

English Curriculum Framework Cycle A Reception/Y1							
2022/23 Cycle A	Theme 1A	Theme 2A	Theme 3A	Theme 4A	Theme 5A	Theme 6A	Theme 7A
Theme	Uses of Everyday Materials: What materials can you find in your home?	Changes within living memory: Toys and Games	Our Wonderful Weather	Animals including humans: Are all animals the same?	Past and Present: Houses and Homes	Our Busy Towns	Plants and Seasonal Change: How does your garden grow?
Subject focus	Science	History	Geography	Science	History	Geography	Science
Purpose of writing	Inform	Entertain	Inform	Inform	Entertain	Inform	Entertain
Writing Outcomes	Sorting and labelling  Lists of materials  Instructions  T4W	Creating their own story book  Writing labels and captions  Describing toys	Weather forecasts  Character Description  Instructions  Poetry about the Seasons and the Weather	Fact file  Instructions – cleaning teeth  Posters	Poems  Story writing	Invitations  Thank you letters  Recipe	Story writing  Speech  T4W
Focus Texts for Writing	The Great Paper Caper  Let's Build a House The Three Little Pigs	Brown Paper Bear  Lost in the Toy Museum  Mavis the Magical Cat	Froggy Day  Percy the Parkkeeper After the Storm	Funny Bones  Look after our teeth  Poetry – Animals, Frigs jump, Caterpillars hump	Our House  The Kiss that Missed	The Town Mouse and The Country Mouse  The Smartest Giant in Town  The Gingerbread Man	Jack and the Beanstalk  Seasons  Jasper's Beanstalk

<b>Focus Texts for Class story/ stories</b>	The Big Concrete Lorry  The Building Boy	Dogger  The Everywhere Bear	Rosie's Hat by Julia Donaldson	Monkey Puzzle  Owl Babies  The Tiger who came to Tea	A house that once was	The Lighthouse Keeper's Lunch Lost and Found	Sunflowers  The Tiny Seed
<b>Other quality texts linked to theme that could be used for guided reading or independent reading, book corners etc</b>							

### Spelling

<b>Common Exception Words</b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
		<b><u>Year 1</u></b> is he she we me be	<b><u>Year 1</u></b> go so by my here there where	<b><u>Year 1</u></b> said says are were was his has you your they	<b><u>Year 1</u></b> put push pull full house our do today of	<b><u>Year 1</u></b> love come some one once ask friend school Mr Mrs

<b>Word Families</b>	<b>Reception</b> SoundsWrite: Initial Code Units 1-7	<b>Reception</b> SoundsWrite: Initial Code Units 1-7	<b>Reception</b> SoundsWrite: Initial Code Units 8-10	<b>Reception</b> SoundsWrite: Initial Code Units 8-10	<b>Reception</b> SoundsWrite: Initial Code Unit 11	<b>Reception</b> SoundsWrite: Initial Code Unit 11 plus Extended Code first units.		
	<b>Year 1</b> SoundsWrite: Revise Phoneme Manipulation Skills from Initial Code & Extended Code Units 1 – 25 plus Units 37, 40, 45, 48, 32, 29, 36  Prefix un  Multi syllable words	<b>Year 1</b> SoundsWrite: Revise Phoneme Manipulation Skills from Initial Code & Extended Code Units 1 – 25 plus Units 37, 40, 45, 48, 32, 29, 36  Er est suffixes	<b>Year 1</b> SoundsWrite: Revise Phoneme Manipulation Skills from Initial Code & Extended Code Units 1 – 25 plus Units 37, 40, 45, 48, 32, 29, 36  Ing ed er suffixes to verbs	<b>Year 1</b> SoundsWrite: Revise Phoneme Manipulation Skills from Initial Code & Extended Code Units 1 – 25 plus Units 37, 40, 45, 48, 32, 29, 36  S and es plurals	<b>Year 1</b> SoundsWrite: Revise Phoneme Manipulation Skills from Initial Code & Extended Code Units 1 – 25 plus Units 37, 40, 45, 48, 32, 29, 36  Ch or tch at end of words	<b>Year 1</b> SoundsWrite: Revise Phoneme Manipulation Skills from Initial Code & Extended Code Units 1 – 25 plus Units 37, 40, 45, 48, 32, 29, 36  Revise and consolidate		
<b>Text level features</b>	<p style="text-align: center;"><b>Reception:</b></p> <p><b>FICTION</b> <b>Planning Tool</b></p> <ul style="list-style-type: none"> <li>- Story map /story mountain</li> </ul> <p><b>Whole class retelling of story</b></p> <ul style="list-style-type: none"> <li>- Understanding of beginning/ middle / end</li> </ul> <p><b>Retell simple 5-part story</b></p> <ul style="list-style-type: none"> <li>- Once upon a time</li> <li>- First / Then / Next</li> <li>- But</li> <li>- So</li> <li>- Finally, happily ever after</li> </ul> <p><b>NON-FICTION</b></p> <ul style="list-style-type: none"> <li>- Factual writing closely linked to a story</li> <li>- Simple factual sentences based around a theme.</li> <li>- Names</li> </ul>			<p style="text-align: center;"><b>Year 1:</b></p> <p><b>CONSOLIDATE Reception list</b></p> <p><b>FICTION</b> Plan opening around character(s), setting, time of day and type of weather</p> <p><b>Opening</b></p> <ul style="list-style-type: none"> <li>- Once upon a time...</li> </ul> <p><b>Build-up</b></p> <ul style="list-style-type: none"> <li>- One day...</li> </ul> <p><b>Problem/Dilemma</b></p> <ul style="list-style-type: none"> <li>- Suddenly/ Unfortunately...</li> </ul> <p><b>Resolution</b></p> <ul style="list-style-type: none"> <li>- Fortunately...</li> </ul> <p><b>Ending</b></p> <ul style="list-style-type: none"> <li>- Finally...</li> </ul>				

