
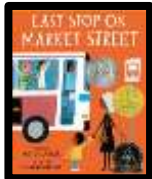
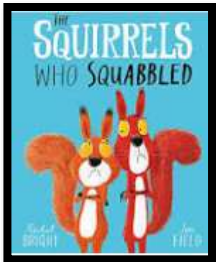
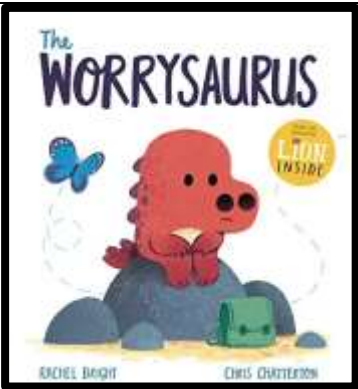
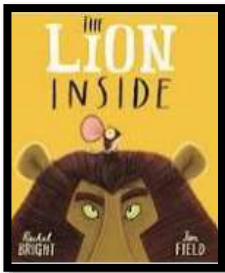


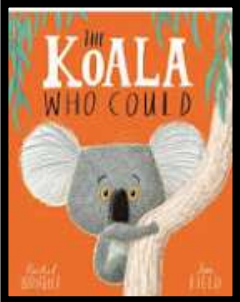



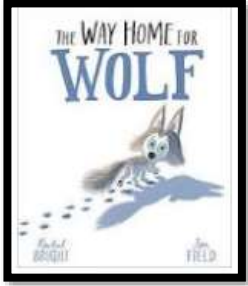
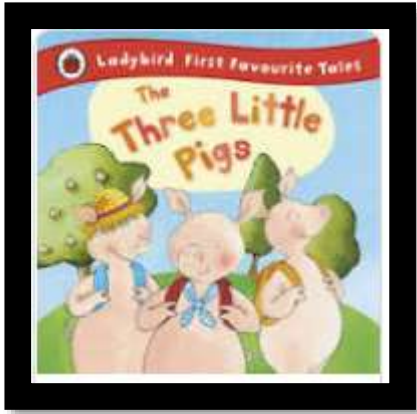


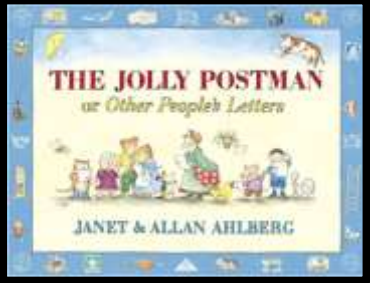
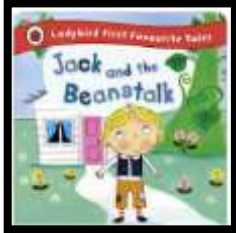
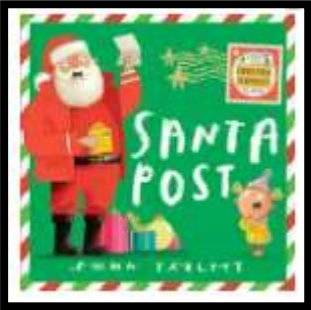
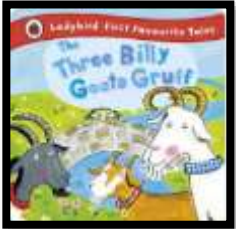


EYFS – English Curriculum

Autumn Term


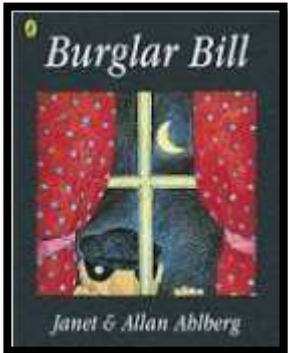

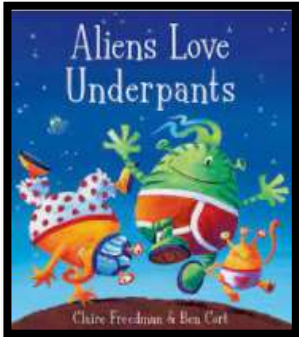
Weeks	Topic	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus / Text	Quality Texts to support provision
2		Transition Weeks - Baseline and Class Routines				
1	Me and My Community		<p>Narrative</p> <p>Emergent writing - Labelling/initial sound</p>	<p>Oral sentence</p> <p>Recording of initial sound/phonetically plausible attempts</p>	<p>Vocabulary – feeling words</p> <p>Prediction – what might make him feel ...?</p> <p>Retrieval – recalling key information from the text</p> <p>CROWD technique to be used during reading sessions</p>	 
1			<p>Narrative</p> <p>Emergent writing - Labelling/initial sound</p>	<p>Oral sentence</p> <p>Recording of initial sound/phonetically plausible attempts</p>	<p>Vocabulary – feeling words</p> <p>Prediction – How is Worrysaurus feeling?</p> <p>Retrieval – recalling key information from the text</p> <p>CROWD technique to be used during reading sessions</p>	


