



## English Long Term Overview: Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text and writing outcomes:</b>	<p><b>Ourselves</b> Baseline (4weeks)</p> <p><b>Autumn:</b> <b>Little Red Hen</b> Labels</p> <p>Writing a sorry letter</p> <p>Role-play</p> <p>Performing a story with actions</p>	<p><b>Mouse House:</b> Letters to Mick</p> <p>Writing a list</p> <p>Substituting a story</p> <p>Writing class version of the story</p> <p><b>Owl babies:</b> Describing words: feelings at different parts of the story and describing an owl</p> <p>Writing a letter from Mum</p> <p>Producing fact pages about owls</p>	<p><b>Traditional stories:</b> The Three Little Pigs</p> <p>Goldilocks and the Three Bears</p> <p>Jack and the Beanstalk</p> <p><b>Chinese New Year:</b> The story and traditions of Chinese New Year</p>	<p><b>People who help us:</b> The Jolly Postman</p> <p><b>World Book Day/week</b></p> <p><b>Police visit and trip to the fire station:</b> Writing a recount</p>	<p><b>Growth:</b> <b>The Very Hungry Caterpillar</b> The life cycle of a butterfly</p> <p>Food diary for the caterpillar</p> <p><b>Wings</b> Information book</p> <p>Create a class information book about animals with wings</p> <p><b>St George's Day:</b> Writing a part from the story of St George</p>	<p><b>Pirates/Under the Sea:</b> Writing a message in a bottle</p> <p>Create a wanted poster</p> <p><b>Fantasy story:</b> <b>There is no Dragon in this story</b></p>
<b>30 – 50 months</b>		<b>40 – 60 months</b>			<b>Early Learning Goal</b>	
<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>		<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>			<ul style="list-style-type: none"> <li>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> </ul>	