



Streetsbrook Infant & Early Years Academy

English Curriculum Overview

	Reception
	Phonics and Early Reading at Streetsbrook is supported by Little Wandle, Letters and Sounds Revised, Systematic Synthetic Phonics Programme and Collins Big Cat for Little Wandle Decodable Readers, This overview sits alongside our Little Wandle provision
Autumn 1	Reading • Take pleasure in books and reading activities, enjoying an increasing range of books, including non-fiction • Build vocabulary by hearing books read aloud • Talk about books in extended sentences using an increasing range of vocabulary • Recognise print carries meaning and that we read from left to right/ top to bottom • Recognise rhyme, and be able to add words to a rhyming string • Retell stories in their own words • Use books as a stimulus for play, including making up their own stories ordering and retelling stories using puppets, props, role play and masks • Sing a nursery rhyme • Blend some phonemes (sounds) together to read simple words Writing • Begin to use talk to order and sequence their thinking prior to 'writing' • After writing independently, 'read' their writing to an adult (give meaning to the marks they make) • Write their name • Segment the phonemes (sounds) in some simple words and write a grapheme to represent each sound Letter Formation & Handwriting • Write Dance Programme & range of activities to support fine and gross motor development and physical literacy • Use mark making within play • Use a tripod grip to hold a pencil • Learn and practise lower case letter formation (pens and whiteboards) following Little Wandle letter formation mantras

Autumn 2	Reading • Take pleasure in books and reading activities, enjoying an increasing range of books, including non-fiction • Build vocabulary by hearing books read aloud • Talk about books in extended sentences using an increasing range of vocabulary • Identify rhyming words in stories and in games • Retell stories in their own words • Use books as a stimulus for play, including making up their own stories and retelling stories using puppets, props, role play and masks • Read individual letters by saying their phoneme • Read words using accurate grapheme phoneme correspondences (GPC) Writing • 'Write' in a variety of learning activities, exploring a range of purposes for recording • Use talk to order and sequence their thinking prior to 'writing' • 'Read' their emerging writing to an adult (give meaning to the marks they make) • Write their name • Begin to write words using accurate grapheme phoneme correspondences (GPC) • Begin to write captions and simple dictated sentences Letter Formation & Handwriting • Use a tripod grip to hold a pencil • Daily letter formation practise (Little Wandle) • Learn about letter families – focus on curly letters then ladder letters
Spring 1	Reading • Take pleasure in books and reading activities, enjoying an increasing range of books, including non-fiction • Use books as a stimulus for play including making up their own stories and retelling stories using puppets, props, role play and masks • Build vocabulary by hearing books read aloud • Participate in book talk, including asking questions, making predictions, sharing ideas and opinions • Identify rhyming words in stories and in games and be able to generate their own rhyming string • Say a phoneme (sound) for each letter in the alphabet and at least 10 digraphs. • Read words using accurate grapheme phoneme correspondences (GPC) • Read simple decodable books matched to their knowledge of grapheme phoneme correspondence (GPC) • Read Phase 2 non-decodable words on sight (tricky words) Writing • Write in a variety of learning activities, exploring a range of purposes for recording • Use talk to order and sequence their thinking prior to 'writing' (talk for writing)

	• Use a story plan to retell stories in sequence, using a growing range of story related vocabulary and phrases (talk for writing) • Write words and phrases using their knowledge of grapheme phoneme correspondence (GPC) • Read what they have written to an adult or peer • Write simple dictated sentences that include a capital letter and a full stop. Letter Formation & Handwriting • Use a tripod grip to hold a pencil • Daily letter formation practise (Little Wandle) • Learn about letter families – focus on one arm robot letters then zig zag letters • Form letters in own name correctly including a capital letter to begin
Spring 2	Reading • Take pleasure in books and reading activities, enjoying an increasing range of books, including non-fiction • Listen attentively for longer and be able to follow longer stories read aloud • Build vocabulary by hearing books read aloud and be able to use new vocabulary independently. • Participate in book talk, including asking questions, making predictions, sharing ideas, opinions and preferences • Use books as a stimulus for play including making up their own stories and retelling stories using puppets, props, role play and masks • Understand how we can use books and other text based sources to 'research' a topic • Read words using accurate grapheme phoneme correspondences (GPC) • Read decodable books matched to their knowledge of grapheme phoneme correspondence (GPC) • Read Phase 2 non-decodable words on sight (tricky words) • Enjoy books independently Writing • Write in a variety of learning activities, exploring a range of purposes for recording • Use talk to order and sequence their thinking prior to 'writing' (talk for writing) • Use a story plan to retell stories in sequence, using a growing range of story related vocabulary and phrases (talk for writing) • Write words and phrases using their knowledge of grapheme phoneme correspondence (GPC) • Write with growing independence using a familiar sentence structure /sentence stems to scaffold the process • Write simple dictated sentences that include a capital letter and a full stop • Read what they have written to an adult or peer Letter Formation & Handwriting • Use a tripod grip to hold a pencil • Daily letter formation practise (Little Wandle) • Learn about letter families – revise and practise, focus on orientation and sizing • Begin to recognise and use capital letters