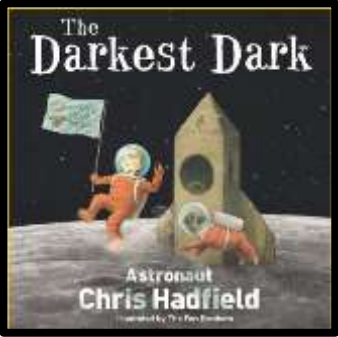

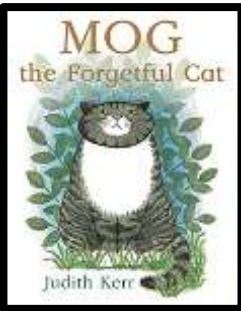
		Narrative  Emergent writing - Labelling/initial sound	Oral sentence  Recording of initial sound/phonetically plausible attempts	Vocabulary – feeling words Retrieval – recalling key information from the text  CROWD technique to be used during reading sessions	    
1		Narrative  Emergent writing - Labelling/initial sound	Oral sentence  Recording of initial sound/phonetically plausible attempts	Vocabulary – colour words Prediction – What things can you think of that are ....? Retrieval – recalling key information from the text  CROWD technique to be used during reading sessions	
1		Narrative  Emergent writing - Labelling/initial sound	Oral sentence  Recording of initial sound/phonetically plausible attempts	Vocabulary – rhyming pairs Retrieval – recalling key information from the text  CROWD technique to be used during reading sessions	

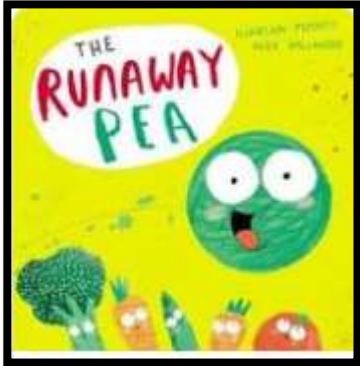
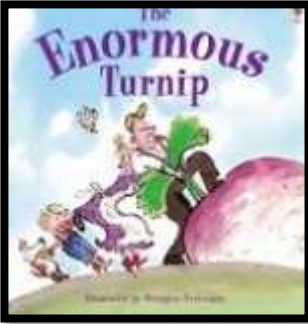
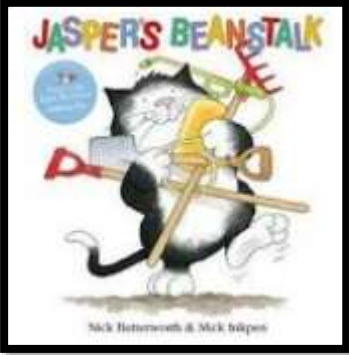

1			<p>Poetry Poems out loud! - <b>Do you see me (p11)</b> Shh! (p20)</p> <p>Choose an object to describe a part of the body</p>	<p>Oral sentence</p> <p>Recording of initial sound/phonetically plausible attempts</p>	<p>Vocabulary – comparing body parts to objects</p>	 
Weeks	Topic	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus / Text	Quality Texts to support provision
4	<p>Once upon a time – leading to Christmas</p>		<p>Traditional Tales</p> <p>Writing Focus: T4W Story structure- Story Map, labelling, naming, simple CVC words leading to imitation and innovation</p>	<p>Oral sentence</p> <p>Recording of initial sound/phonetically plausible attempts.</p> <p>Capital letters, fingers spaces, full stops modelled</p>	<p>Vocabulary – material and characteristic words Prediction – what might happen ...? Retrieval – recalling key information from the text Sequence – Story Map</p> <p>CROWD technique to be used during reading sessions</p>	

