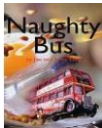
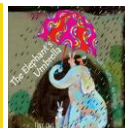
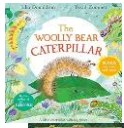
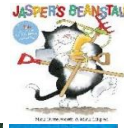
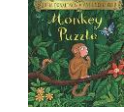
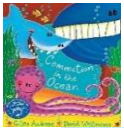


St George's Central CE Primary School and Nursery

Subject Overview for English: Reception

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	By the end of Autumn Term		By the end of Spring Term		By the end of Summer Term	
Literacy	Phonics: Phase 2 Little Wandle	Phonics: Phase 2 Little Wandle	Phonics: Phase 3 Little Wandle	Phonics: Phase 3 Little Wandle	Phonics: Phase 4 Little Wandle	Phonics: Phase 4 Little Wandle
	Texts:   	Texts:   	Texts:   	Texts:    	Texts:    	Texts:   
	Poem: <i>Oh Dear</i> Michael Rosen	Poem: <i>Crackle! Spit!</i> Marie Thorn	Poem: <i>Crick, Crack Crocodile</i> Joan Poulson	Poem: <i>Castle</i> James Carter	Poem: <i>How Does Your Garden Grow?</i> Julia Donaldson	Poem: <i>Here is The Sea</i> Zita Newcome
Comprehension	*Show a preference for books, songs and rhymes. *Talk about events and characters in familiar stories. *Join in with familiar rhymes, stories and repeated phrases. *Fill in missing words from well-known rhymes and stories. *Talk about pictures to support understanding. *Answer simple who, what and where questions about a familiar text.		*Know that illustrations and the words help make sense of a story. *Notice when reading does not make sense and begin to self-correct with adult support. *Retell familiar stories in the correct sequence. *Predict what might happen next using pictures and story events. *Answer questions about characters, events and information in a text. *Say familiar rhymes and repeated story language by heart.		*Demonstrate understanding of what has been read by retelling stories and narratives using own words and recently introduced vocabulary. *Answer questions about stories, rhymes and simple non-fiction texts with increasing confidence. *Talk about characters, settings and key events. *Make simple predictions using pictures and story events. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	

Word Reading *Fluency progression in bold	*Daily Phonics – Phase 2 Little Wandle. *Handle books correctly and follow print left to right, top to bottom. *Locate the title. *Segment and blend words orally. *Recognise words that rhyme. *Link some sounds to letters. *Begin to blend and segment VC and CVC words. *Begin to match spoken words to written words. *Read some Phase 2 decodable and tricky words. *Read decodable books matched to current phonic knowledge through three Little Wandle reading sessions each week (decoding, prosody and comprehension). Re-read familiar texts to build confidence and accuracy.	*Daily Phonics – Phase 3 Little Wandle *Read with one-to-one correspondence. *Securely know the taught Phase 2 and Phase 3 GPCs. *Read some Phase 2 and Phase 3 tricky words automatically. *Read simple sentences with increasing accuracy. *Check that reading makes sense and self-correct when prompted. *Decode unfamiliar words using taught phonics. *Read decodable books with increasing automaticity. During repeated reads, begin to read in meaningful phrases and develop expression (prosody) while maintaining accuracy.	*Daily Phonics – Phase 3 review and Phase 4. *Say a sound for each letter of the alphabet and at least 10 digraphs. *Read Phase 2 and Phase 3 decodable and tricky words automatically. *Apply Phase 4 phonics to read longer words and simple sentences. *Read decodable books fluently, accurately and with appropriate pace and expression. Re-reading familiar books enables children to focus on comprehension rather than decoding and prepares them for Year 1 reading.
Writing	*Holds pencil correctly with good pressure. *Write first name independently with correct letter formation. *Label using initial GPC knowledge. *Spell some VC words – in / on / up. *Spell some simple CVC words – cat, dog, pig, hen, dig, mix, red, log, nut ... *With support begin to compose and write a simple 3-word phrase / sentence using VC and simple CVC spellings - I am in. It is Sam. I can mix. I can nap. *With support begin to leave spaces between words. *Begin to write taught letters with correct formation.	*Write first name, and part of last name, independently with correct letter formation. *Begin to spell some simple CVC words with consonant + vowel digraphs – with, this, rain. *Compose and write 4/5-word sentence – She / he is in the mud. / I am in the rain. *Leave spaces between words. *With support begin to use simple punctuation – capital letter / full stop. *With support begin to compose and write two short sentences – I am ... I can ... *Begin to write taught letters with correct formation.	*Write first and last name independently with correct letter formation. *Spell some simple CVC words with digraphs and trigraphs – peck, high, light. *Compose longer phrase / sentence [5 / 6 words+] – I am not a fish. I am not food. It is high up in the air. *Write two short sentences – This is ... He can ... *Use simple punctuation – capital letter / full stop. *Write most letters with correct formation.

Early Learning Goals	
Comprehension	*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. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading	*Say a sound for each letter in the alphabet and at least 10 digraphs. *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.
Writing	*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.