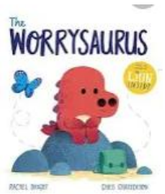
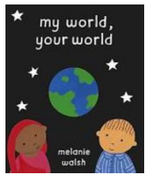
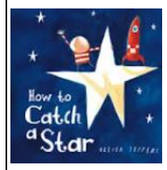
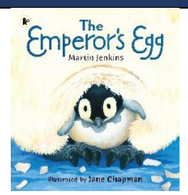
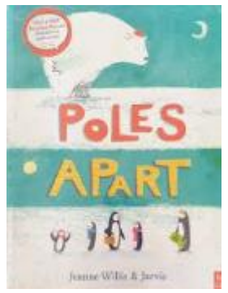
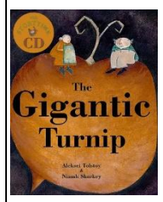
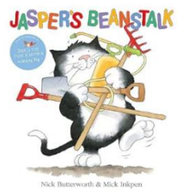
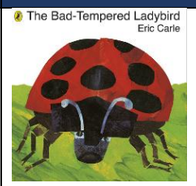
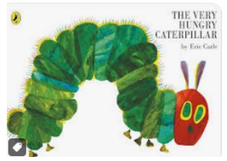
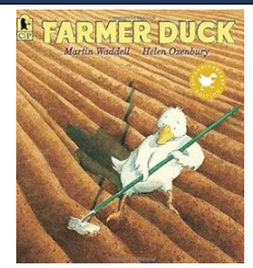
Early Years English Curriculum 26-27

ST. MARY'S CE PRIMARY SCHOOL

	What is special?		What has changed?		What's next?	
	Settling into school Hist- A Peak into the Past	Autumn changes to Winter Hist- How do we move transport Nocturnal animals: non flying	Winter Geog- Maps Artic vs Antarctic	Down at the bottom of the garden Geog- Outdoor adventures	**Down at the bottom of the garden** **(flying ladybirds, butterfly, wasps, moths)** **Outdoor adventures**	
Core Reading Texts	   (last two weeks)	    Drawing club: Bat Fink, Goldilocks, Wacky Races.	 	  **Traditional text link**: The Enormous Turnip **Traditional** text link: Jack and the beanstalk	  	 • **Traditional text link:** The Three Little Pigs
Additional Texts	• I Am Too Absolutely Small for School • Starting School- Janet and Allan Allberg • Everybody's Welcome by Patricia Hegarty • **Non-Fiction-** families	• How to Catch a Star • Whatever Next! • The Way Back Home • How To Catch A Star • Naughty Bus • Mr Gumpy's Motorcar • My First Book of Transport • Oi! Get Off My Train • Duck in the Truck • The Great Balloon Hullaballoo	• The Penguin who wanted to fly • The Bears winter house **Non- fiction**: • Animals in winter • What can you see in winter? • Penguins in the fridge	• A Tiny Seed • Titch • The Extraordinary Gardener • All The Wild Wonders – Poems of the Earth • Oliver's Vegetables Tree: Seasons **Non- fiction**- • National Trust: Out and About	• **Non-fiction texts** relating to life cycles of different animals and plants.	• Handa's surprise • Dear zoo • Tiger who came to tea • Rosie's walk • Owl babies • Shark in the park • Elmer the Elephant • Farmer Duck

