
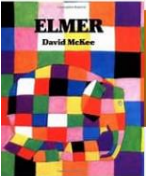

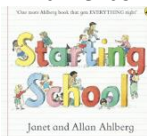


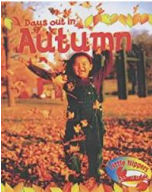



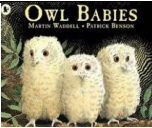
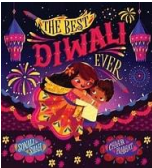
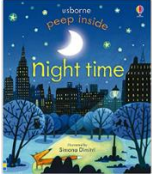
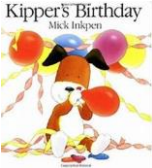


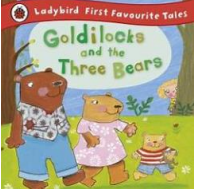
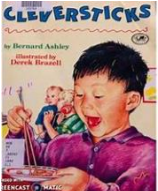
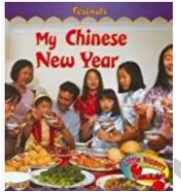



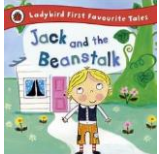


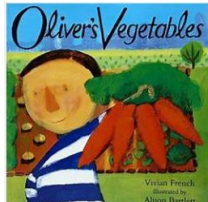

Key author	Reception Overview 2022 – 2023			
Topic	Core Texts	Knowledge and Skills	Objectives	Linked Texts
<p>School/Myself/Family</p> <p>(5 weeks)</p>	 <p>Once there were Giants – Martin Waddell</p>  <p>Elmer – David McKee</p>  <p>The Colour Monster - Anna Llenas</p>  <p>Starting School – Janet & Allan Ahlberg</p>  <p>All By Myself: Bubbles, Tub, Have a Scrub! - Debbie Foy</p>	<p>Discuss unfamiliar words in texts and stories.</p> <p>Talk about own lives and experiences linked to shared stories.</p> <p>Letter formation.</p> <p>Recognise graphemes.</p> <p>Write initial sounds for some words.</p> <p>Recognise sounds s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r. Begin to blend together to read CVC words.</p>	<p>Vocabulary: Learn and use new vocabulary, in different contexts.</p> <p>Speaking: Ask questions for inquiry and clarification. Share ideas, thoughts and describe events in detailed sentences. Use conjunctions. Develop social phrases. Use talk to solve problems, explain reasoning and organise ideas.</p> <p>Text: Engage in and build familiarity around stories, songs and rhymes through listening.</p> <p>Writing: Form lower-case letters correctly. Spell words using known phonic knowledge.</p> <p>Phonics: Read and form individual letters, saying a sound for each. Blend known letter sounds to read decodable words and read some tricky words by sight.</p>	<p>Big Book of Families - Mary Hoffman</p> <p>Titch - Pat Hutchins</p> <p>You are Very Special - Su Box</p> <p>Chu's First Day at School – Neil Gaiman and Adam Rex</p> <p>We are Family – Patricia Hegarty</p>

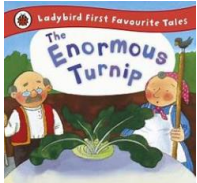
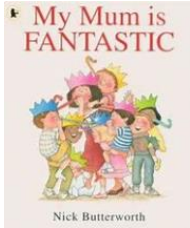
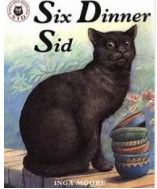
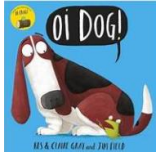