2			<p>Narrative</p> <p>Writing Focus: Alternative forms of text – letters</p> <p>Wk 1 – invite for 3LP to Goldilock’s party. Wk 2 – Thank you from G to 3LP for present.</p>	<p>Oral sentence</p> <p>Recording of initial sound/phonetically plausible attempts.</p> <p>Capital letters, fingers spaces, full stops modelled</p>	<p>Vocabulary – character names, letter features, envelope, address</p> <p>Retrieval – recalling key information from the text</p> <p>CROWD technique to be used during reading sessions</p>	
1			<p>Narrative</p> <p>Writing Focus: Letter to Santa – completion of proforma.</p>	<p>Oral sentence</p> <p>Recording of initial sound/phonetically plausible attempts.</p> <p>Capital letters, fingers spaces, full stops modelled</p>	<p>Vocabulary – present nouns</p> <p>Prediction – Wh?s</p> <p>Explain/Retrieve – Why the character’s think it’s a good present.</p> <p>CROWD technique to be used during reading sessions</p>	  

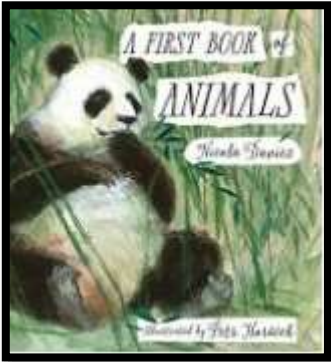
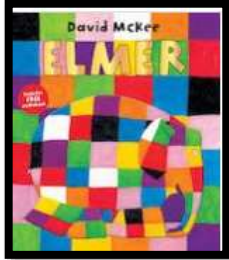



Spring Term:

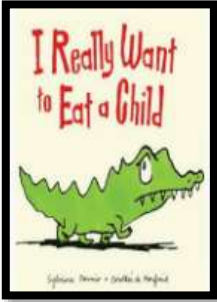



Weeks	Topic	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus / Text	Quality Texts to support provision
3	Starry Night		<p>Narrative</p> <p>Writing Focus: Story structure- Story Map, labelling, naming, simple CVC words leading to imitation and innovation</p>	<p>Oral sentence</p> <p>Recording of initial sound/phonetically plausible attempts.</p> <p>Capital letters, fingers spaces, full stops emerging</p>	<p>Vocabulary – character names and setting, scientific terms – nocturnally Inference/Prediction – Where is Mummy? Retrieval – recalling key information from the text Sequence – Story Map</p> <p>CROWD technique to be used during reading sessions</p>	
2			<p>Narrative</p> <p>Writing Focus: Instructional writing – Innovation How to catch a ....</p>	<p>Oral sentence</p> <p>Recording of initial sound/phonetically plausible attempts.</p> <p>Capital letters, fingers spaces, full stops emerging</p>	<p>Vocabulary – instructional language Prediction – Will he catch the star? Retrieval – recalling key information from the text Sequence – what did he use</p> <p>CROWD technique to be used during reading sessions</p>	

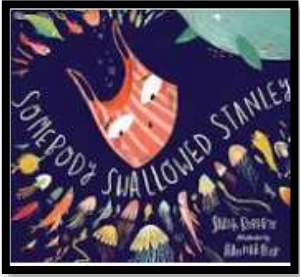


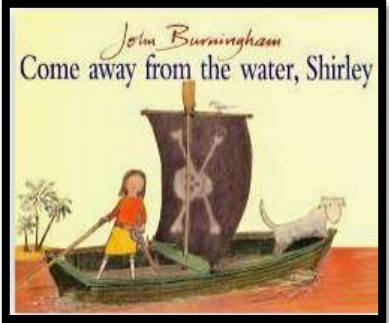

1			<p>Poetry</p> <p>Bath time (p14)  <b>The washing-up liquid ignited (p17)</b>          Bedtime rhymes (p32)</p> <p>Writing Focus:          Instructional writing – Innovation How to build a rocket.</p>	<p>Oral sentence</p> <p>Recording of initial sound/phonetically plausible attempts.</p> <p>Capital letters, fingers spaces, full stops emerging</p>	<p>Vocabulary – objects making rocket.</p>	
Weeks	Topic	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus / Text	Quality Texts to support provision
4	Ready, Steady, Grow		<p>Traditional Tales</p> <p>Writing Focus:          Story structure-          Story Map,          labelling, naming,          simple CVC words and sentence structure, leading to imitation and innovation</p>	<p>Oral sentence</p> <p>Recording of initial sound/phonetically plausible attempts.</p> <p>Capital letters, fingers spaces, full stops emerging</p>	<p>Vocabulary – character names and setting, adjectives.          Inference - fairness          Prediction – Wh?s          Retrieval – recalling key information from the text          Sequence – Story Map</p> <p>CROWD technique to be used during reading sessions</p>	


