

Subject Name:	English
Curriculum Intent Statement	
<p>Our intent is to deliver the reading and phonetic specific content of the English programmes set out in the National Curriculum so that our pupils become confident, critical readers and thinkers who engage deeply with a wide range of texts and have a lifelong love of reading. We seek to produce and encourage engagement with the mastery of English Language and Literature to create highly articulate, committed and influential members of society. All pupils should become literate critical thinkers in society with literacy skills to allow them success in higher education.</p>	
Autumn Term 1	
<p>Ourselves</p> <ul style="list-style-type: none"> • Writing our names • Learning letters and sounds of the alphabet –Phonics • Reading books and listening to stories. • Writing lists and labels • Creating cards • Rhymes and action songs • Write simple menus 	
Autumn Term 2	
<p>Winter</p> <ul style="list-style-type: none"> • Winter stories • Simple non-fiction texts. • High frequency words. • Initial sounds in simple words. • CVC words e.g. sit, bit and how we sound them out. • letter sounds, Phase 2 • Blending sounds in words • Reading for enjoyment • Rhyming words. • Writing CVC words • Forming letters correctly. • Writing independently and in response to different stimuli. • Differentiated writing tasks for challenging/supporting children’s learning dependant on ability. • Writing captions, sentences 	

Spring Term 1

Homes

- Traditional stories, rhymes and poems
- Simple non-fiction texts
- High frequency words
- Initial sounds in simple words
- CVC words e.g. sit, bit and how we sound them out
- Rhyming words.
- Recognising and writing captions
- Forming letters correctly
- Writing independently and in response to different stimuli.
- Differentiated writing tasks for challenging/supporting children's learning dependant on ability.
- Writing recounts of trad. Tales
- Tape recorder- Listening to trad tales and rhymes

Spring Term 2

People Who Help Us

- Simple non-fiction texts on People who help us
- High frequency words.
- Initial sounds in simple words.
- CVC words e.g. sit, bit and how we sound them out.
- Consolidating letter sounds
- Blending sounds in words
- Writing CVC words
- Forming letters correctly.
- Writing independently and in response to different stimuli.
- Differentiated writing tasks for challenging/supporting children's learning dependant on ability.
- Writing sentences, lists, captions
- Guided Reading -to explore and experiment with sounds, words and texts

Summer Term 1

Growing

- Learning stories relating to growth
- Learning High Frequency words.
- Identifying the initial, middle and final sounds in simple words.
- Learning CVC words e.g. sit, bit and how to sound them out.
- Learning the letter sounds of Phase 2, 3 and 4
- Blending and segmenting sounds in words
- Reading for enjoyment and guided reading
- Writing sentences using coordinating conjunctions and more than one syllable words.
- Writing independently and in response to different stimuli- writing stories, diary, observing growth of beans, caterpillars, story,
- Guided Reading -to explore and experiment with sounds, words and texts

Summer Term 2

Animals

- Simple non-fiction texts on animals,
- High frequency words.
- CVC words e.g. sit, bit and how we sound them out and CVCC words
- Blending sounds in words and segmenting for reading
- Writing independently and in response to different stimuli.
- Story sequencing
- Writing sentences, lists, captions
- Guided Reading -to explore and experiment with sounds, words and texts
- Recounts, labelling, story writing