



Prince Avenue Academy and Nursery: English Overview

Year Group	AUTUMN TERM	SPRING TERM	SUMMER TERM
N 2-3	C and L - Listen to and understand simple instructions and questions - Understands simple phrases - Understands - Focuses on own task for a short amount of time - Develop understanding of more words that I can say - Understand simple who, what and where questions - Understand what is happening in simple stories using the pictures to support - Develop my vocabulary using up to 50+ words - Put 2 – 3 words together - Ask simple questions - Use gestures with words (for example: pointing while asking for things) - Uses and understands common words and phrases eg: all gone, bye bye - Develops some clear speech sounds - Says some multi syllabic words PD – Gross and Fine Motor - Develop my fine motor skills to pinch, twist and grip - Enjoy mark making freely Comprehension, Word Reading , Writing - Listen to stories with increasing attention - Join in and enjoy songs and nursery rhymes - Repeat words and phrases from familiar books and stories - Develop play around books I have heard - Begin to talk about the pictures in books - Notice some print in the environments, eg: logos, the initial letter of my name,		
	Autumn PD – Gross and Fine Motor - Use gross motor movements to mark make - Notice that my movements have impact eg: using rollers, finger painting - Develop my grasp and manipulating play dough - Develop my grasp by pouring and filling containers Comprehension, Word Reading , Writing - Make marks	Spring PD – Gross and Fine Motor - Use my fine motor skills to mark make - Use large tools to mark make – rollers, paint brushes, sponges - Mark make freely - Roll, pinch and press play dough Comprehension, Word Reading , Writing - Make marks	Summer PD – Gross and Fine Motor - Use my fine motor skills with increasing control. - Use my grasp to model and manipulate play dough with intended outcomes - Draw lines, dots and circles Comprehension, Word Reading , Writing - Draw freely - Talk about my drawings

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	Use one handed tools	- Give meaning to the marks I make - Draw with intention eg: lines and dots	- Draw lines, dots and circles - Draw with some control - Add marks to my drawings and give them meanings eg: 'that is my name'
N 3-4	C and L - Understand a range of questions – how, why, where, what - Understand questions and instructions that have 2 parts - Listens to others in small groups - Listens to and enjoys stories - Can take part and pay attention in circle times, initially with support, then independently - Sing songs - Join in with rhymes and talk about a familiar book. - Develop my pronunciation, speaking with increasing clarity, using multi syllabic words - Speak in longer sentences - Have conversations with others, taking turns - Use talk in my play - Begin to join sentences together using 'and' and 'because' - Express my viewpoint using talk - Answer simple why questions - Use a wide range of vocabulary PD - Develop my fine motor skills - Show a preference for a dominant hand - Develop a comfortable pencil grip - Use one handed tools – scissors to make snips - Feed myself using a fork or spoon Comprehension, Word Reading and Writing - Listen to and talk about stories - Understand and use new vocabulary from stories - Understands how to handle books carefully, turning pages, starting at the beginning		
	Autumn PD - Use my fine motor skills with increasing control. - Use my grasp to model and manipulate play dough with intended outcomes - Draw lines, dots and circles	Spring PD - Hold a pencil with a comfortable grip and increasing control - Trace some letters of my name - Draw with purpose	Summer PD - Form letters of my name correctly - Write my name - Draw with increasing detail

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	Comprehension, Word Reading and Writing - Hear repeated patterns in words - Identify rhyming words - Know that print has meaning - Recognise logos and initial letter of name - Clap syllables in words - Draw freely - Talk about my drawings - Draw lines, dots and circles - Draw with some control - Add marks to my drawings and give them meanings eg: 'that is my name'	- Follow more detailed patterns Comprehension, Word Reading and Writing - Blend simple words together in context - Identify the initial sounds in words with support - Recognise my own name with picture prompt - Hold a pencil with a comfortable grip and increasing control - Trace some letters of my name - Follow more detailed patterns – using a range of motions - Add narrative to my drawings	Comprehension, Word Reading and Writing - Recognise own name - Blend sounds together to form words - Identify the picture side of sound cards - Write some or all of my name - Write any known letters correctly
R	C and L - Can listen carefully to others - Understands what is said to them - Can follow instructions with increasing complexity - Engage in story times - Learns and uses new vocabulary - Asks questions to find out more - Speaks in full sentences - Uses a range of connectives when speaking - Describes events in detail - Uses talk in problem solving - Develops social phrases PD - Develops small motor skills to hold and use tools - Draws pictures with increasing control and detail - Hold pencils with a comfortable tripod grips Comprehension, Word Reading, Writing - Rereads sentences to check they make sense - Demonstrate understanding of what has been read to them by retelling stories and narratives, using their own words and recently introduced vocabulary. - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhyme and poems and during role play.		
	Autumn - Draws lines and circles using large movements - Long Legged Letters - One Armed Robot Letters	Spring - Draws lines and shapes using smaller movements - Curly Caterpillar Letters - Zig zag Monster Letters	Summer - Draws lines and shapes with accuracy - Review and refine all known letters RWInc:

