

Year R English Curriculum Overview and Skills

Reading Progression of Skills:


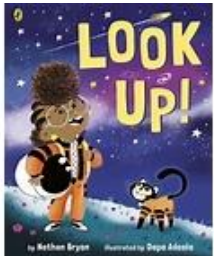

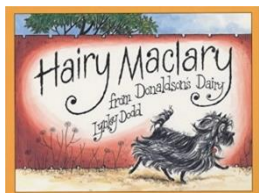


	Word Reading	Understanding Text
Year R	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet, and at least 10 digraphs • Use their phonic knowledge to blend sounds in regular words and read them aloud accurately • Begin to read frequently met words fluently without the need to sound out and blend. • Read aloud simple sentences and books that are consistent with their phonic knowledge. • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Reread these books to build up fluency and confidence in word reading • Read some common exception words accurately 	<ul style="list-style-type: none"> • Join in with repeated refrains in familiar stories • Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary • Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems • Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. • Talk about what they like/dislike in a book • Link reading to own experiences • Answer questions about what they have read

Writing Progression of Skills:

Year R	<ul style="list-style-type: none"> • Use some clearly identifiable letters to communicate meaning • Represent some sounds correctly and in sequence • Write simple captions, labels, and phrases • Makes good attempts at writing short phrases and sentences that can be read by others 	<ul style="list-style-type: none"> • To show a growing awareness of capital letters and full stops 	<ul style="list-style-type: none"> • Make phonetically plausible attempts at spelling unknown words drawing on their knowledge of phonics • Represent recognised sounds with a letter or letters • Spell their name 	<ul style="list-style-type: none"> • Capital letter • Full stop • Word • Sentence • Punctuation • Caption, phrase, label • Segment 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip most of the time • Use a range of small tools, including scissors, paint brushes confidently and with control • Begin to show accuracy
--------	--	---	--	---	--

			<ul style="list-style-type: none"> • Name and sound the letters of the alphabet • Can segment the sounds in simple words and blend them together • Hear, say and form initial sounds in words • Spell words by identifying sounds in them and representing the sounds with a letter or letters. 		<p>and care when drawing</p> <ul style="list-style-type: none"> • Form lowercase and capital letters which have been taught accurately • Write recognisable letters, most of which are correctly formed.
--	--	--	---	--	--

English Core Text:

Teaching from a book	<p>Where the Wild Things Are</p>  <p>Bringing the rain to Kapiti plain</p>	<p>Look Up!</p>  <p>I am Henry Finch</p>	<p>The Magic Paintbrush</p>  <p>Little Red</p>	<p>Hairy Maclary from Donaldson's Dairy</p>  <p>The Night Pirates</p>	<p>The Extraordinary Gardener</p>  <p>The Tiny Seed</p>	<p>Oi Frog</p>  <p>Izzy Gizmo</p>
----------------------	--	--	--	---	--	---

		 <p>The Snowman</p> 				
--	---	--	---	---	---	---

Tier 2 Vocabulary: Level 2- Year R

adventure	nature
annoy	nervous
believe	nibble
boiled	pale
calm	reflect
explain	shelter
demolish	shiver
direction	similar
dozen	timid

evening	transportation
factory	tremble
fresh	vanish
greedy	warn
grumpy	wealthy
luxury	whisper (ing)
invitation	wonder
honest	zigzag
locate	copy

adventure	nature
annoy	nervous
believe	nibble
boiled	pale
calm	reflect
explain	shelter
demolish	shiver
direction	similar
dozen	timid
evening	transportation
factory	tremble
fresh	vanish
greedy	warn
grumpy	wealthy
luxury	whisper (ing)
invitation	wonder
honest	zigzag
locate	copy