



Becontree Primary School

English Curriculum Overview

Reception

Key: Green = 3 & 4 Years
Black = Children in Reception

By the end of the year, children will know and be able to	
in writing	in reading
<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>

		Autumn term		Spring term		Summer term	
		A	B	A	B	A	B
Writing	<p>Fiction The Colour Monster The Little Red Hen We're Going on a Leaf Hunt My Monster and Me Colour and Me</p> <p>Non-fiction What can you see in Autumn? (Sian Smith)</p>	<p>Fiction The Smeds and the Smoos Alien Tea on Plant Zum-Zee Look Up! Stickman The Christmas Story</p> <p>Non-fiction What can you see in Winter? (Sian Smith)</p>	<p>Fiction Goldilocks and the Three Bears Little Red Riding Hood The Three Billy Goats Gruff</p> <p>Non-fiction text – We Love Festivals: Chinese New Year (Saviour Pirotta)</p>	<p>Fiction The Gingerbread Man The Three Little Pigs and the Big Bad Book Jack and the Beanstalk</p> <p>The Easter Story</p> <p>Non-fiction What can you see in Spring? (Sian Smith)</p>	<p>Fiction A Seed in Need The Enormous Turnip Lulu Loves Flowers Rooftop Garden</p> <p>Non-fiction – What can you see in Summer? (Sian Smith) Lifecycle of a chicken</p>	<p>Fiction The Hole in the Bottom of the Sea Port Side Pirates The Five Little Mermaids</p> <p>Non-fiction Look Inside: Seas and Oceans</p>	
	Reading	<p>Julia Donaldson The Gruffalo The Gruffalo's Child Stick Man Room on the Broom The Snail and the Whale The Smartest Giant in Town Tiddler Monkey Puzzle A Squash and a Squeeze Zog Superworm Tabby McTat The Highway Rat Cave Baby The Scarecrow's Wedding The Hospital Dog The Ugly Five The Singing Mermaid The Smeds and The Smoos The Detective Dog Sharing a Shell The Girl, The Bear and the Magic Shoes The Rhyming Rabbit The Princess and the Wizard Spinderella</p>	<p>Traditional Tales, Rhymes and Poems Cinderella Hansel and Gretel Jack and the Beanstalk Rapunzel Rumpelstiltskin The Princess and the Pea Aliens Love Underpants Dinosaurs Love Underpants Burglar Bill Oi Frog! Pumpkin Soup Elmer The Tiger Who Came to Tea Wriggle and Roar! Zim Zam Zoom</p>	<p>David Melling Hugless Douglas Hugless Douglas and the Big Sleep We Love You Hugless Douglas Happy Birthday Hugless Douglas Don't Worry Hugless Douglas Hugless Douglas and the Great Cake Bake Hugless Douglas Goes to Little School Hugless Douglas and the Baby Birds Hugless Douglas Plays Hide and Seek Hugless Douglas and the Nature Walk Merry Christmas Hugless Douglas Goodnight Sleep Tight The Kiss That Missed The Three Wishes Just Like My Dad Just Like My Mum The Scallywags The Scallywags Blow Their Top Funny Bunnies Up and Down Funny Bunnies Rain or Shine Once Upon a Bedtime</p>			

