



# Year R English Long Term Overview – High Quality Texts/Drawing club

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																														
All about me!	Let's celebrate!	Traditional tales	Superheroes/People who Help Us	All aboard!	Summer time!																																														
 <ul style="list-style-type: none"> <li>• Daily phonics following 'Read Write Inc'.</li> <li>• Weekly focus story read daily with a weekly focus task to match cohort.</li> <li>• Sound walk.</li> <li>• Daily funky fingers activities, e.g. Threading, name writing, cutting, etc.</li> <li>• 'Nip it, flip it, grip it' focus for pencil grip.</li> <li>• Listening to a story with enjoyment.</li> <li>• Name recognition and</li> </ul>	 <p style="text-align: center; color: red;">the christmas story</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; text-align: center;">1</td> <td style="width: 50%; text-align: center;">Not now bernard</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">Mr Benn Zookeeper</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">We're going on a bear hunt.</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">Penguin</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">The pink panther (animation)</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">Pop eye (animation)</td> </tr> </table> <ul style="list-style-type: none"> <li>• Listening and talking to learning partners.</li> <li>• Say and write the new sounds/CVC words depending on level in phonics programme.</li> <li>• Blend sounds to read VC and CVC words for example, 'a-t' or 'p-a-t'.</li> <li>• Listen to stories with attention and recall.</li> </ul>	1	Not now bernard	2	Mr Benn Zookeeper	3	We're going on a bear hunt.	4	Penguin	5	The pink panther (animation)	6	Pop eye (animation)	 <table border="1" style="width: 100%; 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Some words are spelt correctly and others are phonetically plausible.</li> <li>• Uses phonic knowledge to decode.</li> <li>• Shows an understanding of what they have read.</li> <li>• Read/write some HFW.</li> <li>• Use new vocabulary in context.</li> </ul>
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<p>learning to write name.</p> <ul style="list-style-type: none"> <li>• Speaking and listening about me, my family and our experiences.</li> <li>• Distinguish between the different marks we make.</li> <li>• Say and write the initial sounds in words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use story language when retelling a story.</li> <li>• Begin to articulate and write simple phrases and sentences.</li> <li>• Begin to understand the purpose capital letters, full stops and finger spaces.</li> <li>• Introduction to fiction and non-fiction texts.</li> <li>• Use new vocabulary in context.</li> </ul>	<p>example, "Wanted!" posters and superhero descriptions.</p> <ul style="list-style-type: none"> <li>• Hot seat different characters from stories and freeze frame key scenes.</li> <li>• Re-tell a story in sequence.</li> <li>• Ask special visitors questions to find out more about their jobs.</li> <li>• Give attention to what others say and respond appropriately.</li> <li>• Discuss different occupations.</li> <li>• Use new vocabulary in context.</li> <li>• Discuss rhymes and poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Read/write some HFW.</li> <li>• Use new vocabulary in context.</li> <li>• Discuss different occupations.</li> <li>• Use new vocabulary in context.</li> </ul> <p>Discuss rhymes and poems.</p>	<ul style="list-style-type: none"> <li>• Be able to ask/answer questions about what they have read.</li> <li>• Read/write some HFW.</li> <li>• Show awareness and discuss the feelings of different characters.</li> <li>• Use new vocabulary in context.</li> <li>• Discuss rhymes and poems.</li> </ul>	
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