St. Philip's R.C. Primary School




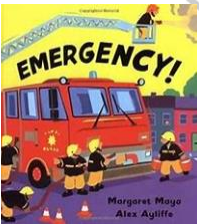
Topic	Core Texts	Knowledge and Skills	Objectives	Linked Texts
<p>Seasons & Autumn</p> <p>(4 weeks)</p>	 <p>I love the seasons: Autumn – Lizzie Scott & Stephanie Fizer Coleman</p>  <p>Autumn – Little Nippers</p>  <p>Leaf Man – Lois Elhert</p>  <p>The Little Red Hen</p>  <p>Pumpkin soup – Helen Cooper</p>	<p>Discuss unfamiliar words in texts and stories. Begin to use describing words.</p> <p>Letter formation. Pencil grip. Recognise graphemes.</p> <p>Sequencing Role-playing stories. Naming characters in a story. Talking about how a character feels and why. Talk about what happens in the beginning, middle and end of a story.</p> <p>Hearing the initial, medial and final sounds in a word. Writing CVC words. Speech bubbles. Orally compose a simple sentence. Begin to write simple sentences using phonic knowledge. Begin to use a capital letter, finger spaces and a full stop.</p> <p>Recognise sounds s a t p i n m d g o c k c k e u r h f l l s s f f j v w y. Begin to blend together to read CVC words. Read some simple phrases.</p> <p>Guided reading.</p> <p>Cracking Comprehension: Visual retrieval questions.</p>	<p>Vocabulary: Learn and use new vocabulary, in different contexts.</p> <p>Speaking: Ask questions for inquiry and clarification. Share ideas, thoughts and describe events in detailed sentences. Use conjunctions. Develop social phrases. Use talk to solve problems, explain reasoning and organise ideas.</p> <p>Text: Engage in and build familiarity around stories, songs and rhymes through listening. Retell familiar stories and familiar rhymes. Engage in and discuss non-fiction books to gain new knowledge and vocabulary.</p> <p>Writing: Form lower-case letters correctly. Use known phonics sounds to spell words in isolation and in simple phrases; beginning to use a full stop.</p> <p>Phonics: Read and form individual letters and letter groups, by saying a sound for each. Blend known letter sounds to read decodable words and read some tricky words by sight. Read simple phrases made up of words with known sounds and some tricky words. Re-read books to build confidence and fluency in word reading, Read for understanding and enjoyment.</p>	<p>Information texts:</p> <ul style="list-style-type: none"> • Seasons • Weather <p>Penguin and Pumpkin - Salina Yoon</p> <p>The Leaf Thief – Alice Hemming & Nicola Slater</p> <p>Fletcher and the Falling Leaves – Julia Rawlinson</p> <p>Hello Autumn – Jo Lindley</p>

Topic	Core Texts	Knowledge and Skills	Objectives	Linked Texts
<p>Light and Dark / Celebrations and Festivals</p> <p>(4 week)</p>	 <p>Owl Babies – Martin Waddell</p>  <p>The best Diwali ever – Sonali Shah</p>  <p>Peep Inside Night time – Simona Dimitri</p>  <p>Kipper's Birthday – Mick Inkpen</p>  <p>Hannukah – Little Nippers</p>	<p>Discuss unfamiliar words in texts and stories. Begin to use describing words.</p> <p>Letter formation. Pencil grip. Recognise graphemes.</p> <p>Sequencing Role-playing stories. Naming characters in a story. Talking about how a character feels and why. Talk about what happens in the beginning, middle and end of a story.</p> <p>Hearing the initial, medial and final sounds in a word. Writing CVC words. Orally compose a simple sentence. Begin to write simple sentences using phonic knowledge. Begin to use a capital letter, finger spaces and a full stop.</p> <p>Recognise sounds s a t p i n m d g o c k ck e u r h f l l ss ff j v w y z zz qu th sh ch ng nk s/z. Begin to blend together to read CVC words. Read some simple sentences.</p> <p>Guided reading: Introduce front cover, pages, illustrations, begin to read some simple CVC words linked to phonics.</p> <p>Cracking Comprehension: Visual retrieval questions. Make simple inferences.</p>	<p>Vocabulary: Learn and use new vocabulary, in different contexts.</p> <p>Speaking: Ask questions for inquiry and clarification. Share ideas, thoughts and describe events in detailed sentences. Use conjunctions. Develop social phrases. Use talk to solve problems, explain reasoning and organise ideas.</p> <p>Text: Engage in and build familiarity around stories, songs and rhymes through listening. Retell familiar stories and familiar rhymes. Engage in and discuss non-fiction books to gain new knowledge and vocabulary.</p> <p>Writing: Form lower-case letters correctly. Use known phonics sounds to spell words in isolation and in simple phrases and sentences; beginning to use a full stop.</p> <p>Phonics: Read and form individual letters and letter groups, by saying a sound for each. Blend known letter sounds to read decodable words and read some tricky words by sight. Read simple phrases made up of words with known sounds and some tricky words. Re-read books to build confidence and fluency in word reading. Read for understanding and enjoyment.</p>	<p>Farmer Duck – Martin Waddell</p> <p>Elmer's Birthday – David McKee</p> <p>Can't You Sleep Little Bear – Martin Waddell</p> <p>Don't Put Your Finger in the Jelly Nelly – Nick Sharratt</p> <p>Night Monkey Day Monkey – Julia Donaldson</p> <p>The Foggy Foggy Forest – Nick Sharratt</p> <p>The Owl Who was Afraid of the dark – Jill Tomlinson</p>