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	- Makes snips with scissors RWInc: - Learn set 1 sounds - Learn to blend orally - Learn set 1 digraphs - Learn to segment and blend - Traces letters accurately in forename - Copies letters accurately in forename - Begins to independently write letters in forename - Independently writes letters in forename - Begins to write list and labels with taught sounds Grammar - Leaves spaces between words - Leave spaces between words - Know what an adjective is - Know what a noun is - Begins to use capital letters at the start of a sentence - Begins to use full stops to demarcate the end of a sentence Spelling - Uses Fred fingers to segment CVC words with known sounds - Writes CVC words with known sounds accurately Red Words: I	- Cuts along lines with scissors RWInc: - Learn to read 4 and 5 sound words - Learn set 2 sounds - Read simple sentence - Independently write forename - Copies letters in surname - Begins to independently write letters in surname - Writes dictated phrases and captions - Writes dictated sentences - Independently writes letters in surname - Writes own sentences to describe a picture or an object Grammar - Leave spaces between words - Know what an adjective is - Know what a noun is - Begin to use an adjective to describe a noun (noun phrase) - Begins to use capital letters at the start of a sentence - Begins to use full stops to demarcate the end of a sentence - Begins to use full stops to demarcate the end of a sentence - Leave spaces between words - With adult prompts uses full stops and capital letters to demarcate sentences - With adult prompts uses adjectives to describe in simple sentences - Begin to use 'and' to join sentences Spelling - Uses Fred fingers to segment CVC words with known sounds - Writes CVC words with known sounds accurately - Uses Fred Fingers to segment three sound words with set 1 special friends - Write three sound words with set 1 special friends accurately Red Words: I, the, no - Writes CVC words with known sounds accurately	- Learn set 2 sounds - Read and understand simple sentences - Learn set 2 sounds - Read and understand simple sentences - Independently write letters in forename and surname - Writes own sentences - Writes character description - Writes setting description - Independently write letters in forename and surname - Writes own sentences - Writes character description - Writes setting description - Writes 3 part stories Grammar - Leave spaces between words - With adult prompts uses full stops and capital letters to demarcate sentences - With adult prompts uses adjectives to describe in simple sentences - Use 'and' to join sentences - Begin to use simple noun phrases in sentences. Spelling - Writes CVC words with known sounds accurately - Write three sound words with set 1 special friends - Begins to write four sound words accurately - Uses Fred Fingers to segment three and four sound words with set 2 sounds - Begins to write three and four sound words containing set 2 sounds Red Words: I, the, no, he, she, was, go, so, her, are - Writes CVC words with known sounds accurately - Write three sound words with set 1 special friends - Writes four sound words accurately - Begins to write three and four sound words containing set 2 sounds
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		• Uses Fred Fingers to segments three sounds words with set 1 special friends • Write three sound words with set 1 special friends accurately • Uses Fred Fingers to segment four sound word with taught sounds • Begins to writes four sound words accurately • Red Words: I, the, no, he, she, was	• Uses Fred fingers to segment longer words accurately • Begins to write longer words with some accuracy • Red Words: I, the, no, he, she, was, go, so, her, are, they, want, of, all
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	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
1	C	Captions (NF)	Storyboard (F)	Character description (F)	Character profile (F)	Letter (NF)	Diary recount (NF)	Poetry Slam / Poem (F)	Short story (F)	Letter (Pier) (NF)	Recount of trip to Seafront (Pier) (NF)	Short story (F)
2	C	Storyboard (F)	Diary (NF)	Poem (F)	Character profile (F)	Informal Letter (NF)	Diary Recount (NF)	Poetry Slam / Limerick (poetry) (F)	Retell story – 1st person (F)	Instructions (NF)	Formal letter (NF) About Beach trip	Description of setting (F)
3	C	Setting description(F)	Letter (NF)	Short story (F)	Non-chronological report (NF)	Cinquain (poetry) (F)	Add'l scene (story) (F)	Explanation (NF)	Newspaper article (NF)	Diary Recount (NF) Colchester castle	Narrative (F)	Persuasive speech / Letter Priory park Italian day
4	C	Character description (F)	Fact File (NF)	Poetry (F) Change next year	Story narrative (F)	Persuasive letter (NF)	Newspaper report (NF)	Poetry slam & Debate / Poetry by heart	1st person narrative (F)	Instructions (NF)	Non-chronological report (NF)	Recount (NF)
5	C	Add'l scene (story) (F)	Non-chronological report (NF)	Story setting / opening (F)	Newspaper Report (NF)	Balanced argument (NF)	Adventure story to create atmosphere (F)	Persuasive letter (NF)	Character perspective narrative (The Highwayman)F	Poetry (F) Cinquain poetry	Biography of William Shakespeare (NF The Globe)	Recount diary (NF) Field trip – Southend high street)
6	Consolidation		Detective story – 2 wks		Persuasive letter – 1 wk		Speech persuade– 2 wks		Revision (GPS focus)– 3 wk		Discussion text – 1 wks	
	Explanation (NF)		Biographies – 2 wks		Discussion text – 2 wks		Poetry – 2 wks		Narrative (slow write)-1 wks		Newspaper article- 1 week	
	Narrative (F) - 2 wks		Character desc'n – 2 wks		Narrative (fictional stories)- 2 wks		Non-chronological report – 2wks				Travel leaflet – 1 week	
	Atmospheric (F) - 1 w		Detective story – 2 wks		Narrative (slow writes)-1wk						Poetry (Civil Rights)- 1 week	
	Poetry (limericks) - 1 w										Narrative (Demon Headmaster)- 1 week	
Add info	C = Consolidation						Trip to Duxford		SATs week		Y6 Residential and Activity Week	

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