



## English Reception Progression Framework (Intent)

Communication and Language	Reading	Writing
<p><i>Children in reception will be learning to:</i></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>ELG</b></p> <p><b>Listening, Attention and Understanding</b> - Children at the expected level of development will: 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</p>	<p><i>Children in reception will be learning to:</i></p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><b>ELG</b></p> <p><b>Comprehension</b> - Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories 14 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.</p> <p><b>Word Reading</b> - Children at the expected level of development will: 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.</p>	<p><i>Children in reception will be learning to:</i></p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><b>ELG</b></p> <p><b>Writing</b> - Children at the expected level of development will: 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.</p>

have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking** - Children at the expected level of development will: 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.



## How This Looks At Great Moor Infant School

### Thematic Activities

#### Autumn

Understand how to listen carefully and why listening is important.

Develop social phrases.

Engage in story times.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs 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.

#### Autumn Term 1 - Incredible You!

**Focus Texts: Incredible You! Once there were Giants**

Circle times game/Listening and sharing time-getting to know each other sharing baby photos joining in with class discussions, sharing family photos

Initial mark making

Letter formation

Name writing with self portrait

Drawing family members and labelling

Timeline (baby, what can I do now? In the future...)

Draw and label healthy food/menu

#### Autumn Term 2 -Superheroes!

**Focus Texts: A superhero like you, My mum is a superhero, The Jolly Postman**

Circle times What is a superhero? What strengths does a superhero have? What are my strengths? Who are our real life superheroes? How do they help us?

Vists from superheroes in our community – Asking questions, listening skills

Sharing popular fictional superhero stories

When I grow up mark making

When I grow up day

Letters to Santa –initial sounds, blending and segementing

## Spring

Learn new vocabulary and use new vocabulary through the day. Use new vocabulary in different contexts.

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.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Read a few common exception words matched to the school's phonic programme.

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.

Form lower-case and capital letters correctly.

## Spring Term 1 - Once Upon a time

**Focus Texts: The Three Little Pigs**

**Name writing practise, letter formation**

**Blending and segmenting simple words from story/short sentences**

**Retelling the story, sequencing the story, mark making/writing labels/captions with pictures**

**Role on the wall for the wolf**

**Wanted posters for Mr Wolf – describing words**

**Sharing traditional tales/You Choose Fairytales**

**DT workshop design sheet labels**

**Chinese New Year learning new vocabulary**

**Performing spoken words and songs (class assembly)**

## Spring Term 2 - How does Your Garden Grow

**Focus Texts: Oliver's Vegetables, The Tiny Seed, The World Came to My Place Today**

**Name writing practise, letter formation**

**Sharing The World Came To My Place Today – discussions about where our food comes from**

**Write a shopping list**

**Class discussions to make observations on cress growing.**

**Keeping a cress diary. Labelling diagrams and drawings, recording what is happening, listing equipment**

**Invitation for Mother's Day event**

**Mother's day story sharing, writing cards**

**World Book Day bedtime story event and activities**

## Summer

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.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

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.

## Summer Term 1 – Sun, sea, sand and space

**Focus Texts: Way Down in the Deep Blue Sea, Whatever Next, You Choose Space, Pirates love Underpants**

**Name writing, practise letter formation**

**Sharing non-fiction space books, new vocabulary, asking and answering questions**

Imagine - Where would you go in your rocket?

Class space poem

Draw and label a rocket

Where would you go on your journey? Pack a suitcase, draw and label what you need

