



# **Early Years Reading & Writing Overview**

### Nursery Reading & Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Handwriting</b>	Children will be encouraged to mark make and some learn to write their name Pencil grip and correct letter formation is modelled Move and Rhyme into writing programme is introduced to develop fine motor control Dough disco introduced to help with hand strength and fine motor skills					
<b>Reading &amp; HFWs</b>	Children will be taught concepts of print through shared reading By the end of Nursery children are able to recognize some High Frequency Words					
<b>Phonics</b>	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1

### Reception Reading & Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Handwriting</b>	Pencil grip and correct letter formation is modelled and taught Children learn to write using pre-cursive script Interventions continue to support children to develop fine motor skills					
<b>Reading &amp; HFWs</b>	Children consolidate concepts of print through shared reading and shared guided reading Formal phonics teaching begins Guided reading is introduced Shared reading provides an opportunity to consolidate reading strategies Children learn the first 100 High Frequency Words					
<b>Phonics</b>	Phase 1/Phase 2	Phase 2	Phase 2	Phase 3	Phase 3	Phase 3

## Nursery Shared Reading Overview

Term	Week	Title	HFWs
Autumn 1		 ← NURSERY RHYMES AND SONGS →	
Autumn 2	1	Please Baby Please	The
	2	Please Baby Please	The
	3	Dear Zoo	Was, He, They
	4	Dear Zoo	Was, He, They
	5	Make Own Book	At, I, Like
	6	Make Own Book	At, I, Like
Spring 1	1	Goldilocks and the Three Bears	In, Had, Was, She
	2	Goldilocks and the Three Bears	In, Was, She, Had
	3	Porridge recipe	(Once written will decide)
	4	Porridge recipe	(Once written will decide)
	5	Brown Bear Brown Bear	At, Do, See
	6	How to Grow A Hyacinth	For, The, On
Spring 2	1	Just Like Jasper	He, A, Or
	2	Monsters Party	Can, It, Do
	3	My Mum	My, Mum, can
	4	Baby Bear Baby Bear	Me, Do, See
	5	Teddy Bears Picnic	(Song)
Summer 1	1	The Very Hungry Caterpillar	On, He, The
	2	Fruit Salad	(Once written will decide)
	3	Lunchtime (Rebecca Cobb)	The, I, Said
	4	Animal Friends	(Wordless Book)
	5	Panda Bear Panda Bear	You, See, What
	6	We love Dinosaurs	We, That, And
Summer 2	1	I love animals	I, The, And
	2	Farm Concert	Went, The,
	3	I went walking	A, You, Me
	4	My Dad	He, Dad, And
	5	Mrs Wishy Washy	Said, In, It

### Reception Shared Reading & Writing Overview

Term	Week	Title	HFWS	Shared Writing & Guided Writing
Autumn 1	1	Mrs Wishy Washy (Big Book)		Settle children into school and introduce shared reading with Big Book, introduce strategies. Read Once Upon a Time (focus book)
	2	Polar Bear, Polar Bear (Big Book)	I, In, my, a, you	Labelling of a polar bear post it notes of what they can see
	3	The Meanies (Big Book)	do, in, their, what	Make class book of what children do at school SW – children eat their lunch; children play outdoors etc. T scribes captions Children write their name under a photo of themselves
	4	The Meanies come to school (Big Book)	to, they, and, a	SW - Class rules with photos We sit on the carpet; we look at the teacher; we put the books away in the book corner etc.
	5	The Gingerbread Man (Big Book) Two weeks	as, you, can me, the	Take photos of children acting out the story and introduce First, then next, etc Pie Corbett story map
	6	The Gingerbread Man	as, you, can, me, the	SW - Re- writing own version of the story: GW – HA to sequence 7 pictures/ A – 5 pictures/ LA – 3 pictures in books Retell story. HA write character names
	7	Gingerbread Man recipe	the, in, put, it	Make Gingerbread Men (take photos) – write recipe SW – write a caption under pictures Introduce first/next/then/finally language with photos of sequences
Autumn 2	1	Where's My Teddy (big book)	I, can, they, get,	SW – children bring in their teddy bears. Use post-it's to write descriptive words which are added to a word wall to describe teddies.
	2	This is the Bear (Big Book)	went, the, dog, said	VISIT to Burnham Beeches Talk table – (photos from trip, objects from trip, visual stimuli e.g. lunch box) Groups work at TT with teacher to sequence the day/recount of the trip Pie Corbett story map - Adults model language – first/then/finally
	3	Do Not Wash The Bear (Also read the Gruffalo)	big, and, my, you	SW – Write recount with first/then/finally sequence GW – children will be given three sequences to order and write simple sentences:

