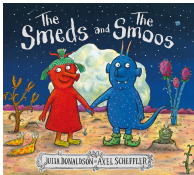
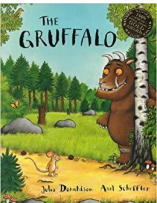
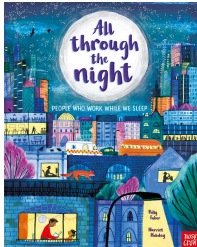
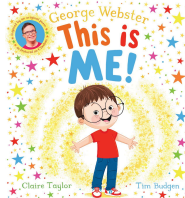
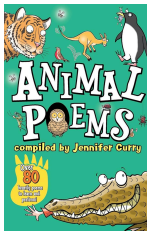
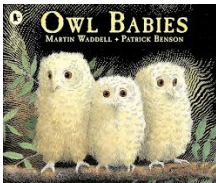
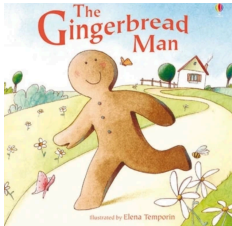
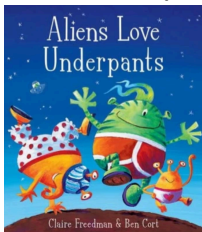
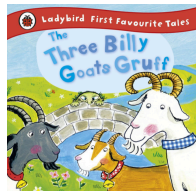
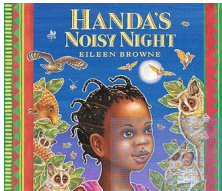
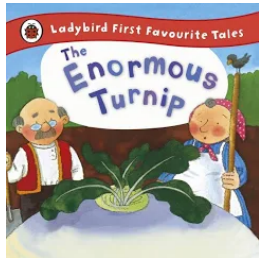
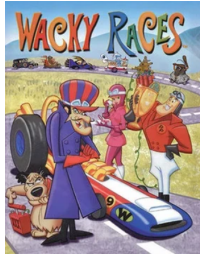


Grange Park Primary School English Overview Reception

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me!		People Who Help Us	The World and People Around Us	Living and Growing	
Reading Spine	The Smeds and the Smoos by Julia Donaldson 	The Gruffalo by Julia Donaldson 	All Through the Night by Polly Faber and Harriet Hobday 	Milo's Monster by Tom Perceival 	This is Me by George Webster 	The Spots and the Dots Animal Poems compiled by Jennifer Curry  
Rhyme of the Week	-Days of the Week -I like to be Me! -1,2,3 It's good to be me! -Head, Shoulders, Knees and Toe - finger family	-Ten in the bed -Twinkle Twinkle Little Star -I'm a little teapot -Three blind mice -BINGO -I'm a little snowman -Jingle Bells	-Miss Polly -Doctor Foster -London's Burning -London Bridge is falling down - I'm a little alien - love, love, love	- Jack and Jill -Old MacDonald -Jambo Bwana -Pat a cake -Hot cross buns	-Tiny Caterpillar on a leaf -1,2,3,4,5 once I caught a fish alive -Five Little Speckled Frogs -The ants go marching -Mary Mary Quite Contrary	-Five little ducks -Five little monkeys sitting in a tree -Down by the bay -There's a hole -There's a worm at the Bottom of the Garden -A sailor went to sea sea sea

						-Over the deep blue sea
Word of the Week	Settling Partner kindness ready recycle respectful	safe emotions senses frustrated delighted lively thrilled	exploring imagination booming gobble petrified incredible	Bellowed deceive dazzled fierce marvellous astonished	predict magnificent Fascinated budge Emerge absorb	confused ordinary amazed sportsmanship curious exhausted demolish crackling
Core Text (Drawing Club)	Owl Babies 	The Little Red Hen  Stick Man 	The Gingerbread Man  Aliens love Underpants 	The Three Billy Goats Gruff  Handa's Noisy Night 	The Very Hungry Caterpillar  The Odd Egg 	The Enormous Turnip  Wacky Races (animation) 
Phonics (RWI)	Word Reading RWI set 1 sounds Read individual letters by saying the sounds for them.	Word Reading RWI Set 1 sounds Red words: put, a, the, I, no, my, your, said Read individual letters by saying the sounds for them.	Word Reading RWI Groups: Red words: of, for, he, you, be, are Read individual letters by saying the sounds for them.	Word Reading -RWI Groups Red words: to, go, me, baby, paint, all Read individual letters by saying the sounds for them.	Word Reading RWI Groups: Red words: like, I've, want, call, her, we, she, washing Read individual letters by saying the sounds for them.	Word Reading Red words: some, so, what, they, do, old, was, saw Say a sound for each letter in the alphabet and at least 10 digraphs;