	 <p>The Jolly Christmas Postman – Janet & Alan Ahlberg</p>			
Topic	Core Texts	Knowledge and Skills	Objectives	Linked Texts
<p>Traditional Tales (Chinese New Year)</p> <p>(6 week)</p>	 <p>Goldilocks and the Three Bears</p>  <p>Clever Sticks – Bernard Ashley</p>  <p>My Chinese New Year – Little Nippers</p>  <p>Little Red Riding Hood</p>	<p>Discuss unfamiliar words in texts and stories. Begin to use describing words. Joining in with repeated refrains in familiar stories.</p> <p>Letter formation. Pencil grip. Recognise graphemes.</p> <p>Sequencing Role-playing stories. Naming characters in a story. Talking about how a character feels and why. Talk about what happens in the beginning, middle and end of a story.</p> <p>Hearing the initial, medial and final sounds in a word to write CVC words. Speech bubbles. Orally compose a simple sentence. Write simple sentences using phonic knowledge. Begin to use a capital letter, finger spaces and a full stop.</p> <p>Recognise phase 2 sounds and ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, bb, rr, gg, dd, pp, ff, tt. Blend together to read CVC and polysyllabic decodable words. Read some simple sentences.</p>	<p>Vocabulary: Learn and use new vocabulary, in different contexts.</p> <p>Speaking: Ask questions for inquiry and clarification. Share ideas, thoughts and describe events in detailed sentences. Use conjunctions. Develop social phrases. Use talk to solve problems, explain reasoning and organise ideas.</p> <p>Text: Engage in and build familiarity around stories, songs and rhymes through listening. Retell familiar stories and familiar rhymes. Engage in and discuss non-fiction books to gain new knowledge and vocabulary.</p> <p>Writing: Form lower-case letters correctly. Use known phonics sounds to spell words in isolation and in simple phrases and sentences; beginning to use a full stop.</p> <p>Phonics: Read and form individual letters and letter groups, by saying a sound for each. Blend known letter sounds to read decodable words and read some tricky words by sight. Read</p>	<p>Not now, Bernard – David McKee</p> <p>Mixed Up Fairytales – Nick Sharratt</p> <p>The boy who cried Wolf – Tony Ross</p> <p>The Enormous Watermelon – Brenda Parkes</p> <p>The Gingerbread Man</p> <p>The Hungry Giant's Soup – Joy Cowley</p> <p>Maisy's New Year – Lucy Cousins</p> <p>I love Chinese New Year – Eva Wong Nava & Li Xin</p>