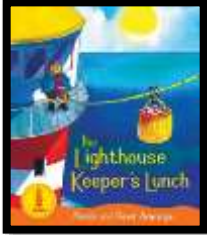
1			<p>Narrative</p> <p>Wanted posters using nouns and adjective</p>	<p>Oral sentence</p> <p>Recording of initial sound/phonetically plausible attempts.</p> <p>Capital letters, fingers spaces, full stops emerging</p> <p>Nouns and Adjectives</p>	<p>Vocabulary – vegetables, movement words</p> <p>Prediction – Wh?s</p> <p>Retrieval – recalling key information from the text</p> <p>CROWD technique to be used during reading sessions</p>	
1			<p>Narrative</p> <p>Story sequence</p> <p>Days of the Week</p>	<p>Oral sentence</p> <p>Recording of initial sound/phonetically plausible attempts.</p> <p>Capital letters, fingers spaces, full stops emerging</p>	<p>Vocabulary – days of the week, jobs</p> <p>Prediction – will it grow?</p> <p>Retrieval – recalling key information from the text</p> <p>Sequence – Order of the days/jobs</p> <p>CROWD technique to be used during reading sessions</p>	

Summer Term:

Weeks	Topic	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus / Text	Quality Texts to support provision
2	Animal Safari		Factual Rhyme  Fact writing – create own class book about animals (non rhyming)	Recording of initial sound/phonetically plausible attempts.  Capital letters, fingers spaces, full stops	Vocabulary – animals, habitats, ‘habits’. Diet, carnivore, herbivore, land, marine Explain - facts Retrieval – recalling key information from the text  CROWD technique to be used during reading sessions	 
1			Narrative  Writing Focus: Story sequence	Recording of initial sound/phonetically plausible attempts.  Capital letters, fingers spaces, full stops	Vocabulary - Inference Why did she braid his hair/put him in a dress? Prediction – What will she do? Retrieval – recalling key information from the text Sequence – story sequence  CROWD technique to be used during reading sessions	

1			Narrative  Writing Focus: Menu – How to grow big enough to eat a child!	Recording of initial sound/phonetically plausible attempts.  Capital letters, fingers spaces, full stops	Vocabulary – food Retrieval – recalling key information from the text  CROWD technique to be used during reading sessions	
1			Poetry  Angry (p5) Spiders (p18) Big fat budgie (p24)  Writing Focus:	Recording of initial sound/phonetically plausible attempts.  Capital letters, fingers spaces, full stops	V I P E R S  CROWD technique to be used during reading sessions	
<b>Weeks</b>	<b>Topic</b>	<b>Book Driver</b>	<b>Genre and Specific Writing Purpose</b>	<b>GPS Links</b>	<b>Whole Class Reading Focus / Text</b>	<b>Quality Texts to support provision</b>
1			Poetry  Braving the Sea (p29) Pirates (p8)  Writing Focus:	Recording of initial sound/phonetically plausible attempts.  Capital letters, fingers spaces, full stops	V I P E R S  CROWD technique to be used during reading sessions	

1	On the Beach		<p>Narrative/Poster</p> <p>Writing Focus: Save our Seas poster</p>	<p>Recording of initial sound/phonetically plausible attempts.</p> <p>Capital letters, fingers spaces, full stops</p>	<p>Vocabulary – Sea animals, environmental words, recycle/reuse, pollution</p> <p>Prediction – what will happens to Stanley next?</p> <p>Explain – Why should you put your rubbish in thebin/Why should you use reuseable bags/Why is it harmful to animals?</p> <p>Retrieval – recalling key information from the text</p> <p>CROWD technique to be used during reading sessions</p>	 
3			<p>Narrative</p> <p>Writing Focus: Write own Pirate story</p>	<p>Recording of initial sound/phonetically plausible attempts.</p> <p>Capital letters, fingers spaces, full stops</p>	<p>V – Pirates, beach saefty, day dream, imagine</p> <p>Inference – what's happening for Mum and Dad vs What's happening for Shirley?</p> <p>Explain - imagination</p> <p>Retrieval – recalling key information from the text</p> <p>CROWD technique to be used during reading sessions</p>	

2			<p>Narrative</p> <p>Writing Focus: What I enjoyed in Reception/What I am looking forward to in Y1</p>	<p>Recording of initial sound/phonetically plausible attempts.</p> <p>Capital letters, fingers spaces, full stops</p>	<p>Vocabulary – Looking back/moving forwards</p> <p>Inference -</p> <p>Prediction – what will happen next year?</p> <p>Summarise – the achievements of the year.</p> <p>CROWD technique to be used during reading sessions</p>	
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