		• The Train Ride • Izzy Gizmo • All Aboard for the Bobo Road • Lost and Found • **Non-fiction texts** relating to different modes of transport		• Minibeast Explorer: A children's guide to over 60 different minibeasts		**Non- fiction texts relating to animals (farm & around the world)**
Poetry	**Reciting rhyming poems** **Nursery rhymes and narrative poems (reading & reciting only)** Children will be immersed in structured rhyming poetry throughout the year, including well-known 'narrative poems' (story books) such as Julia Donaldson books. **Discussion and oral work linked to rhyme and spotting words that rhyme**		**Simple shape poems** The poem usually describes an object. The poem is presented in the shape of the object which it is describing. **The layout may either be with the words inside a shape or around the outline of the shape**. Can be adult supported. Children will experiment and explore creating simple shape poems using adjectives to describe them, given a template.  		**Short list poems** A list poem does exactly as described and collects content in a list form. List poems don't have any fixed rhyme or rhythmic pattern. Writing suggestions: Children will experiment with writing lists in the form of a poem based on a familiar experience or setting. Templates can be given so that children finish the line in their poem. e.g. In spring/summer/winter I can see… My favourite ….	
Nursery Rhymes	• 5 little flowers • I'm a Little Flower Pot • Wheels on the Bus	• 5 little men in a flying saucer • Twinkle Twinkle little star • Zoom zoom zoom	• On a cold and frosty morning • Im a little penguin • In the winter	• Mary, Mary, Quite Contrary. • Here We Go Round the Mulberry Bush. • Ring a Ring O'Roses.	• There's a worm at the bottom of the garden • Fuzzy Wuzzy Caterpillar • The Ants go marching	• Old Macdonald • Let's go to the zoo • Little Bo Peep Has Lost Her Sheep • Farmers in the Den
Writing Opportunities	**Nursery** Makes marks in different media using hands or mark-making tools. **Reception** Can say the initial sound in a word. Uses some recognisable letter shapes when writing own name. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing, shopping lists, writing initial sounds and simple captions. Use initial sounds to label characters / images, silly soup, names labels. Writing for a purpose in role play	**Nursery** Uses pincer grip in play to hold small objects. **Reception** Writes CVC words and labels. Is starting to write simple captions. Says a simple sentence for writing (oral and count words). Writes some lower-case letters correctly. Uses some upper-case letters, e.g. for own name, Mum and Dad. Letters to Santa Recount, name writing, labelling, story scribing. Retelling stories, letter writing, writing tricky words learnt during phonic lessons, writing CVC words, labels using CVC, CVCC, CCVC words.	**Nursery** Mark making shows variation in shape and form. **Reception** Writes some upper-case letters correctly. Writes most lower-case letters correctly using a tripod grip. Writes CVC words and labels using Phase 2 phonemes. Thank you letters Rhyming words/sentences Writing instructions Writing captions, lists, recipes	**Nursery** Engages in mark making in their play. **Reception** Writes CVC words and labels using Phase 2 and 3 phonemes. Spells some tricky words. Write captions. Is starting to write short sentences. Creating own story maps, writing captions and labels, writing simple sentences. Talk for writing opportunities. Writing short sentences to accompany story maps. Character descriptions.	**Nursery** Recognises and writes some letters from their own name. Engages in making 'messages' for others from their pictures, paintings and in their play. **Reception** 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. Talk For Writing opportunities. Writing for a purpose in role play. Using phonetically plausible attempts at words. Labels and captions- Life cycles. Beginning to use finger spaces. Form lower-case and capital letters correctly. Knows and writes rhyming words. Recount – A trip to the farm Acrostic poems	**Nursery** Uses groups of letters or letter-like shapes when writing. Some familiar letters are beginning to be formed correctly. Ascribes meaning to the 'other' marks they make. **Reception** Write simple phrases and sentences that can be read by others. Talk For Writing opportunities. Non-fiction Story writing. Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character descriptions.
Vocabulary	Language focus around sharing holiday experiences, new routines, and feelings. Where? What? Who? Now, Next. How do you feel? Size: comparing Bigger than, smaller than. Transport Vocab: Steam train, vehicle, car, old, vintage, passengers, traffic, and reflection.	Earth, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, sun, moon, planets, star, solar system, astronaut, space shuttle, Neil Armstrong, comet, sun, asteroids.	Christmas, icicles, snowman, penguins, polar bear, igloo, snowflake, woolly hat, scarf, gloves, ice, cold.	Plant, leaf, leaves, stem, light, water, growth, healthy, root, flower, petal, pollen, seed, rake, boors, hose pipe, gloves, wheel barrow, watering can, lawn mower, saw, fence.	Bee, caterpillar, beetle, ladybird, millipede, worm, wasp, slug, ant, butterfly, spider, insects.	Smooth, scaly, fast, slow, spotty, large, small, reptiles, brave, scared, wood, creature, owl, burrow, fox, Gruffalo, snake, tusks, claws, teeth, knobbly knees.
Reading	N / R	N / R	N / R	N / R	N / R	N / R