	<ul style="list-style-type: none"> <li>- Labels</li> <li>- Captions</li> <li>- Lists</li> <li>- Diagrams</li> <li>- Messages</li> </ul>	<p><b>NON-FICTION</b></p> <p><b>Planning tools</b></p> <ul style="list-style-type: none"> <li>- text map/washing line</li> </ul> <p><b>Heading</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Opening factual statement</li> </ul> <p><b>Middle section(s)</b></p> <ul style="list-style-type: none"> <li>- Simple factual sentences around a theme</li> </ul> <p><b>Bullet points for instructions</b></p> <p><b>Labelled diagrams</b></p> <p><b>Ending</b></p> <ul style="list-style-type: none"> <li>- Concluding sentence</li> </ul>
<p><b>Sentence level features (including grammar and punctuation)</b></p>	<p style="text-align: center;"><u><b>Reception:</b></u></p> <p><b><u>Sentence Construction</u></b></p> <p><b>Simple sentences:</b> Say a sentence, write and read it back to check it makes sense.</p> <p><b>Simple Connectives:</b> and, who, until, but</p> <p><b>Compound sentences:</b> using connectives (coordinating conjunctions - and/but), using 'ly' openers e.g. luckily /unfortunately, 'Run'</p> <p><b>Repetition for rhythm:</b> e.g. He walked and he walked</p> <p><b>Repetition in description:</b> e.g. a lean cat, a mean cat; a green dragon, a fiery dragon</p> <p><b><u>Word Structure/Language:</u></b></p> <p><b>Determiners</b></p> <ul style="list-style-type: none"> <li>- the/ a / an</li> <li>- my / your</li> <li>- this / that</li> <li>- his / her</li> <li>- their</li> <li>- some /all</li> </ul> <p><b>Prepositions</b></p> <ul style="list-style-type: none"> <li>- up /down</li> <li>- in/ into out</li> <li>- to</li> </ul>	<p style="text-align: center;"><u><b>Year 1:</b></u></p> <p><b><i>CONSOLIDATE Reception list</i></b></p> <p><b><u>Sentence Construction:</u></b></p> <p><b>Types of sentences :</b></p> <ul style="list-style-type: none"> <li>- Statements</li> <li>- Questions</li> <li>- Exclamations</li> </ul> <p><b>More simple connectives:</b> or, because, so, that, then, that, while, when, where</p> <p><b>Also as openers:</b> While..., When..., Where...</p> <p><b>Writing embellished simple sentences using adjectives:</b> e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p><b>Writing compound sentences:</b> using connectives (coordinating conjunctions - and/or/ but/so) e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</p> <p><b>Writing complex sentences</b></p> <p><b>Use of 'who' (relative clause):</b> e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</p>

- onto

**Adjectives**

- e.g. old, little, big, small, quiet

**Adverbs**

- e.g. luckily, unfortunately, fortunately

**Similes**

using 'like' e.g. hot like a fire

**Punctuation:**

Finger spaces to separate words

Full stops

Capital letters for own name and beginning of a simple sentence

**Word Structure/Language:****More prepositions e.g.**

- inside
- outside
- towards
- across
- under

**More determiners e.g.**

- lots of
- many
- more
- those
- these

**Alliteration**

- e.g. dangerous dragon, slimy snake

**Similes using as....**

- e.g. as tall as a house, as red as a radish

**Precise, clear language to give information e.g.**

- First, switch on the red button.
- Next, wait for the green light to flash...