	What the Jackdaw Saw What the Ladybird Heard		
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Areas of Teaching	Week 1 Term 1A	Week 2 Term 1A	Week 3 Term 1A	Week 4 Term 1A	Week 5 Term 1A	Week 6 Term 1A
Core Texts	Fiction texts - The Colour Monster, The Little Red Hen, We're Going on a Leaf Hunt, My Monster and Me, Colour and Me Non-fiction texts - What can you see in Autumn? (Sian Smith)					
Objectives - Communication and Language Listening, Attention and Understanding/ Speaking	Listen to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."			Understand how to listen carefully and why listening is important. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Engage in story times. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding.		
Objectives – Literacy Comprehension / reading	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother			Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. Blend sounds into words.		
Objectives – Fine motor skills	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.					
Purposes for mark making / writing	Name writing, Letter formation, Self-portraits (Independent write to inform data), Using mixed media					
Phonics based on My Letters and Sounds	Phase 1 -General sound discrimination: environmental sounds -General sound discrimination: instrumental sounds -General sound discrimination: body percussion -Rhythm and rhyme -Alliteration -Voice sounds -Oral blending and segmenting		Phase 2. New GPCs, including letter formation. Reading high frequency and tricky words. Blending and segmenting. Reading and spelling captions and sentences s a t p Oral blending and oral segmenting Writing letters s, a, t, p			
			i n m d Blending to read VC and CVC words	g o c k Blending 'and' Segmenting to spell words. Demonstrating reading captions.	c k e u r to the Practising blending to read and segmenting to spell words. Demonstrating spelling captions.	
Read aloud programme	Author Focus: Julia Donaldson For full list of texts, see page 3 of this document.					

Areas of Teaching	Week 1 Term 1B	Week 2 Term 1B	Week 3 Term 1B	Week 4 Term 1B	Week 5 Term 1B	Week 6 Term 1B
Core Texts	Fiction texts - The Smeds and the Smoos, Alien Tea on Plant Zum-Zee, Look Up!, Stickman, The Christmas Story Non-Fiction texts – What can you see in Winter? (Sian Smith)					
Objectives – Communication and Language Listening, Attention and Understanding/ Speaking	<p>Listen to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Understand how to listen carefully and why listening is important.</p>			<p>Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books.</p>		
Objectives – Literacy Comprehension / reading	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.</p>			<p>Write some or all of their name. Write some letters accurately. Blend sounds into words. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>		
Objectives – Fine motor skills	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>			<p>Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.</p>		
Purposes for mark making / writing	Letter formation, Celebration cards, Shopping lists, Letter to Santa, HFW – MA			Purposes for mark making / writing		
Phonics based on My Letters and Sounds	Phase 2. New GPCs, including letter formation. Reading high frequency and tricky words. Blending and segmenting. Reading and spelling captions and sentences.					
	h b f ff l ll l no go Practising blending to read and segmenting to spell words. Demonstrating spelling captions.	Ss, Revision of GPCs requiring reinforcement Reading two-syllable Words. Supporting children in reading captions.	Revision of GPCs requiring reinforcement Recognising capital letters Writing letters	into put Practising blending to read words.	of off Reading words, captions and Sentences.	Practising segmenting to spell words

Read aloud programme	Author Focus: Julia Donaldson For full list of texts, see page 3 of this document.					
Areas of Teaching	Week 1 Term 2A	Week 2 Term 2A	Week 3 Term 2A	Week 4 Term 2A	Week 5 Term 2A	Week 6 Term 2A
Core Texts	Fiction texts - Goldilocks and the Three Bears, Little Red Riding Hood, The Three Billy Goats Gruff Non-fiction text – We Love Festivals: Chinese New Year (Saviour Pirotta)					
Objectives -Communication and Language Listening, Attention and Understanding/ Speaking	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat? Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>			<p>Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>		
Objectives -Literacy Comprehension / reading	<p>Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Blend sounds into words. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>					
Objectives – Fine motor skills	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.					
Purposes for mark making / writing	Fact sheets	Labels	HFW- HA/MA			
	Shopping lists	Ingredient labels	Self-portraits (independent write to inform data)			
Phonics based on My Letters and Sounds	Phase 3. New GPCs: Reading tricky words: Spelling tricky words: Two-syllable words: The alphabet and letter formation. Learning an alphabet song, giving letter names when the teacher points to letters of the alphabet. Practising writing lowercase and capital letters.					
	j v w x	Y z zz qu he she to the	sh ch th ng we me be Reading two syllable words.	ai ee igh oa was no go Reading two syllable words.	oo (long) oo (short) ar or my Spelling two syllable words.	ur ow oi you
Read aloud programme	Focus: Traditional Tales Rhymes and Poems For full list of texts, see page 3 of this document.					