Summer 1	Reading • Take pleasure in books and reading activities, enjoying an increasing range of books, including non-fiction • Listen attentively for longer and be able to follow longer stories read aloud • Build vocabulary by hearing books read aloud and be able to use new vocabulary independently • Participate in book talk, including asking questions, making predictions, sharing ideas, opinions and preferences • Use books as a stimulus for play including making up their own stories and retelling stories using puppets, props, role play and masks • Understand how we can use books and other text based sources to 'research' a topic • Read words using accurate grapheme phoneme correspondences (GPC), blending sounds in their head • Read decodable books matched to their knowledge of grapheme phoneme correspondence (GPC), blending sounds in their head • Read Phase 2 and 3 non-decodable words on sight (tricky words) • Enjoy books independently, with growing focus and attention, following their own interests and preferences Writing • Write for a range of purposes • Use talk to order and sequence their thinking prior to 'writing' (talk for writing) • Use a story plan to retell stories in sequence, using a growing range of story related vocabulary and phrases (talk for writing) • Begin to structure ideas through logical sequencing e.g. beginning, middle and end (talk for writing) • Write words and phrases using their knowledge of grapheme phoneme correspondence (GPC) • Write with growing independence using a familiar sentence structure /sentence stems to scaffold the process • Begin to use 'think it, say it, write it, read it' to support the writing process • Write simple dictated sentences that are appropriately spaced and include a capital letter and a full stop • Read what they have written to an adult or peer Letter Formation & Handwriting • Use a tripod grip to hold a pencil • Daily letter formation practise (Little Wandle) • Form lower case letters with correct orientation and consistent sizing • Write within the lines of their book • Form some capital letters correctly

Summer 2

Reading

- Take pleasure in books and reading activities, enjoying an increasing range of books, including non-fiction
- Listen attentively for longer, accurately anticipating key events and responding to what they hear with questions, comments or emotions
- Build vocabulary by hearing books read aloud and be able to use new vocabulary independently
- Use books as a stimulus for play including making up their own stories and retelling stories using puppets, props, role play and masks
- Understand how we can use books to 'research' a topic, becoming aware of some of the organisational features of non-fiction texts
- Read words using accurate grapheme phoneme correspondences (GPC), blending sounds in their head
- Read decodable books matched to their knowledge of grapheme phoneme correspondence (GPC), blending sounds in their head
- Read Phase 2 and 3 non-decodable words on sight (tricky words)
- Enjoy books independently, following their own interests and sustaining focus and attention for growing periods of time

Writing

- Write for a range of purposes
- Use talk to order and sequence their thinking prior to 'writing' (talk for writing)
- Develop descriptive vocabulary (talk for writing)
- Use a story plan to create and tell their own stories using a growing range of story related vocabulary and phrases (talk for writing)
- Structure ideas through logical sequencing e.g. beginning, middle and end (talk for writing)
- Write words and phrases using their knowledge of grapheme phoneme correspondence (GPC)
- Write with growing independence using familiar sentence structures/sentence stems to scaffold the process
- Use 'think it, say it, write it, read it' to support the writing process, including accurately holding a sentence in their head long enough to record it in full
- Read what they have written to an adult or peer
- Write dictated sentences that are appropriately spaced and include a capital letter and a full stop.
- Begin to identify errors and edit work by using 'check and correct'

Letter Formation & Handwriting

Consolidate the following:

- Use a tripod grip to hold a pencil
- Form lower case letters with correct orientation and consistent sizing
- Write within the lines, sitting letters on the line
- Form some capital letters correctly