		Blend sounds into words orally, so that they can read short words made up of known letter– sound correspondences.	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words (red words). Read simple phrases and sentences made up of words with known letter–sound correspondences.	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words (red words). Read simple phrases and sentences made up of words with known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them (digraphs). Children read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words (red words). Read simple phrases and sentences made up of words with known letter–sound correspondences. -Read some letter groups that each represent one sound and say sounds for them (digraphs). Children read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Key Texts (Books to support the topic)	This is me! That's not my name My Daddies A world of me and you Daddy do my hair		Emergency Ness the Nurse Zog and the flying Doctor	World Atlas Weather Rainforests	Life Cycle of a frog Life Cycle of a Sunflower Usborne Beginners Nature 10 Books Life Cycle of a chick Life Cycle of a Strawberry The Enormous Turnip Jaspers Beanstalk	
Communication and Language progression checkpoints	Show a basic understanding of how to listen attentively within the classroom. Begin to develop social phrases, sometimes with the support of an adult. Begin to develop social interaction with peers in play, sometimes with the support of an adult. With adult support can begin to link experiences to develop understanding.		In a variety of settings (e.g. carpet time, story time, assemblies, etc) starting to respond with relevant comments and questions. Developing social interactions with others, listening and responding to what they say. With increasing independence children will draw on previous experiences when making sense of new ones.		Listen attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back and forth exchanges with their teacher and peers.	

	Offers responses to a range of questions, sometimes with adult support.	Asks a range of questions to find out more linked to certain topics and interests.	
Physical Development (Gross Motor) progression checkpoints	Can complete an obstacle course which requires various movements such as crawling, balancing, with support. Develop ball skills with adult support including throwing, catching, kicking, passing, batting and aiming. With adult support explore using a range of large and small apparatus indoors and outside, alone and in a group.	Developing independence with overall body strength, co-ordination, balance and agility in a variety of ways e.g. completing an obstacle course, using apparatus, etc. Can roll, crawl, walk, jump, run, hop, skip and climb confidently. Uses bodily movements in a more fluent way, combining different movements. Develop ball skills with adult support including throwing, catching, kicking, passing, batting and aiming. Can throw, catch, kick, pass, bat and aim when using balls confidently, competently and with good accuracy and precision. Confidently and safely use a range of large and small apparatus indoors and outside, alone.	Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Physical Development (Fine Motor) progression checkpoints	Beginning to use a range of tools safely e.g. pencils, scissors, knives and forks. Securing a tripod grip. Is making a variety of pre mark making lines with some accuracy. Beginning to understand vocabulary specifically linked to handwriting such as; posture, pencil grip, position and vocabulary linked to letter formation such as up, down, round, back and over	Can use a range of tools with good fine motor skills e.g. pencils, scissors, knives and forks. Has established tripod grip when writing and drawing. Writing their full name legibly, maintaining correct letter formation. Vocabulary linked to handwriting and letter formation continues to develop	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Uses a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
Literacy (comprehension) progression checkpoints	Re-enacts and reinvents some stories they have heard in their play Can make a prediction about a story by using the front cover. Describes characters from the story in increasing detail. Enjoys an increasing range of print and digital books, both fiction and non-fiction.	Is able to recall and discuss stories or information that has been read to them, or they have read themselves Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describes characters from the story, main story settings and events in increasing detail. Re-read what they have written to check it makes sense.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (when appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

	Answers 'what', 'where', 'when' questions about a text.		
Literacy (Writing) progression checkpoints	Children will begin to make anticlockwise movements and retrace vertical lines. Children will be able to form/write recognisable letters that match their current phonics teaching. Some children will be able to segment simple CVC words and spell them correctly.	Children use writing for a wider range of purposes such as labels, captions and lists with increased independence. Can form some lowercase and uppercase letters correctly. Children write short sentences with words with known sound-letter correspondences, some using a capital letter and full stop. Can re-read what they have written to check that it makes sense. Beginning to use capital letters and full stops when writing a sentence.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.