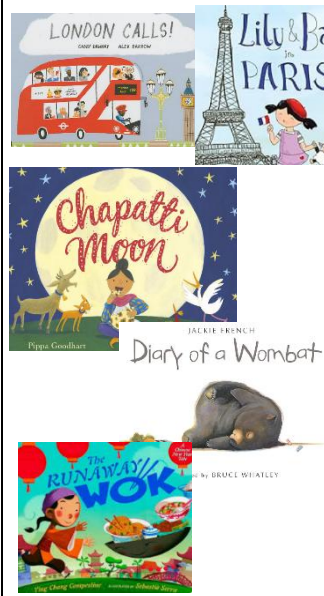




English Long Term Overview Reception

'Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Non-Fiction – All about me and my home.	Topic: Non-Fiction - Celebrations	Topic: Why is it so cold outside?	Topic: What happened down on the farm today?	Topic: What can you see in the sea?	Topic: Are we nearly there yet?
Text: 	Text: 	Text: 	Text: 	Text: 	Text:
C&L: *Listen attentively to a range of stories. *Repeating stories from memory. *Offering own thoughts, ideas and opinions.	C&L: Focus on key texts about Celebrations. *Learn to discuss a topic using new vocabulary. *Listen, talk and respond to books recalling ideas and responding to questions.	C&L: *Talk about and respond to stories recalling key events and beginning to discuss alternate endings. *Follow two-part instructions. *Talk about and respond to non-fiction books and	C&L: *Talk about elements of a topic using new vocabulary. *Listen, talk about and respond to books with ideas and questions. *Follow two-part instructions.	C&L: *Children talk about elements of a topic and extend sentences using a conjunction. *Listen, talk about and respond to stores with actions, comments, questions and begin	C&L: *Understand how to listen carefully and why listening is important. *Listen, talk about and respond to stories and rhymes with comments, questions and recall key event, characters and



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*Use appropriate language to retell and role play stories. *Speak clearly in front of a small group of people. *Show awareness of the person talking and demonstrate appropriate listening skills. Early years children		begin recalling facts and opinions.		innovating alternative aspects (character, object, setting) *Follow instructions carefully and ask questions to clarify.	settings. *Talk about elements of a topic using newly introduced vocabulary and a range of conjunctions and tenses.
Literacy: *In phonics children will look at initial sounds and making marks to represent these. *Oral blending CVC words. *Write letters in our names using some correct formation. *Independently make marks and put appropriate meaning to these, communicating meaning with others clearly.	Literacy: *Continue the Supersonic phonics programme, learning Basics 2 / 3 as appropriate. *Listen, hear and write sounds in CVC words. *Continue reading sessions, focusing on decoding and blending sounds.	Literacy: *Talk about and begin to respond with questions to non-fiction books. taught basics 2 and 3 sounds and common exception words. *Be able to read simple phrases and sentences. Be recalling and identifying the taught GPCS and know how to write letters including taught digraphs. *Be able to spell some common exception words. *Be taught that a sentence starts with a capital letter and ends with a full stop.	Literacy: *Talk about and respond to stories; recalling, sequencing and anticipating key events. *Read sentences made up of taught sounds and tricky words. *Think of, say and write a sentence	Literacy: *Talk about and respond to stories and poetry with questions and explanations. *Begin to make suggestions for actions or events. *Identify the taught GPCS and read simple phrases and sentences with common exception words. *Think of, say and write a sentence sometimes using a capital letter and full stop.	Literacy: *Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. *Begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). *Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.



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					*Read sentences made up of words with taught sounds and common exception words.
PD: *Mark making with a range of large and small resources. *Begin to develop a pincer grip. *Develop our scissor skills cutting lines and shapes carefully and safely. *Show a preference for a dominant hand. *Form most of the letters in my name using the correct formation. *Hold pencils and paintbrushes beyond the whole hand grasp. *Develop muscle tone to put greater pressure on paper to make their marks.		PD: *Form the letters for my first name correctly. *Correctly form some letters from basics 2. *Using the correct pencil grip when holding writing implements. *Handle tools, objects, construction and malleable materials with increasing control *Encourage children to make a range of controlled marks on a page. *Correctly forming some letters from the 26 in the alphabet. *Begin to reduce the size of my letters.		PD: *Record some letters with some consistency of size and neatness. *Correctly forming all of the 26 letters from the alphabet. *Record most letters with some consistency of size and neatness. *Some children may begin to sit some letters on lines. *Use one hand consistently for fine motor tasks * Draw pictures that are recognisable.	