

English - Long Term Overview for Reception

Term One			Term Two		
Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry
Text:	Text:	Text:	Text:	Text:	Text:
Genre:	Genre:	Genre:	Genre:	Genre:	Genre:
Writing Features:	Writing Features:	Writing Features:	Writing Features:	Writing Features:	Writing Features:
Skills Progression: Distinguishes between the different marks they make e.g. this is a dog, this is my name. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	Skills Progression: Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings	Skills Progression: Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves Mark making and early writing is included in their play	Skills Progression: Imitating adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Attempts to write their own names, or other names and words, using a combination of lines, circles and curves, or letter shapes Form graphemes for phase 2 set 1/2 (s/a/t/p/i/n/d)	Skills Progression: Shows an interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words Form graphemes for phase 2 set 3/4 (g/o/c/k/ck/e/u/r)	Skills Progression: Begins to make letter type shapes to represent the initial sound of their name and other familiar words. Form graphemes for phase 2 set 5 (h/b/f/ff/l/l/ss)

A mixture of 'Drawing Club' and 'Talk 4 Writing' is used throughout Reception - Children will use familiar plots for structuring the opening, middle and end of a story and specially created example texts for structuring other genres of writing they are also exposed to increasingly challenging vocabulary from around the texts.

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Term Three			Term Four		
Fiction	Non-fiction	BOOK WEEK	Fiction	Non-fiction	Poetry
Text:	Text:		Text:	Text:	Text:
Genre:	Genre:		Genre:	Genre:	Genre:
Writing Features:	Writing Features:		Writing Features:	Writing Features:	Writing Features:
Skills Progression: Writes phase 2 graphemes to represent the initial phoneme in a variety of words. Start to segment the phonemes in words and blend them together to write. Form graphemes for phase 3 set 1/2 (j/v/w/x/y/z/zz/qu)	Skills Progression: Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making cards, tickets, lists and invitations. Begin writing CVC words. Form graphemes for phase 3 consonant/vowel digraphs (ch/sh/th/ng/ai/ee/igh/oa)	Skills Progression: Form graphemes for phase 3 vowel digraphs (oo/ar/or/ur/ow/oi)	Skills Progression: Sit correctly at a table, holding a pencil comfortably and correctly Start to develop phonic knowledge by linking phonemes to graphemes, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence. Form phase 3 vowel trigraphs (ear/air/ure)	Skills Progression: Uses their developing phonic knowledge to write key words. Creating their own stories and books with images and sometimes with words, in print and digital formats	Skills Progression: Uses their developing phonic knowledge to write labels and captions Spell words by identifying the phoneme and then writing the grapheme with letter/s. (phoneme/grapheme correspondence)

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Term Five			Term Six		
Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
Text:	Text:	Text:	Text:	Text:	Text:
Genre:	Genre:	Genre:	Genre:	Genre:	Genre:
Skills Progression: Form lower-case and capital letters correctly. Understand the terms word and sentence Begin to write short sentences. Phase 4 - Adjacent consonants	Skills Progression: Use a capital letter at the beginning of a sentence. Phase 4 - Adjacent consonants	Skills Progression: Write short sentences with words with known phoneme/grapheme correspondences using a capital letter and full stop. Apply known graphemes to spell some words correctly and others phonetically plausibly (Phase 2/3) Phase 4 - Adjacent consonants	Skills Progression: To write simple sentences which can be read by themselves Re-read what they have written to check that it makes sense. Phase 4 – Polysyllabic words	Skills Progression: Spell words containing each of the 40+ phonemes already taught Write sentences by saying out loud what they are going to write about Phase 4 - Polysyllabic words	Skills Progression: Write sentences by composing a sentence orally before writing it Phase 4 - Adjacent consonants and polysyllabic words

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