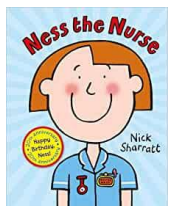
	 <p>Jack and the beanstalk</p>  <p>Hansel and Gretel</p>	<p>Guided reading: Introduce front cover, page, illustrations</p> <p>Cracking Comprehension: Sequencing Auditory retrieval questions. Make simple inferences. Reading CVC words</p>	<p>simple phrases made up of words with known sounds and some tricky words. Re-read books to build confidence and fluency in word reading. Read for understanding and enjoyment.</p>	
Topic	Core Texts	Knowledge and Skills	Objectives	Linked Texts
<p>Spring / Mother's Day/ New Life/ Growing</p>	 <p>Days Out in Spring</p>  <p>Oliver's Vegetables – Vivian French</p>  <p>Jasper's Beanstalk – Nick Butterworth</p>	<p>Discuss unfamiliar words in texts and stories. Become more confident in using describing words when talking and writing. Joining in with repeated refrains in familiar stories.</p> <p>Letter formation. Finger spaces and Full stops. Pencil grip. Recognise graphemes.</p> <p>Naming characters in a story.</p> <p>Hearing the initial, medial and final sounds in a word to write CVC and CVCC words; using single letter sounds, digraphs and trigraphs.</p> <p>Orally compose a simple sentence. Write simple sentences using phonic knowledge. Use a capital letter, finger spaces and a full stop.</p> <p>Recognise phase 2 and phase 3 sounds. Blend together to read CVC, CVCC and polysyllabic</p>	<p>Vocabulary: Learn and use new vocabulary, in different contexts.</p> <p>Speaking: Ask questions for inquiry and clarification. Share ideas, thoughts and describe events in detailed sentences. Use conjunctions. Develop social phrases. Use talk to solve problems, explain reasoning and organise ideas.</p> <p>Text: Engage in and build familiarity around stories, songs and rhymes through listening. Retell familiar stories and familiar rhymes. Engage in and discuss non-fiction books to gain new knowledge and vocabulary.</p> <p>Writing: Form lower-case letters correctly. Use known phonics sounds to spell words in isolation and</p>	<p>Tom Rabbit – Martin Waddell</p> <p>My Mum - Anthony Browne</p> <p>The Small, Small Seed - Judith Nichols</p> <p>Caterpillars Wish – Mary Murphy</p> <p>Christopher Nibble – Charlotte Middleton</p> <p>Hattie Peck: The Journey Home – Emma Levey</p> <p>Doing the Garden – Sarah Garland</p> <p>Growing Mr Greenhead – Pam Mayo</p>

	 <p>The Enormous Turnip</p>  <p>My Mum is Fantastic' by Nick Butterworth</p>	<p>decodable words. Read simple sentences, including those with Tricky Words.</p> <p>Guided reading: Front cover, page, illustrations. Differentiate between Fiction and Non-Fiction. Begin to answer simple retrieval questions (Picture or text based).</p>	<p>in simple phrases and sentences; beginning to use a full stop.</p> <p>Phonics: Read and form individual letters and letter groups, by saying a sound for each. Blend known letter sounds to read decodable words and read some tricky words by sight. Read simple phrases made up of words with known sounds and some tricky words. Re-read books to build confidence and fluency in word reading. Read for understanding and enjoyment.</p>	
Topic	Core Texts	Knowledge and Skills	Objectives	Linked Texts
<p>Pets</p>	 <p>Six Dinner Sid – Inga Moore</p>  <p>Oi Dog – Kes and Clare Gray</p>  <p>Flip Flap pets – Axel Scheffler</p>	<p>Discuss unfamiliar words in texts and stories. Become more confident in using describing words when talking and writing. Joining in with repeated refrains in familiar stories. Join in with rhyming words. Continue a rhyming string. Think of and match rhyming pairs.</p> <p>Letter formation. Posture – Tummy near table, bottom back of chair. Finger spaces and Full stops. Pencil grip. Recognise graphemes. Recognise and write some Tricky Words</p> <p>Naming characters and animals in a story. Learn about different authors and illustrators.</p>	<p>Vocabulary: Learn and use new vocabulary, in different contexts.</p> <p>Speaking: Ask questions for inquiry and clarification. Share ideas, thoughts and describe events in detailed sentences. Use conjunctions. Develop social phrases. Use talk to solve problems, explain reasoning and organise ideas.</p> <p>Text: Engage in and build familiarity around stories, songs and rhymes through listening. Retell familiar stories, poems and familiar rhymes. Engage in and discuss non-fiction books to gain new knowledge and vocabulary.</p>	<p>What a Dog! – Joy Cowley</p> <p>Pig in the pond – Martin Waddell</p> <p>The Great Pet Sale – Mick Inkpen</p> <p>What pet should I get? Dr Seuss</p> <p>You Choose – Nick Sharratt</p> <p>100 Cats – Michael Waite</p> <p>100 Dogs – Michael Waite</p> <p>Some Dogs Do – Jez Alborough</p> <p>Hairy Maclary series – Linley Dodd</p> <p>Sushi My Sausage Dog – Shevon Burrows</p>

