnel family letters                      I can form dipper family letters                      I can form odd bod family letters</p>	<p>I can form all my letters in correct orientation.                       Leave spaces between words</p>	<p>I can start my sentences with a capital letter and end with a full stop.                       Leave spaces between words</p>	<p>I can start my sentences with a capital letter and end with a full stop.                       Leave spaces between words</p>
<p>Retell a simple past event in the correct order                      Introduce a storyline or</p>	<p>Introduce a storyline or narrative, into their play                      Use talk to connect ideas, explain what is</p>	<p>Link statements and stick to a main theme or intention</p>	<p>Develop their own narratives and explanations by</p>	<p>Attempts to write for a variety of purpose using different features of</p>	<p>Attempts to write for a variety of purpose using different features of</p>

narrative into their play	happening, what might happen next, recall and relive past experiences.	Introduce a storyline or narrative, into their play	connecting ideas or events using some time connectives e.g. then, next (orally)	forms e.g. lists, instructions, story, postcards etc Develop their own narratives and explanations by connecting ideas or events using some time connectives e.g. then, next (orally)	forms e.g. lists, instructions, story, postcards etc Develop their own narratives and explanations by connecting ideas or events using some time connectives e.g. then, next (orally)
Join in with repeated refrains and anticipates key events and phrases in rhymes.	Join in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of story structure. Suggest how a story might end.	Use vocabulary and forms of speech that are increasingly influenced by their experience of books e.g. once upon a time, repeated refrains etc	Use vocabulary and forms of speech that are increasingly influenced by their experience of books e.g. once upon a time, repeated refrains etc Use language appropriate to the task	Use vocabulary and forms of speech that are increasingly influenced by their experience of books e.g. once upon a time, repeated refrains etc Use language appropriate to the task	Use vocabulary and forms of speech that are increasingly influenced by their experience of books e.g. once upon a time, repeated refrains etc Use language appropriate to the task
<u>Class story linked to areas</u> Elmer Rosie's Walk Winnie the Witch/Funnybones The Jolly Postman Once there were Giants		<u>Class story linked to areas</u> Zog Gruffalo Handa's Surprise Tom and the land of the Dinosaurs		<u>Class story linked to areas</u> Twist and hop, mini beast bop! The Bad-tempered Ladybird What the ladybird heard The Ugly Bug Ball	
<b>Sentence structure</b>		<b>Punctuation/Handwriting</b>		<b>Text Structure</b>	
<b>Composition and Effect</b>					

TfW: Children learn at least 9 stories off by heart throughout the year.