

Books English Overview - F/S and KS1.

YEAR GROUP	AUTUMN	SPRING	SUMMER
NURSERY	F-Fantasy F-Nursery Rhymes and Traditional Tales NF-Books of interest NF-Names, labels and signs	F-Mr Wolf's Pancakes NF-Growth and Change	F-Aliens and space Fantasy NF-The world and places to visit
NURSERY 30 - 50 months	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>-Enjoys rhyming and rhythmic activities.</li> <li>-Shows awareness of rhyme and alliteration.</li> <li>-Recognises rhythm in spoken words.</li> <li>-Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>-Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>-Beginning to be aware of the way stories are structured.</li> <li>-Suggests how the story might end.</li> <li>-Listens to stories with increasing attention and recall.</li> <li>-Describes main story settings, events and principal characters.</li> <li>-Shows interest in illustrations and print in books and print in the environment.</li> <li>-Recognises familiar words and signs such as own name and advertising logos.</li> <li>-Looks at books independently.</li> <li>-Handles books carefully</li> <li>-Knows information can be relayed in the form of print</li> <li>-Holds books the correct way up and turns pages</li> <li>-Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>-Sometimes gives meaning to marks as they draw and paint</li> <li>-Ascribes meanings to marks that they see in different places</li> </ul>		
RWInc (See separate overview)	<u>AUTUMN:</u>	<u>SPRING:</u>	<u>SUMMER:</u> Set 1 sounds
NURSERY Class Readers	Brown Bear, Brown Bear, What do you see? (Bill Martyn Jr/Eric Carle)	Hairy Maclary from Donaldson's Dairy (Lynsey Dodd)	Each Peach Pear Plum (Janet/Allan Ahlberg)
	The Very Hungry Caterpillar (Eric Carle)	Where's Spot? (Eric Hill)	Hug (Jez Alborough)
	We're Going on a Bear Hunt (Michael Rosen/Helen Oxenbury)	The Train Ride (June Crebbin)	Come on Daisy (Jane Simmons)
		Dear Zoo (Rod Campbell)	Jasper's Beanstalk (Nick Butterworth/Mick Inkpen)

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RECEPTION	F-Starting School F-Books about Friends and Family F-Traditional Tales	F-Stories about mini-beasts F-Fairy Tales F-Superheroes NF-Mini-beasts	F-Stories linked to sea/water F-Stories linked to hols NF-Different countries
RECEPTION (40 - 60+ months)	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>-Continues a rhyming string.</li> <li>-Hears and says the initial sound in words.</li> <li>-Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>-Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>-Begins to read words and simple sentences.</li> <li>-Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>-Enjoys an increasing range of books.</li> <li>-Knows that information can be retrieved from books and computers.</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>-Gives meaning to marks they make as they draw, write and paint.</li> <li>-Begins to break the flow of speech into words.</li> <li>-Continues a rhyming string.</li> <li>-Hears and says the initial sound in words.</li> <li>-Can segment the sounds in simple words and blend them together.</li> <li>-Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>-Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>-Writes own name and other things such as labels, captions.</li> <li>-Attempts to write short sentences in meaningful contexts.</li> </ul>		
RWInc (See separate overview)	<p><u>AUTUMN:</u></p> <p>Baseline Set 1 sounds</p>	<p><u>SPRING:</u></p> <p>Set 1 sounds revisit</p>	<p><u>SUMMER:</u></p> <p>Set 2 sounds Set 1 sounds revisit</p>
RECEPTION Reading, writing (End of ELG)	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>-Children read and understand simple sentences</li> <li>-They use phonic knowledge to decode regular words and read them aloud accurately</li> <li>-They also read some common irregular words</li> <li>-They demonstrate understanding when talking with others about what they have read</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>-Children use their phonic knowledge to write words in ways which match their spoken sounds</li> <li>-They also write some irregular common words</li> <li>-They write simple sentences which can be read by themselves and others</li> <li>-Some words are spelt correctly and others are phonetically plausible</li> </ul>		
RECEPTION Class Readers	<p>Shhh! (Sally Grindley)</p> <p>Goodnight Moon (Margaret Wise Brown)</p> <p>Owl Babies (Martin Waddell)</p> <p>Mr Gumpy's Outing (John Burningham)</p>	<p>The Gruffalo (Julia Donaldson/Axel Scheffler)</p> <p>Rosie's Walk (Pat Hutchins)</p> <p>Whatever Next! (Jill Murphy)</p>	<p>Farmer Duck (Martin Waddell/Helen Oxenbury)</p> <p>Mrs Armitage on wheels (Quentin Blake)</p> <p>Handa's Surprise (Eileen Browne)</p>