Pirate day

Drama – Imagine you are a pirate

Message in a bottle

Postcard from a holiday

Create a class map

Summer 2 – Down at the farm

Focus Texts: The Hungry Caterpillar

Describe holiday events and share pictures/postcards

Sequence the story

Circle times discussing observations of caterpillar

Diary of a caterpillar

Label farm animals

Sentence writing – life on a farm

Making a book about a farm animal

Write a wish on a star

Write a letter to new teacher

Spiritual, Moral, Social and Cultural Development: English

Spiritual Development	Moral Development	Social Development	Cultural Development	British Values
<ul style="list-style-type: none"> <li>Children use their imagination when reading, writing and engaging in drama activities.</li> <li>Opportunities are given for creativity in different ways of writing, such as using letters, posters, instructions, recipes, stories and descriptions.</li> <li>Children are encouraged to reflect on authors and the impact their work can have.</li> <li>Children express themselves through regular drama activities (DEAL: hot-seating, tableaux, conscience alley etc.), as well as spoken language, through poetry recitals and book reviews.</li> </ul>	<ul style="list-style-type: none"> <li>Children are encouraged to reread their work and use the pink and green marking pens to improve it. Year 2 children are given the opportunity to redraft using their 'purple pens'.</li> <li>Children access a wide variety of texts that cover moral values and making good choices in difficult situations. E.g. The Christmasaurus, The Twits and Goldilocks.</li> <li>Children read and are read many traditional tales and folk tales. Common strands are discussed and moral dilemmas i.e Was Jack right to steal the Giant's harp? etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pair and group work encourages collaboration, co-operation and respect for others.</li> <li>Year 2 children partner up with a junior class in preparation for transition. This develops respect, tolerance and understanding, as well as giving the older children the opportunity to pass on their knowledge, building up their own confidence. It also gives the younger children a good role model.</li> <li>Children are encouraged to use the school library and can become librarians, taking on responsibilities and dealing with other children.</li> <li>Children have the opportunity to become school councillors and</li> </ul>	<ul style="list-style-type: none"> <li>Stories are shared from many different cultures such as: Handa's Surprise by Eileen Browne Coming to England by Floella Benjamin Little Leaders – Bold Women in Black History Henry's Freedom Box by Ellen Lavine and Kadir Nelson I am Muslim Rosa Parks by Lisabeth Kaiser</li> <li>Children are exposed to a range of stories from other cultures in order to help them acquire an appreciation, respect and greater understanding for their own and other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Children take part in voting for school councillors. During a general election all the children are given opportunity to vote in school.</li> <li>Year One through the theme of explorers discuss the astronaut Tim Peake. Year 2 discuss British Monarchs Queen Elizabeth and Queen Victoria.</li> <li>Year one learn about the diarist Samuel Pepys.</li> <li>Classic texts from our literary heritage such as <i>Roald Dahl, Julia Donaldson, Paddington Bear, Mr Benn, The Tiger Who Came to Tea and The Iron Man</i> etc. are enjoyed and celebrated.</li> </ul>

<ul style="list-style-type: none"> <li>• Children learn about different ways of communicating, through words, movements, gestures and facial expressions.</li> <li>• In Year 1 all children are involved in a Christmas production and Year 2 children are involved in a summer production.</li> <li>• Children also take part in a class assembly which generally follows a theme and celebrates their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are asked to consider moral issues through drama work such as the opinion line and other DEAL strategies.</li> <li>• Books that deal with social or moral issues can be found in class book corners and the school library.</li> </ul>	<p>represent the views of their class in meetings with the headteacher and senior leaders.</p> <ul style="list-style-type: none"> <li>• Year 2 children train to be playground leaders to talk and mentor the younger children at playtimes and lunchtime.</li> <li>• Year 2 study the changing role of women with links to English and History as they discuss and learn about Florence Nightingale and Mary Seacole. Year 1 look at the role of Grace Darling.</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of from a range of different backgrounds, genders and cultures are chosen to give a diverse mix across the school.</li> <li>• Work is linked through English and History to Black History month each October. The year 2 children look at the life of Mary Seacole.</li> </ul>	<ul style="list-style-type: none"> <li>• Some texts are chosen to develop and understanding of mutual respect, tolerance and British Values. Examples include The Class Vote by Deborah Chancellor We all Belong by Nathalie Goss and Alex Goss Our Diversity Makes Us Stronger by Elizabeth Cole</li> <li>• Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.</li> </ul>
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