

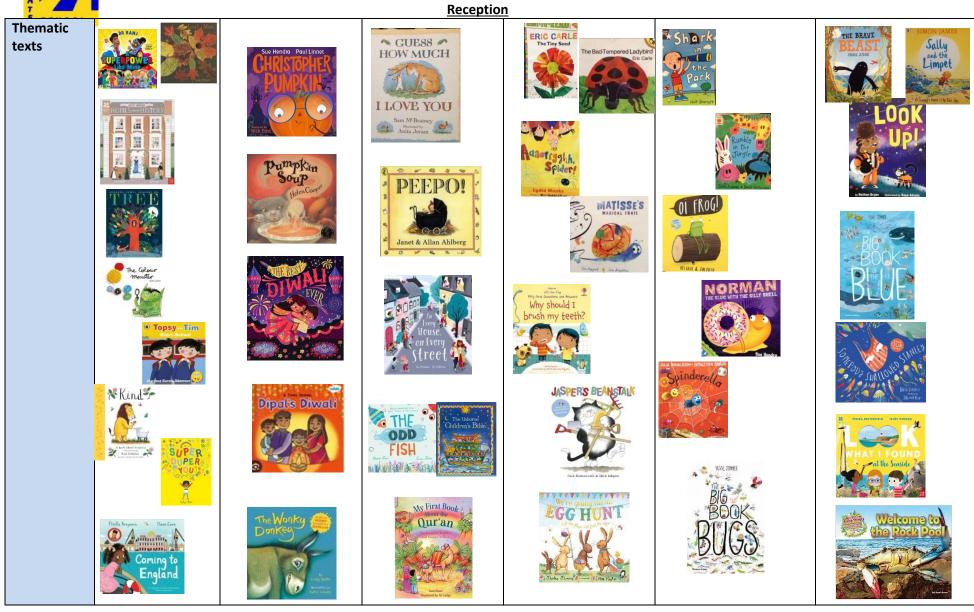
Reception

<u>Yr</u> <u>Reception</u>	<u>Autumn Term</u>		<u>Sprin</u>	<u>g Term</u>	<u>Summer Term</u>		
Genre	Fact file Oral outcome	Posters/instructions	Non fiction	Recipe/innovation	Reporters video Mini fact file	Narrative Writing own short story	
Poetry	Nursery Rhymes	Poetry basket Wise old owl 5 little pumpkins Falling apples	Poetry basket A little house Pancakes Carrot nose	Poetry basket Spring wind A little seed Supertato	Poetry basket Monkey babies Under a stone	Poetry basket A little shell	
Weeks	7 weeks	8 weeks	5 weeks	6 weeks	5.4 weeks	7 weeks	
Cross-	Ourselves	Let's Celebrate	Westgate and our	Down at the bottom	Brilliant Beasts	Oh I do like to be beside	
Curricular Theme	all	5 7 1 8	COMMUNITY	of the garden		the seaside	
		ALL CONTRACTOR	XXXXXXXXX				
Focus Texts	o-SPECIAL Wrid EAMILY	Kipper's Birthday Construction Co	<image/>	<image/> <image/> <image/>	Mid Abaut Minibeastsl Gils friber - Dwid Wolfwycz		



Reception Class read The Magic Porridge Duckli LME Highway Rat FUNNYBONES Pot Brown Bear, Brown Bear, and Do You Se Enormous Turnip The Tiger Who Gingerbread Came to Tea (1) Man Sharing & Shall DOGGER The Train Rid The Lighthous AVEL SCHEFFLER eper's Lunch Six Dinner Rosie's Walk GRUFFALO Edute. that the CATCH Ladybird Heard We're Going on a Bear Hu A STAN 001 3 Eat Your Peas ۲ Whatever Next!





English Progression										
Reception										
Diversity	BAME	Cultural	Physical	Different types		Visual		Celebrating	Neurodiveristy	
		Diveristy	Disability	of	families	Impairme	nt and	Differences		
	Spreading my Wings	Kalia Cliest	AMAZING AMAZING AMAZING AMAZING AMAZING AMAZING AMAZING	e late	ACCESS OF THE STATE	hearing loss		THE PenFECT FIT	TALKING IS MOT TURING MARKENER	
	NEW BABY		BOUNDY	It's a No- Money Day Kele		C Innut	and the second			
Key Skills	*Give meaning to the	*Understands that	*Orally compose a		*Talks about th	ne features	*I Ises wr	iting to say what a	*Respond to questions using	
Writing	marks as they draw,	thoughts and ideas can	sentence and hold it	t in	of their own writing *Imitate and innovate		character might be thinking,		drawings, words and	
witting	write, paint and type.	be written down using	memory before				saying or feeling	sentences linked to text and		
	*Independently use	pictures, letters, words,	attempting to write		stories and rhy	mes using		ands that thoughts	illustrations.	
	writing in their play	sentences.	*Begin to use simple		pictures, word	s and		s can be written	*Understands that thoughts	
	*Have their own ideas	*Orally retell stories and	sentence forms usin	g	sentences.			down using sentences. *Imitate and innovate stories	and ideas can be written	
	and reasons for writing	narratives in the correct sequence and in their	strategies such as phoneme fingers,		*Writes different purper				down using longer sentences.	
	*Shows some	own words, drawing on	counting the words	to	different purposes eg, lists, stories, menus,		and rhymes using pictures, words and sentences.			
	understanding of	the language patterns of	support.		instructions, la	,		different forms for		
	writing for different	stories		*Knows that in English recipes, letters,		, poster different purposes e				
	purposes and copies	* Sequence a simple story	print is written from	ı left	*Understands			nenus, instructions,		
	adult writing	or event using drawings	to right and top to		-			otions, recipes,		
	behaviours	and written words.	bottom and that pri	nt	written down u	using	letters, p	oster		

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	Reception								
	*Builds words using letter sounds in their writing. *Creates a simple narrative using drawings, words, pictures or sentences. * Understands that thoughts and ideas can be written down using pictures.	* Understands that thoughts and ideas can be written down using letters and words.	conveys meaning in a range of texts * Writes letters and strings, in cluster like words *Understands that thoughts and ideas can be written down using sentences. Writes different forms for different purposes eg, lists, stories, menus, instructions, label, captions, recipes, letters, poster	sentences. *Orally retell stories and narratives in the correct sequence. Write these ideas down in the form of simple sentences/phrases.					
Westgate	Step 1 Westgate	Step 2 Westgate writing	Step 4 Westgate	Step 5 Westgate Writing	Step 6 Westgate writing	Step 7 Westgate Writing			
writing way	writing way:	way:	Writing way:	way:	way:	Way:			
writing way	writing way: Use artists work Bridget Riley, Mondrian, Kandinsky,Paul Klee to explore line Making marks, wavy, zig zag, straight, curved. Links to gross motor and fine motor activities.	More focus on Letter formation and recognition Name writing activities Step 3 Westgate Writing way: Segment VC and spell tricky words Use some print and letter knowledge in early writing. Write some or all of their name	CVC words	way: Writing I can see/It is a sentences.	way: Phase 2 and 3 sentences and variations more independently. Write short sentences using green capital letter and red full stop. Use sentence checklist and mantra. Re-read to check it makes sense.	Way: Sentence writing Story writing Form lowercase and capital letters correctly.			



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