	 <p>Ketchup On Your Cornflakes – Nick Sharratt</p>  <p>Busy People: Vet – Lucy George & Ando Twin</p>	<p>Hearing the initial, medial and final sounds in a word to write CVC, CVCC and longer words; sing single letter sounds, digraphs and trigraphs.</p> <p>Orally compose a simple sentence. Write simple sentences using phonic knowledge. Use a capital letter, finger spaces and a full stop. Read what they have written.</p> <p>Recognise phase 2 and phase 3 sounds. Blend together to read CVC, CVCC and polysyllabic decodable words, use the chunking method. Read simple sentences, including those with Tricky Words.</p> <p>Guided reading: Front cover, page, illustrations. Differentiate between Fiction and Non-Fiction. Begin to answer simple retrieval questions (Picture or text based). Retell the story by sequencing the events.</p>	<p>Writing: Form lower-case letters correctly. Use known phonics sounds to spell words in isolation and in simple phrases and sentences; beginning to use a capital letter, finger spaces and a full stop.</p> <p>Phonics: Read and form individual letters and letter groups, by saying a sound for each. Blend known letter sounds to read decodable words and read some tricky words by sight. Read simple phrases made up of words with known sounds and some tricky words. Re-read books to build confidence and fluency in word reading. Read with prosody. Read for understanding and enjoyment.</p>	
Topic	Core Texts	Knowledge and Skills	Objectives	Linked Texts
<p>People at Work (occupations in the past)</p>	 <p>Emergency Rescue – Jonathan Emmett</p>  <p>Emergency - Margaret Mayo and Alex Ayliffe</p>	<p>Discuss unfamiliar words in texts and stories. Become more confident in using describing words when talking and writing. Joining in with repeated refrains in familiar stories. Join in with rhyming words. Continue a rhyming string. Think of and match rhyming pairs.</p> <p>Letter formation. Use formation phrases from LW. Posture – Tummy near table, bottom back of chair. Capital letters, Finger spaces and Full stops. Pencil grip. Recognise graphemes. Recognise and write more Tricky Words linked to LW phase.</p>	<p>Vocabulary: Learn and use new vocabulary, in different contexts. Use vocabulary independently in small world and role play situations.</p> <p>Speaking: Ask questions for inquiry and clarification. Share ideas, thoughts and describe events in detailed sentences. Use conjunctions. Develop social phrases. Use talk to solve problems, explain reasoning and organise ideas.</p> <p>Text:</p>	<p>Flashing Fire Engines – Tom Mitton and Ant Parker</p> <p>Barn on Fire – Heather Amery and Stephen Cartwright</p> <p>Builder Bill - (Little Workmates)</p> <p>Doctor Maisy Lucy Cousins</p> <p>Lifeboat Crew Member (Here to Help) non-fiction</p> <p>Opticians (Here to Help) non-fiction</p>



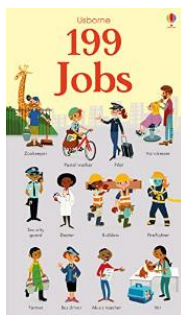
Doctor Daisy



Ness The Nurse – Nick Sharratt



Postman Pete



199 Jobs – Hannah Watson

Naming characters, occupations, vehicles, tools in a story/non-fiction book. Learn about different authors and illustrators.

Hearing the initial, medial and final sounds in a word to write CVC, CVCC and longer words; using single letter sounds, digraphs and trigraphs.

Orally compose a simple sentence. Use 'segmenting fingers' (how many sounds in the word) and 'finger talk' how many words in the sentence).

Write simple sentences using phonic knowledge. Use a capital letter, finger spaces and a full stop. Read what they have written. Begin to do this independently.

Recognise phase 2 and phase 3 sounds. Blend together to read CVC, CVCC and polysyllabic decodable words, use the chunking method. Read simple sentences, including those with Tricky Words.

Guided reading: Front cover, page, illustrations. Differentiate between Fiction and Non-Fiction. Begin to answer simple retrieval questions (Picture or text based). Retell the story by sequencing the events.

