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| **English Overview R**  **Based on EYFS framework and sitting alongside Phonics discrete teaching with these skills applied through these lessons**  Communication and Language  The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.  Literacy  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). | | | | | | | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Text used** | **Writing / Spoken outcome** |
| **A1** | POR 1 Responding to an illustration and predictions | POR 2 Responding to an illustration and predictions | A sentence as a group of words that has 1 idea  Role on the wall  Ruby is  Ruby has  Ruby feels | Sequence the story from pictures and retell | Emotion mapping of character  Focus on conjunction because to explain  Verbally modelling | Ruby’s Worry by Tom Percival  (Reception) | Emotion poem  I am worried when…  I am sad when…  I am angry when…  I am scared when…  I am happy when…  Link in here days of the week  Filming for evidence  Photos of them showing each emotion and then |
| **A2** | Model text of poem – learn – pictures days of the week recap | Capital letter I and days of the week writing  Days of the week songs | Language and vocab focus  Nightmare / alone / wake | Say own poem for feelings from picture | Perform, edit review – film and watch back |
| **A3** | Recap story and discuss worries  Learn model letter from Ruby | Alphabet - songs | Alphabet – songs | Innovate letter to write back to Ruby – shared writing | Read letter from Ruby about a different emotion – act out Ruby and concern – plan a response | Letters to Ruby and from Ruby  Planning in picture form and retelling from plan  Teacher scribing  Letters and envelopes in continuous provision with post box |
| **A4** | Teacher modelling each day a letter from Ruby to someone else – 1:1 with teacher throughout week to ‘story scribe’ letter with each child | | | | |
| **A5** | Read model text and learn by heart | Language features identified - Story language time conjunctions | Vocabulary work – explored / discovered / noticed / pretended / enormous / | Continued – unexpected / hovering / shrink / barely | Innovate story – shared writing do from boys point of view. Act out first and plan | Retelling of story with a different emotion  Story scribing |
| **A6** | Continue innovation and complete story from Boy’s view | Story language opening build up problem resolution ending – planning own story | 1:1 with teacher and TA throughout sessions to story scribe with each child | | |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** | | | | | | | |
| **A7** | POR 1 – tell me responses from front cover and what makes a surprise | POR 2 – investigate the fruits – smell / taste / hold etc. brainstorm words for each fruit – model senses | SPAG nouns – have pictures of different fruits and veg for each letter of alphabet – use initial sound to match | POR 3 character focus Akeyo  What surprise would you give a special friend? | POR 4 predictions – which fruit might be taken next and by which animal?  Matching activity of fruit with animal from story | Handa’s Surprise by  Eileen Brown  (Reception) | Poetry fruits description shape poem – smell taste colour size |
| **A8** | <https://www.kindbook.com/fruits-for-kids/nursery-rhymes-fruits.htm>  each day learn a new poem for a different fruit – focus on prosody and language  teacher - continuous provision – pictures of fruits to say poem for – make up own silly rhyme teacher to scribe | | | | |
| **A9** | Adjectives focus POR 5 – reread story – pick out fruits and brainstorm adjectives for each | Adjectives focus POR 5 – reread story – pick out fruits and brainstorm adjectives for each | Shared writing – pick a fruit or veg and model  An apple is red and juicy.  A banana is yellow and squishy.  A carrot is orange and rough. | Shared write - soft yellow banana  - sweet-smelling guava  - round juicy orange  - ripe red mango  - spiky-leaved pineapple  - creamy green avocado  - tangy purple passion-fruit | Use sentences from previous lessons to create a large non-chronological report – have title Fruit and then subtitles of 4 chosen fruits each with a sentence underneath. Present tense and 3rd person. | Non-chronological report – fruits  Write expanded noun phrase in continuous provision |
| **A10** | Model creating a different non-chronological report each day by picking 4 different fruit and veg – on 1:1 with children over the week create own report of 1,2 o3 3 fruits | | | | |
| **A11** | POR 7 – hotseating and retelling the story – photos / video of retelling | POR 9 text map – children draw text map of story to retell understanding sections | Model changing the story to have two different characters – retell this story and say how it could be different – stick to Africa | Model changing the story to be with fairy tale creatures taking the fruit – retell with actions | Plan own version in pictures with own characters from school and UK fruit and animals | Write own version using fruits from UK and trip from village to village |
| **A12** | 1:1 with teacher or TA use picture plans to retell own story version – story scribe | | | | |
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| **Sp1** | Role play – drama – different settings created across the class and outside – journey – mountains / forests / towns etc. Then have pictures to add words to for shared writing. | POR 1 – monster footprints and pictures with captions | POR 2 – pictures of monsters – where do they live / what do they eat – make own monster and explain | POR 3 – predictions – do you really think he is coming to get you to eat you up? | POR 4 – exploring setting (link back to Monday) learn text and act out story | Bedtime for Monsters  By Ed Vere  (Reception) | Monster poem - Kennings |
| **Sp2** | POR 6 – explain Kennings and learn by heart with actions | Explain noun (recap) and verb (new) model the poem structure  Bike riding  Swamp stomping etc. | Over sessions 1:1 with teacher and TA scribing own monster kennings – ask for clarity on noun and verb | | |