**Regular plural noun suffixes -s or -es**

- e.g. dog, dogs; wish, wishes

**Suffixes that can be added to verbs**

- e.g. helping, helped, helper

**How the prefix un- changes the meaning of verbs and adjectives**

e.g. unkind, or undoing, untie the boat

**Punctuation:**

Capital Letters - to start a sentence, for the personal pronoun I

Full stops

Question marks

Exclamation marks

Speech bubble

Bullet point

**Spoken Language**

**Reception**

**The Language of Argument – Agreement and Disagreement**

He / She didn't share / take turns  
I want to.....  
I like.....  
I don't like.....  
I think..... Why?  
I think..... What do you think?  
I don't think..... Why do you think this?  
It is.....  
It's not.....  
Yes because.....  
No because.....  
I like.....  
I don't like

**The Language of Comparison – Comparing and Contrasting**

It is the same because...  
It looks the same because...  
It feels the same because...  
It tastes the same because...  
It sounds the same because...  
It is different / They are different because...  
It is not the same.  
This is.....and that is.....

**The Language of Deduction –Making an assumption based on prior knowledge**

It will.....because.....  
I think I will.....  
I think.....because.....  
It is.....because.....  
It has.....because.....  
Why do you think this is a .....?  
What can you see?  
Why did.....happen?

**Year 1**

**The Language of Argument – Agreement and Disagreement**

Yes because.....  
No because.....  
I like..... Because..... And.....  
I don't like..... Because..... And.....  
I agree with..... Because.....  
It is right.....  
It is wrong.....

**The Language of Comparison – Comparing and Contrasting**

They are the same because.....  
They are different  
because.....is.....and.....is.....  
They are alike because they are both.....

**The Language of Deduction –Making an assumption based on prior knowledge**

I think that.....  
I think that .....because.....  
It is.....because.....  
.....happened because.....  
What do you think happened?

**The Language of Description – Describing**

It is.....and.....  
The.....is.....and.....  
They are.....because.....  
It is a (adjective) / (noun)  
.....has .....  
..... have .....

**The Language of Evaluation –Evaluative Talk**

I found.....hard/easy because.....  
I like / dislike because.....  
I feel that.....next time.

.....happened  
because.....

**The Language of Description – Describing**

It is big / small (size)  
It is (shape name)  
It is a (shape name)  
It is soft / hard or hot / cold (texture / properties)  
It feels like.....  
It looks like.....  
It tastes like.....because.....  
It sounds like.....  
It smells like.....  
It is the same because.....  
It is different because.....  
As above, use This ..... looks like ..... etc

**The Language of Evaluation –Evaluative Talk**

I made this train.  
"I like the way the wheels rotate"  
I've done this picture.  
"I can see you have put lots of detail in there, flowers,  
people, trees"  
I like this because.....  
I made this.....  
I did this.....  
I've done this...

**The Language of Explanation**

I've got the .....one  
It's the same/ different .....  
It's the same number.  
They / We both have.....  
There is one more.....  
Its one less.....  
Another one.....

I could.....  
In my opinion.....because.....

**The Language of Explanation**

I..... because.....  
When I.....because.....  
After I.....  
How ? Why? Where? When?  
Sometimes incorporating sequence language structures.

**The Language of Explaining in a Mathematics context**

I know.....because.....  
.....is in-between/after/before because.....  
.....comes before.....because.....  
.....comes after.....because.....  
So then.....  
The answer is.....because.....

**The Language of Hypothesis - a suggestion that tries to explain something, based on evidence**

I think.....because.....and.....  
I don't think.....because.....and.....  
.....will happen because.....

**The Language of Opinion**

I think.....  
I think.....because.....  
I like.....best.....because.....  
My partner thinks.....  
I agree because.....  
I disagree because.....

**The Language of Prediction – Predicting**

I think.....  
I think.....because..... (prior knowledge)  
I predict.....will happen.