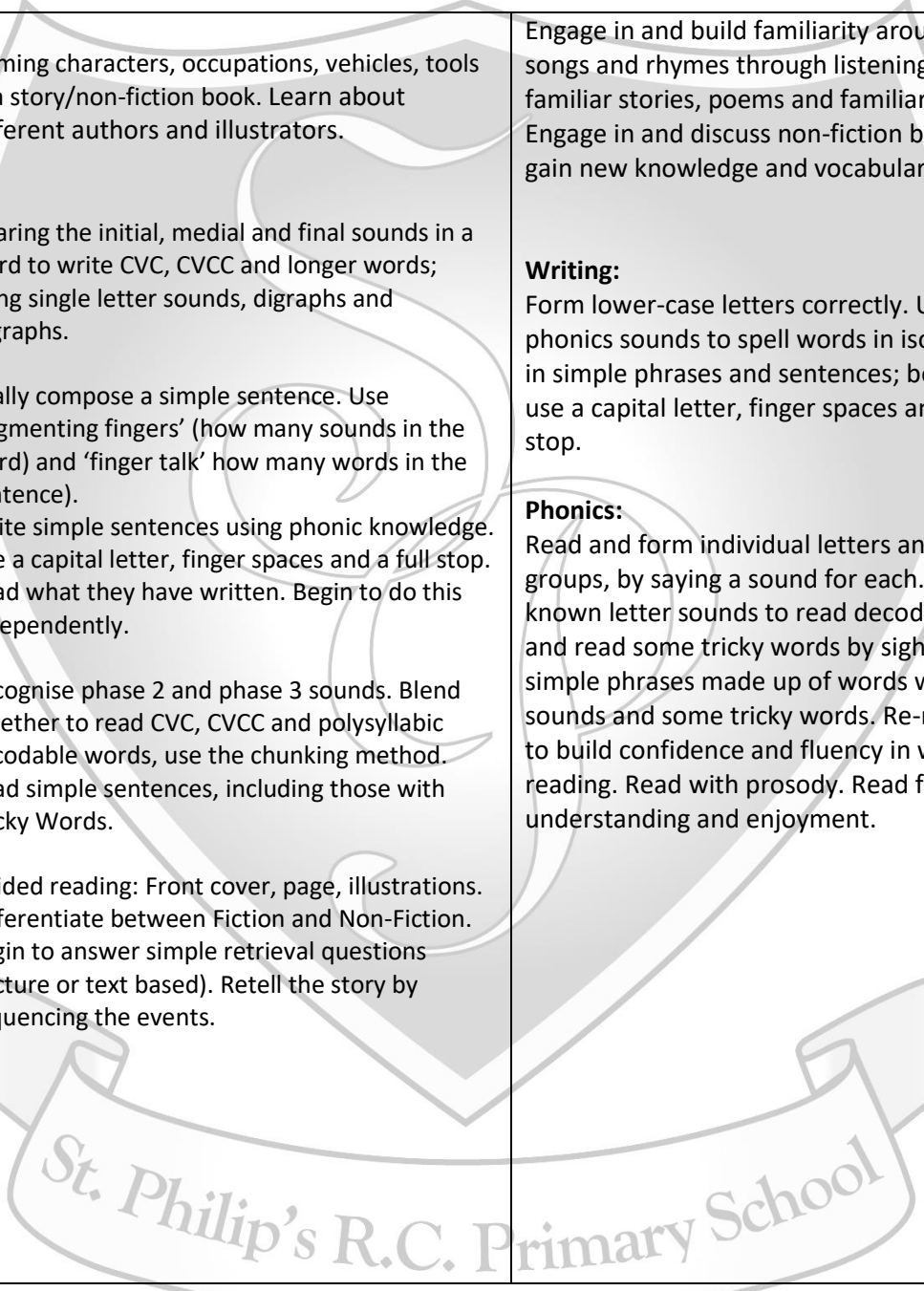
Engage in and build familiarity around stories, songs and rhymes through listening. Retell familiar stories, poems and familiar rhymes. Engage in and discuss non-fiction books to gain new knowledge and vocabulary.