Term	Week	Title	HFWs	Shared Writing & Guided Writing
				<ol style="list-style-type: none"> <li>1. We went by coach</li> <li>2. We walked/ we ran/ we played</li> <li>3. We saw the bear Commands challenge for HA exclamation mark and expressions</li> </ol>
	4	This is the Bear and the Picnic Lunch (Big Book) (read stickman - begin to identify rhyming words in text)	is, dog, in, went, to, he	SW – GW children to write a sentence describing what they would like on a picnic Have a picnic in class
	5	This is the Bear and the Picnic Lunch (Big Book)	is, dog, in, went, to, he	Recount using photographs of the picnic lunch
	6	Baboon (Big Book)	Bug, and, my, you	SW-Write recount using first/then/finally sequence-story map, walk the story
Spring 1	1	Who's In the Shed (Big Book)	she, see, had, me	SW-Remind children of inverted commas. Point out the question marks. What do they mean? Explain to children that they mean that it is a question. Children to write a question using question marks?
	2	This is the Bear and the Scary Night (Aliens love Underpants)	him, at, in, all, was	SW – Speech bubble of what the bear says when he is found E.g., I went up in the air. I was scared/ I went in the pond. I was wet etc
	3	What Ever Next		SW –what would you take to the moon? Children to write a list. Discuss items and scribe on board.
	4	It's the weekend! (big book)	went, for, at, had Reinforce features of non-fiction text	SW –
	5	The Underground Dance (big book)	down, as, that, me	SW- Children to write a list not a sentence. How is this different? LA-Ask children what did we see underground in the story? <b>Think</b> about the word. <b>Say</b> the word together. (A mole) Do the children <b>like</b> the word

Term	Week	Title	HFWs	Shared Writing & Guided Writing
				they have chosen? Children to write one or two things they remember from the story. Remind children where we write words in a list. (under)
	6	The Jigaree (big book)	Can, see, will, it, is, a, there	SW – Speech bubble of what the Jigaree is saying to the boy e.g. I want to swim with you, I want to fly with you etc Pie Corbett story map.
Spring 2	1	Titch	his, big, had, was	SW – Adjectives to describe Titch/Mary/Pete Post-its on pictures of characters to describe them Pie Corbett Story Map
	2	Jaspers Beanstalk (Introduce book: My Mum is Fantastic)	can, she, like, have	SW – children to make Mother's Day card 'My Mum is fantastic, she.....with me' Class version of story – change characters with family members
	3	Jack and the Beanstalk (big book)		GARDEN CENTRE VISITS SW – Letter to Titch about visit to Garden centre
	4	Jack & The Beanstalk (continued)	Me, some, he, said, was	SW – Plant beans, taking lots of photos Children to write labels for resources used Children to use instructional language to sequence photos of planting a bean seed
	5	How to grow a Sunflower	with, put, day (features of a non-fiction text)	SW – Children to write instructions for how to grow a sunflowers
Summer 1	1	Handa's Surprise		Pie Corbett story map SW – List of ingredients for fruit salad SW – Speech bubble about which fruit they liked in the fruit salad I liked.....and.....in the fruit salad. It was yummy. Class version of story map – change animal characters
	2	Handa's Hen	the, put, in, it	Welcome to the world card ... baby card write a welcome wish . SW – life cycle of a hen The hen lays the egg. The egg cracks. The chick comes out. The chick cheeps.
	3	Fruit Salad – use photos	the, put, in	SW – Use photos. Write instructions. (HA) Wash the fruit. (LLA) Cut (phonics) the (sight word) fruit. (HA) Put in the dish. (MA) Mix the fruit up. Children to put together in the correct order to make a book to put in the book corner.

Term	Week	Title	HFWs	Shared Writing & Guided Writing
	4	Yum Yuk! (2 weeks)	all, up, you, want, some, like, have	TT - Photo's/ingredients/pizza menus/pizza boxes, pizza bases, tomato sauce, cheese, green pepper, sweetcorn, mushroom etc SW – List of ingredients they would like on their pizza
	5	Yum Yuk! Recipe for Pizza	put, the, on, in, get	TT – Photo's/ingredients/pizza menus/pizza boxes, pizza bases, tomato sauce, cheese, green pepper, sweetcorn, mushroom etc SW – Make pizza and take photos during the week. LLA phonetically spell the word. First, get the base. Next, spread the tomato on the base. Then put the cheese on top. (MA –another time connective, after that). Finally put it in the cooker (MA). Use post-its, children to sequence and match in the correct order along with the picture. Children to sequence the order of making their pizza using photos Take photos of each child eating their pizza – cut out photo and draw speech bubble next to photo.
	6	The Super Smile Shop Egg Drop	that, have, has, from, they	SW – Speech bubble with what they had on their pizza and how it tasted LLA – I like .....(post-it with words on to choose from, can copy/segment) MA - I like.....and.....on my pizza. (real objects/photos with labels – children can use to copy) HA – I like.....and.....on my pizza. It was..... Adults to model sentence structure throughout week (orally)
	7	The Super Smile Shop Ed's Egg	The, out, comes,	SW I would like a ..... please? How much is a smile ?
Summer 2	1	Shark in the Park	looks, at, all, this, that	TT –
	2	My Dad is Beautiful Sharing a Shell (Father's Day)		Pie Corbett story map SW –Children to write a Fathers' Day card. My dad is beautiful because.... OR I love my dad because.....
	3	Grandpa, Grandpa Tiddler		Class version of story map – change the sea animals and the object they share London Zoo TRIP TT – photographs of trip/pamphlets from trip/resources found or bought

Term	Week	Title	HFWs	Shared Writing & Guided Writing
				SW – write a list of things the children saw (data handling for maths the following week)
	4	I looked through my window (big book)		SW –Make their own window and tour the school. I looked through my window...
	5	Mr Gumpy's Outing (big book)		SW -Weds – Once upon a time .....creating their ideas
	6	Pirate's in Underpants		SW – make your own underpants write my underpants are ..... Put on a washing line to display.
	7	Two weeks		Pirate picnic – make sandwiches, fruit, squash, decorate biscuit