	Can recognise and match picture labels and silhouettes to objects in the environment.	Can orally segment some simple cvc words.	Can recognise and match picture labels and silhouettes to objects in the environment, in books, pictures or when playing using digital devices.	Can segment and spell Phase 2 CVC words. Can match Phase 2 graphemes and phonemes.	I can show interest and answering simple questions about the text Beginning to track from left to right. Beginning to track from left to right and discriminate between similar and familiar letter like shapes.	Says the sound for each Phase 2 and 3 graphemes use words that I know to check my reading makes sense I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	I can demonstrate understanding when talking about what I have read Beginning to track from left to right. Beginning to track from left to right and discriminate between similar and familiar letter like shapes.	I can repeat words or phrases to check my reading Differentiated groups for phonics. I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words	**Oral Blending and Segmenting** Knows that print carries meaning. Recognises familiar signs and labels, and their own name. Hears and says initial sounds in words	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can sometimes notice errors I know that illustrations can help me make sense of my reading I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	**Oral Blending and Segmenting** Knows that print carries meaning. Recognises familiar signs and labels, and their own name. Hears and says initial sounds in words	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
	Phase 1	Phase 2	Phase 1	Phase 2	Phase 1	Phase 3	Phase 1	Phase 3	Phase 1	Phase 3	Phase 1	Phase 3
Phonics	Environmental Sounds Instrumental Sounds	Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Whole class phonics with assessment on the last week of term	Body Percussion	Set 5: h, b, f, l, ss Phonic assessments during the last week of Autumn 2.	Rhythm and Rhyme	Set 6: j, v, w, x Set 7: y, z, zz, q Set 8: ch, sh, th, ng Phonics assessments during the last week of Spring 1.	Alliteration	Set 9: Ai, ee, igh, oa, oo (long), oo (short Phonic assessments during the last week of Spring 2.)	Introduce a sound a week Set 1: s, a, t, p Set 2: i, n, m, d	Set 10: ar, or, ur, ow, oi, Set 11: ear, air, ure, ur Phonic assessments during the last week of Summer 1	Introduce a sound a week Set 3: g, o, c, k	Consolidation
EYFS Irregular/High Frequency Words		to, no, go,		I, into, her		me, be, he, my by, she, they		we, are, me,		you, all, was, give, live		Consolidation
	N	R	N	R	N	R	N	R	N	R	N	R
Comprehension	Listens attentively, showing pleasure, to a familiar story published.	Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book. Joins in with familiar rhymes and songs.	Listens attentively, showing pleasure, to a familiar story published	Has a love of stories and listens attentively to story time. Enjoys talking to others about favourite stories. Is able to talk about the main events in the story and predict what might happen. Can retell a story using role play or small world	Uses their own illustrations or props to retell a story.	Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.	Uses their own illustrations or props to retell a story. Engages in story talk when in the role play or in small world. Once upon a time Happily ever after Now, then, after that, next Beginning, middle, end.	Identifies non-fiction texts, remembering facts.	Knows how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories.	Will request favourite rhymes, poems, fiction or non-fiction books based on own interest, enjoyment and pleasure. Plays with new vocabulary of particular interest when engaged in activities such as reading, role play and small world.	Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.

VIPER and SPAG (reception)		Vocabulary Language focus around sharing holiday experiences, new routines, and feelings. Where? What? Who?Now, Next. How do you feel? Size: comparing Bigger than, smaller than		resources, using some story language. Vocabulary Sequence Capital letter.		Vocabulary Retrieval Word spaces.		Vocabulary Retrieval Sequence Sentence.		Vocabulary Prediction Retrieval Sequence Full stop.		Vocabulary Prediction Retrieval Sequence Full stop.