| **Sp3** | Learn model text with actions | Have model text in wrong order – resequencing using order words e.g. first | Go through model text with order words covered up – model putting back in | Create picture version in circle and change key aspect e.g. colour when born – when spikes come in etc. | Plan own monsters life cycle – use pictures – talk through | Explanations – a monsters life cycle |
| **Sp4** | 1:1 with teacher or TA story scribe own story from own plan | | | | |
| **Sp5** | Model text of whole story – learn and act out | Past tense ed – clarify and model irregular e.g. not runned but ran | Plan adaptation of story as shared write with pictures and talking through | Shared write own monster story changing journey | Plan own monster story in pictures – model plan as shared write | Own version of Monster story |
| **Sp6** | 1:1 with teacher or TA story scribe own story from own plan | | | | |
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| **Sp7** | POR 1 Role on the wall | POR 2 – responding to illustration | POR 6 – predicting | POR 7 freeze framing | POR Act out the story so far | No Dinner! The Story of the Old Woman and the Pumpkin  Jessica Souhami | Own puppet story |
| **Sp8** | POR Story mapping so far | POR Performance reading | POR debate and hotseating | POR tell me responses for whole story | Learn whole story with actions |
| **Sp9** | Shared writing adapt story – make new characters | Bring new characters to life as puppets and label – adjectives recap | Plan own version of story in pictures – make puppets for characters | Make own puppets for characters and label | Make own shoebox setting for own story and label |
| **Sp10** | 1:1 in sessions with teacher and TA story scribe own story from plan | | | | |
| **Sp11** | Model text of recipe for pumpkin oatmeal cookies - learn | Make cookies using recipe – discuss numbers | Shared write a recipe for a wolf’s dinner based on model text e.g. stir in little old woman | Plan own recipe in pictures on boxes | Write ingredients list and numbers of what to do next to pictures | Recipe |
| **Sp12** | Model text – poem – learn and act out (granddaughter) | Freeze frame different points of story for different characters | Shared write poem from different character | Pick different character and plan own poem in pictures | Write own poem | Thought bubble poem |
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| **Su1** | POR 1 – recap surprises – predictions from book cover | POR 2 – predictions – shared writing knowledge about sharks | POR 3 questions  Shared write what they want to know about sharks – focus on question marks | POR 4 labelling | POR 5 captions | Surprising Sharks Nicola Davies and James Croft | Animal body parts label |
| **Su2** | POR 7 reading on to answer questions – add answers to display of questions | POR 8 labelling | Research another animal shared writing – label and caption like page from Sharks – have models and pictures available e.g. dog | Select own animal and research e.g. find pictures and models | Create own page for own animal with label and captions |
| **Su3** | Model text – learn | Conscience alley – scary / not scary | Show selection of pictures and discuss how ones show scary and ones do not – link to book – size / colour etc. select appropriate | Shared write reasons for another animal being scary | Convert reasons to discussion text as shared write | Discussion text – Are sharks scary? |
| **Su4** | Model finding pictures for shared writing text for being scary and not being scary | Plan own discussion text for an animal | Give 2 reasons for scary | Give 2 reasons for not scary | Add pictures and captions on computer and print off |
| **Su5** | Model text of a beach description poem each sentence about a different thing e.g. sand / shells - learn and act out | Have another poem of beach description but creating a completely different atmosphere – pick out words that change the picture | Have a picture of underwater scene that is magical e.g. little mermaid – label with key words to create impression – recap nouns / adjectives / verbs | As previous day but with danger e.g. sharks about to attack | As previous day but with mystery e.g. a sunken pirate ship | Underwater sea description poem |
| **Su6** | As previous day but with serene e.g. gliding fish and clear blue water / coral reef | Plan own underwater poem – talk through - what impression are they going for | Illustrate own poem their plans – think colour / size etc. | Write underwater poem | Perform own underwater poem |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** | | | | | | | |
| **Su7** | POR 1 – responding to illustration / freeze framing / predictions | POR 2 – questions – what do we know want to know how | POR 3 – character focus – emotions | POR 4 conscience alley | POR 5 song verse | The Snail and the Whale  Julia Donaldson | Song verse (form of poetry) |
| **Su8** | Language of songs – chorus (repeated section) and verse – pick out each verse is about a different animal – link to other songs they know | Shared writing – add another verse for a different animal – explain where the verbs and nouns are used | Plan own verse with own choice of animal | Write own verse from plan | Sing each verse from each child with the chorus in between |
| **Su9** | POR 6 travel journal entry | POR 7 travel journal entry | POR 8 travel journal entry | POR 9 travel journal entry | POR 10 travel journal entry | Travel journal entries |
| **Su10** | POR 11 – story mapping so far and mapping emotions on chart | POR 12 – drama and role play – characterisation | Model text of newspaper report of whale stuck in bay – learn with actions | Look at model text and discuss the first section giving who what when where | Use who what when where pictures for children to create funning openings for reports | News report |
| **Su11** | POR 15 – read whole story – tell me questions | Look closely at last section where they return back to the dock – act out section as a reporter | Plan report for their arrival back | Write report for arrival back | Share reports with another class / online / zoom / print for display |
| **Su12** | Model text of character description of whale – using conjunction because - learn and act out | Focus on conjunction because to explain | Plan character description of snail – talk through with conjunction of because | Write snail character description | Put on display with large pictures of snail | Character descriptions |