Areas of Teaching	Week 1 Term 2B	Week 2 Term 2B	Week 3 Term 2B	Week 4 Term 2B	Week 5 Term 2B	Week 6 Term 2B
Core Texts	Fiction texts The Gingerbread Man, The Three Little Pigs and the Big Bad Book, Jack and the Beanstalk and The Easter Story Non- Fiction texts - What can you see in Spring? (Sian Smith)					
Objectives - Communication and Language Listening, Attention and Understanding/ Speaking	Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.			Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.		
Objectives -Literacy Comprehension / reading	Blend sounds into words. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 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. Write recognisable letters, most of which are correctly formed.					
Objectives – Fine motor skills	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.					
Purposes for mark making / writing	Re-tells HA/MA, Disgusting Potions, Letters, Wanted posters, Character descriptions, Easter cards					
Phonics based on My Letters and Sounds	Phase 3. New GPCs Reading tricky words. Spelling tricky words. Two-syllable words. The alphabet and letter formation. Learning an alphabet song, giving letter names when the teacher points to letters of the alphabet. Practising writing lowercase and capital letters.				Revision of all GPCs and tricky words taught so far	
	ear air er	Revision of all GPCs				

	they	her	all	they	
Read aloud programme	Focus: Traditional Tales Rhymes and Poems For full list of texts, see page 3 of this document.				

Areas of Teaching	Week 1 Term 3A	Week 2 Term 3A	Week 3 Term 3A	Week 4 Term 3A	Week 5 Term 3A	Week 6 Term 3A
Core Texts	Fiction texts - A Seed in Need, The Enormous Turnip, Lulu loves flowers, Rooftop Garden Non- Fiction texts - What can you see in Summer? (Sian Smith), Lifecycle of a chicken					
Objectives - Communication and Language Listening, Attention and Understanding/ Speaking	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions			Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
Objectives – Literacy Comprehension / reading	Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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. 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.		
Objectives – Fine motor skills	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.					
Purposes for mark making / writing	Bean Diary Writing instructions Writing labels/life cycle					
Phonics based on My Letters and Sounds	Phase 4: New GPCs; Reading tricky words; Spelling tricky words and Words with adjacent consonants Revision of all GPCs taught so far					
	said so he she we me be Reading and spelling CVCC words	like some come was Reading and spelling CCVC words	have you Reading and spelling CVCC /CCVC words	Reading and spelling words with adjacent consonants and Phase Three vowel digraphs were there little one they are		
Read aloud programme	Author focus: David Melling					

See full list of texts on page 3 of this document

Areas of Teaching	Week 1 Term 3B	Week 2 Term 3B	Week 3 Term 3B	Week 4 Term 3B	Week 5 Term 3B	Week 6 Term 3B
Core Texts	Fiction texts- The Hole in the Bottom of the Sea, Port Side Pirates, The Five Little Mermaids Non- Fiction texts- Look Inside: Seas and Oceans					
Objectives - Communication and Language Listening, Attention and Understanding/ Speaking	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding;			Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
Objectives – Literacy Comprehension / reading	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 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.			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. 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.		
Objectives – Fine motor skills	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.					
Purposes for mark making / writing	Self-portraits (Independent write to inform data) Labelling animals Letter to year 1 teacher Recount of trip My goals for year 1					
Phonics based on My Letters and sounds	Revision of reading Phase Four tricky words Reading words and sentences with adjacent consonants and Phase Two and Three graphemes		Revision of spelling Phase Four tricky words Spelling words and sentences with adjacent consonants and Phase Two and Three graphemes		Revision and consolidation of all Phases: 2,3 and 4	
Read aloud programme	Author focus: David Melling See full list of texts on page 3 of this document					