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YEAR 1	<p>F-The Good Little Wolf</p> <p>F-Stories with Familiar Settings</p> <p>NF-Recount</p> <p>NF-Labels and Captions</p> <p>-Dictionary Skills</p> <p>P-Using the Senses</p>	<p>F-Traditional and Fairy Tales</p> <p>F-Stories from a range of cultures</p> <p>NF-Instructions</p> <p>P-Pattern and Rhyme</p>	<p>F-Stories with a Fantasy Setting</p> <p>NF-Information texts</p> <p>NF-Recount - Fact or Fiction</p> <p>P-Poems on a theme</p>
YEAR 1	<p><u>Word:</u></p> <p>-Regular <b>plural noun suffixes</b> -s or -es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>-<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>-How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>		
YEAR 1 RWInc (See separate overview)	<p><u>AUTUMN:</u></p> <p>Set 2 sounds revisit</p> <p>Set 3 sounds (read)</p> <p>Set 2 sounds revisit</p>	<p><u>SPRING:</u></p> <p>Set 3 sounds (read)</p> <p>Set 2 sounds revisit</p>	<p><u>SUMMER:</u></p> <p>Set 3 sounds (read and spell)</p> <p>Set 2 sounds revisit</p>
YEAR 1 Writing, Grammar and Punctuation	<p><u>Composition:</u></p> <p>-How <b>words</b> can combine to make <b>sentences</b></p> <p>-Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p> <p><u>Text:</u></p> <p>-Sequencing <b>sentences</b> to form short narratives</p> <p><u>Punctuation:</u></p> <p>-Separation of <b>words</b> with spaces</p> <p>-Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>-Capital letters for names and for the personal <b>pronoun I</b></p> <p><u>Terminology:</u></p> <p>-letter, capital letter</p> <p>-word, singular, plural</p> <p>-sentence</p> <p>-punctuation, full stop, question mark, exclamation mark</p>		
YEAR 1 Class Readers	<p>Six Dinner Sid (Inga Moore)</p> <p>The Tiger who came to tea (Judith Kerr)</p> <p>Peace at Last (Jill Murphy)</p> <p>Beegu (Alexis Deacon)</p>	<p>The Elephant and the Bad Baby (Elfrida Vipont/Raymond Briggs)</p> <p>Knuffle Bunny (Mo Willems)</p> <p>Elmer (David McKee)</p> <p>Where the Wild Things are (Maurice Sendak)</p>	<p>Dogger (Shirley Hughes)</p> <p>Cops and Robbers (Janet/Allan Ahlberg)</p> <p>Lost and Found (Oliver Jeffers)</p> <p>Avocado Baby (John Burningham)</p> <p>Can't you sleep little bear? (Martin Waddell/Barbara Firth)</p>

YEAR 1 Voice 21	-Create a documentary about a superhero (History) -Talk about pop artist James Rizzi (Art)	-Retell a classic fairy tale (English) -Record a song with actions (Music)	-Cookery programme about how to make bread (DT/Science) -Complete an audio guide to Brazil (Geography)
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YEAR 2	F-Dear Miss (3 days) F-Stories in familiar settings F-Traditional Tales NF-Information Texts P-Patterns on a page	F-Stories by the same author-Anthony Browne NF-Instructions NF-Explanations P-Really looking	F-Significant Authors NF-Non-chronological Reports P-Silly Stuff Revisit and consolidation of any genres			
YEAR 2  RWInc (See separate overview)	<p><u>Word:</u></p> <p>-Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>-Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>-Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;"><u>AUTUMN:</u> Set 2, Set 3 sounds (read and spell)</td> <td style="width: 33%;"><u>SPRING:</u> Set 2, Set 3 sounds (read and spell)</td> <td style="width: 33%;"><u>SUMMER:</u> Set 2, Set 3 sounds (read and spell)</td> </tr> </table>			<u>AUTUMN:</u> Set 2, Set 3 sounds (read and spell)	<u>SPRING:</u> Set 2, Set 3 sounds (read and spell)	<u>SUMMER:</u> Set 2, Set 3 sounds (read and spell)
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YEAR 2 Writing, Grammar and Punctuation	<p><u>Sentence:</u></p> <p>-<b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>-Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>-<b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p> <p><u>Text:</u></p> <p>-Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>-Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p> <p><u>Punctuation:</u></p> <p>-Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>-Commas to separate items in a list</p> <p>-<b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p> <p><u>Terminology:</u></p> <ul style="list-style-type: none"> <li>• noun, noun phrase</li> <li>• statement, question, exclamation, command compound, suffix</li> <li>• adjective, adverb, verb</li> <li>• tense (past, present)</li> <li>• apostrophe, comma</li> </ul>					
YEAR 2 Class Readers	The Shopping Basket (John Burningham)  The Giraffe and the Pelly and Me (Roald Dahl)  Emily Brown and the Thing (Cressida Cowell/Neal Layton)	The Tunnel (Anthony Browne)  Frog and Toad together (Arnold Lobel)  Meerkat Mail (Emily Gravett)  Not now, Bernard (David McKee)	Here come the Aliens (Colin McNaughton)  Dr Xargle's Book of Earthlets (Jeanne Willis/Tony Ross)  Pumpkin Soup (Helen Cooper)  Traction man is here			

	<p>Who's afraid of the Big Bad Book? (Lauren Child)</p> <p>The Hodgeheg (Dick King-Smith)</p>	<p>The Flower (John Light)</p>	<p>(Mini Grey)</p> <p>The Owl who was afraid of the dark (Jill Tomlinson)</p>
<p>YEAR 2 Voice 21</p>	<p>-Retell the story of an historically significant person (History)</p> <p>-Create an instructional video about how to make a pirate map (Geography/English)</p>	<p>-Recite a short poem by heart (English)</p> <p>-Create a human sat-nav using positional language (Maths)</p>	<p>-Complete an audio guide to Whitby (Geography)</p> <p>-Create a short exercise video (Science/PE)</p>