

ENGLISH Long Term Planning - Summary of RECEPTION Units

AUTUMN 1	AUTUMN 2
<p><u>Owl Babies</u> Children will have engaged in discussions about both texts and have a good understanding of the characters in the story. They will use 'Talk for Writing' to explore any new vocabulary and learn actions to retell the story. By the end of each unit, children will be able to sequence the main events in the story on a washing line and engage in book talk with an adult to retell the story using the picture prompts. Children will be able to give meaning to the marks they make as they draw, write or paint and show a secure preference of a dominant hand to write with.</p>	<p><u>The Ugly Duckling</u> Children will be familiar with the sequence for both stories and will have used their senses to explore the different settings. They will use 'Talk for Writing' to explore any new vocabulary and use this vocabulary across the environment. Children will 'jump in' at different points of the story using props to support them. They will also be able to make simple inferences and draw on their own personal experiences to explain how the characters might be feeling.</p>
SPRING 1	SPRING 2
<p><u>Lazy Ozzie</u> Children will have explored both stories in a varies ways through, storytelling, role play, picture sequences and written words in order to engage in extended conversations about different stories. They will be able to distinguish between different reading material and what they are used for and begin to read some high frequency words. Children will take it in turns to read pages from the books to their peers and re-enact these stories through their child initiated play.</p>	<p><u>Farmer Duck</u> Children will have built up a good knowledge of different stories and be able to talk about the stories in depth commenting on their favourite characters. They will be able to make simple predictions and answer more complex questions to explain why certain events may have happened. Children will developed their phonic knowledge in order to write things such as labels and captions leading to simple sentences. Some children may also be able to start to retell these stories independently using picture prompts and simple sentences.</p>
SUMMER 1	SUMMER 2
<p><u>The Rainbow Fish</u> Children will have become very familiar with both stories and will have created story maps to support their oral retell of the story. They will anticipate, where appropriate, key events in the story and make some links to previous stories, characters or life experiences they have been exposed to. Some children may also be able to retell these stories independently through a written retell using word mats to support with vocabulary. Children will also be able to engage with books and other reading materials at an increasingly deeper level.</p>	<p><u>Jack and the Beanstalk</u> Children will be able to demonstrate an understanding of what has been read to them by retelling the stories using their own words and any new vocabulary learnt. They will be able to continue a rhyming string and identify words with alliteration. Children will read aloud words consistent with their phonics knowledge and sentences/ books including common exception words. In order to write simple sentences, the children will be able to spell words by identifying the sounds in them and write simple sentences/ phrases that can be read by others.</p>