I have more.....  
They/We have two each  
Altogether I have.....  
I think.....  
.....heavier.....  
.....lighter.....

**The Language of Explaining in a Mathematics context**

I've got the .....one  
It's the same/ different .....  
It's the same number.  
They / We both have.....  
There is one more.....  
Its one less.....  
Another one.....  
I have more.....  
They/We have two each  
Altogether I have.....  
I think.....  
.....heavier.....  
.....lighter.....

**The Language of Hypothesis - a suggestion that tries to explain something, based on evidence**

How do you know e.g. 'The porridge is hot' ?  
It is.....because.....  
I think.....because.....  
It will.....because.....  
The.....is.....because.....  
What do you think?  
What will happen if.....?

**The Language of Opinion**

I like / don't like.....  
It is good/nice/beautiful  
It is not nice

They are the same because..... (comparing)

**The Language of Retelling – Events and story telling**

My partner said.....  
Retelling stories – Once upon a time.....  
One day.....  
Long ago.....  
'What happened next?'

**The Language of Sequencing**

First I will.....  
Next I would.....  
Then I.....  
After that I.....  
Finally I.....



'What do you think?'  
I think.....  
I think it will.....  
It will.....  
It will..... because.....  
I think..... because.....  
I think that.....  
What do you think?  
What will happen if.....?  
If.....?

**The Language of Prediction – Predicting**

.....same.....  
I I think it will.....  
'What do you think will happen?'  
It will.....  
The.....will.....  
The.....is going to.....  
This will.....because.....  
What do you think will happen next?  
What will happen if.....

**The Language of Retelling – Events and story telling**

First I..... First we.....  
Then..... After.....  
And then.....  
What did you do first? Then what happened?  
.....happened first.  
Next.....happened.  
Then.....happened.  
.....happened last.  
Next.....and.....happened.  
At the end.....happened.  
.....happened in the beginning.  
.....happened in the middle.  
.....happened in the end.

	<p><b>The Language of Sequencing</b>  First..... Next..... Then.....  After that.....  .....and then.....  .....happened first.  Next.....happened.  Then.....happened.  .....happened last.  It is.....because.....  It is.....</p>	
<b>Reading</b>		
<p><b>Accuracy</b></p>	<p style="text-align: center;"><b><u>Reception:</u></b></p> <p>Uses phonic knowledge to decode regular words and read them accurately responding speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.  Begins to self-correct inaccurate word reading.  Reads the FS high frequency words.  Reading books containing all the graphemes taught in Initial Code.</p>	<p style="text-align: center;"><b><u>Year 1:</u></b></p> <p>Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  Continues to self correct inaccurate word reading  Reads Y1 High Frequency words. Reading books to turquoise level</p>
<p><b>Fluency, Prosody, Performance</b></p>	<p>Joins in with repeated patterns and phrases.  Reads and re-reads texts, building blending skills to develop automaticity.  Copies modelled voices when retelling stories, using a storytelling voice or intonation</p>	<p>Learns some simple poems and rhymes, performing some by heart  Begin to develop fluency for whole sentences.  Able to change volume and intonation where appropriate.</p>
<p><b>Understanding and Comprehending</b></p>	<p>Discusses words and their meanings.  Discusses words and their meanings.  Talks about what they have read.  Asks relevant questions  Answers simple questions verbally.  Makes accurate observations, in fiction and non-fiction texts.</p>	<p>Able to identify words they do/don't understand.  Identifies the words in a text that make specific contributions to meaning  Is able to discuss the significance of the title and main events  Asks relevant questions.  Answers simple questions verbally.  Can summarise what has been read in a book, in fiction and non-fiction texts.  Gives reasons for title of a text.</p>

		Makes inferences from characters' actions.
<b>Thinking about what has been read</b>	<p>Identifies non-fiction page features.          Listens to stories, accurately anticipating key events.          Can join in with predictable/repeated phrases.          Links what they have read to their own experiences          Says whether or not they like a book.          Can identify books about similar subjects.          Can compare own life experiences with events in books.          Starts to understand people have different opinions about books.</p>	<p>Uses indexes and contents pages to find information from non-fiction texts          Makes simple predictions based on what has been read so far          Can anticipate and join in with predictable/repeated phrases          Discusses their favourite words and phrases          Discusses favourite parts of text          Links learning to books they have read.          Links events in books to own life.          Listens to the views of others and pays attention to alternative opinions</p>