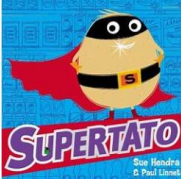
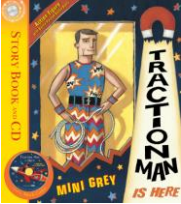
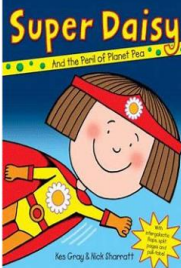
Writing:

Form lower-case letters correctly. Use known phonics sounds to spell words in isolation and in simple phrases and sentences; beginning to use a capital letter, finger spaces and a full stop.

Phonics:

Read and form individual letters and letter groups, by saying a sound for each. Blend known letter sounds to read decodable words and read some tricky words by sight. Read simple phrases made up of words with known sounds and some tricky words. Re-read books to build confidence and fluency in word reading. Read with prosody. Read for understanding and enjoyment.



Topic	Core Texts	Knowledge and Skills	Objectives	Linked Texts
Superheroes	<p>Supertato – Sue Hendra and Paul Linnet</p>  <p>Traction Man – Mini Grey</p>  <p>Super Daisy – Kes Gray and Nick Sharratt</p> 	<p>Discuss unfamiliar words in texts and stories. Become more confident in using describing words when talking and writing. Identify adjectives, think of a better adjective to describe the superhero.</p> <p>Joining in with repeated refrains in familiar stories. Join in with rhyming words. Continue a rhyming string. Think of and match rhyming pairs. Predict and say the rhyming word at the end of the sentence/verse. Singing songs, rhymes and poems.</p> <p>Letter formation. Use formation phrases from LW.</p> <p>Posture – “Tummy near table, bottom back of chair, two hands for writing, six legs for writing.” Encourage children to say and do this independently.</p> <p>Capital letters, Finger spaces and Full stops. Pencil grip.</p> <p>Recognise graphemes including capital letters. Recognise and write more Tricky Words linked to LW phase.</p> <p>Naming and describing characters appearance and personality. Learn about different authors and illustrators.</p> <p>Hearing the initial, medial and final sounds in a word to write CVC, CVCC and longer words; using single letter sounds, digraphs and trigraphs.</p> <p>Orally compose a simple sentence. Use ‘segmenting fingers’ (how many sounds in the word) and ‘finger talk’ (how many words in the sentence).</p> <p>Write simple sentences using phonic knowledge.</p>	<p>Vocabulary: Learn and use new vocabulary, in different contexts. Use vocabulary independently in small world and role play situations.</p> <p>Speaking: Ask questions for inquiry and clarification. Share ideas, thoughts and describe events in detailed sentences. Use conjunctions. Develop social phrases. Use talk to solve problems, explain reasoning and organise ideas.</p> <p>Text: Engage in and build familiarity around stories, songs and rhymes through listening. Retell familiar stories, poems and familiar rhymes. Engage in and discuss non-fiction books to gain new knowledge and vocabulary.</p> <p>Writing: Form lower-case letters correctly. Use known phonics sounds to spell words in isolation and in simple phrases and sentences; beginning to use a capital letter, finger spaces and a full stop.</p> <p>Phonics: Read and form individual letters and letter groups, by saying a sound for each. Blend known letter sounds to read decodable words and read some tricky words by sight. Read simple phrases made up of words with known sounds and some tricky words. Re-read books to build confidence and fluency in word</p>	<p>Supertato book series – Sue Hendra & Paul Linnet</p> <p>Aliens Love Underpants book series – Claire Freedman</p> <p>Ninja Nan – Hollie Hughes and Natalie Smillie</p> <p>Ten Little Superheroes – Mike Brownlow and Simon Hickerty</p>

	<p>Use a capital letter, finger spaces and a full stop. Read what they have written. Begin to do this independently. Opportunities to write in continuous provision.</p> <p>Recognise phase 2 and phase 3 sounds. Blend together to read CVC, CVCC and polysyllabic decodable Phase 4 words, use the chunking method. Read simple sentences, including those with Tricky Words. Read the 'superhero password' encouraging children to focus on target words.</p> <p>Guided reading: Front cover, page, illustrations. Differentiate between Fiction and Non-Fiction. Begin to answer simple retrieval questions (Picture or text based). Retell the story by sequencing the events. What did you like about the story, why?</p>	<p>reading. Read with prosody. Read for understanding and enjoyment.</p>	
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