



Nursery and Reception English overview

In the Early Years we place reading and writing at the heart of our curriculum, and early language is integral to this. Our adults will be found playing and exploring alongside children as well as hearing children read, working with small groups and running interventions. We understand the extensive research that teaches us about the relationship between children's vocabulary and their future success. Our classrooms are language rich spaces that promote talk and the acquisition of new vocabulary. Children are encouraged to talk and share stories. Each of our six enquiries have key texts that help to frame the children's learning and move an enquiry from theme to theme. On a weekly basis, the children will have a carefully selected text read to them that gives them a stepping stone to access and explore different learning themes. The texts that are used may vary from year to year, depending on the children's needs and interests. Children have dedicated story time at least once a day, where they are read stories that are familiar and unfamiliar. They will hear stories from around the world, and stories that celebrate different ways of life. They will look at stories that rhyme and stories that have no words at all. Each classroom has a dedicated reading area that will include magazines, poetry, fiction and non-fiction, and reading materials can be found throughout the classrooms. Children are expected to handle books with care, to turn the pages and read from left to right. Whilst all rooms have opportunities to write and make marks throughout, each room also has a dedicated writing area where children will find interesting and plentiful resources. As early writing experiences children will develop their gross and fine motor skills through the use of paint, outdoor equipment and experiment with large and small scale movements. Our curriculum includes Unlocking Letters and Sounds as the Phonics scheme, and a focus Talk for Writing fiction and non-fiction text each term (Reception only). Planning includes opportunities for child initiated reading and writing opportunities as well as focused adult directed tasks.

Nursery	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry	<i>Who am I?</i>	<i>Why is winter wonderful?</i>	<i>What makes a good pet?</i>	<i>What happens on the farm?</i>	<i>Who helps me?</i>	<i>What's in the deep blue sea?</i>
Summary	Children will settle into their new Nursery class. They will make new friends and tell each other their names. They will talk about what they like to play with, and share who lives in their house. They will tell us things about themselves like their favourite colour. Children will explore the environment and learn the rules of the setting, as well as how to use the equipment safely and fairly. They will learn simple body parts and talk about self-care such as bath time and teeth brushing time. Children will sing familiar nursery rhymes and share familiar stories. Key questions include: Who lives in your house? Who do you like to play with? What are your favourite stories to read at bedtime? What do you enjoy doing with your family at the weekends?	In this enquiry children will say goodbye to the Autumn and welcome the Winter months. They will explore ice, and experiment with freezing and melting. They will spot the Autumn colours in the environment and crunch the frosty leaves under their feet. They will begin to learn early habitat work by identifying where certain animals may live (polar animals, woodland creatures) and read stories that include these animals. Key questions include: What is the weather like? What can you see in the trees? What colour are the animals? Where do you think they live?	This enquiry involves learning based on taking care of an animal. Children will role play in the vets. They will talk about how to be kind to living things, find out what pets need to stay healthy and safe, and share stories/pictures of the pets they have at their house or at their family's houses. Key questions include: Do you have any pets at your house? How can we keep them happy and healthy? What do they look like? What do they like to eat? Where do you take them if they are poorly? We will invite parents/carers to bring pets into school for children to meet.	This enquiry builds on the learning of the previous enquiry. Children will begin to learn how other animals are taken care, for example on a farm. They will investigate what these animals need and where they live. Children will learn the names of baby animals (piglets, ducklings etc) and continue to learn about the changing seasons. Children will have opportunities to grow different plants, including fruits and vegetables. Children will learn about different types of produce and where they come from: milk, meats, eggs. Key questions include: Where do these animals live? What are the names of the baby animals? What do plants need to grow? What does a farm produce that we use at our house?	This enquiry focuses on the key people in children's lives that support them and help them grow each and every day; parents, teachers and family members. It looks at change over time and how the children have changed. Children learn about different jobs that people do to keep them safe, and jobs that people do that help them. Children will talk about real life heroes such as doctors and firefighters, to lesser known heroes such as those who recycle our waste. Children will talk about the different places they visit such as the shops, hairdressers, library etc, and the jobs they would like to do when they grow up. Key questions include: What jobs do your family members do when they go to work? Which jobs help to keep us safe? Who looks after you and what do they do to help you?	Children will explore creatures of the oceans, and begin to use simple maps and globes to identify land and sea. They will identify and sort animals that belong in the oceans, and belong on land. Children will have plenty of opportunity to play with water and explore early capacity. They will begin to learn about animal habitats and what makes different creatures suitable for different environments. Key questions include: Which animals belong in the ocean? Which animals belong on land? Are there any animals that live on/in both? What helps animals survive under the sea (fins to swim, gills to breathe etc)?
Key texts	Goat Goes to Playgroup, All Are Welcome, Who Are You? Peace At Last, We're Going on a Bear Hunt, The Sound Collector (poem)	The Gruffalo, The Gingerbread Man, Bear Snores On, Snowbear, Say Hello to the Snowy Animals, Elf Chase, We're Going on a Sleigh Ride, Goodbye Autumn Hello Winter, The Nativity	What Pet to Get? The Perfect Pet, The Great Pet Sale, Thank you for Looking After our Pets, Dear Zoo, I'm Thinking of a Pet	What the Ladybird Heard, Farmyard Hullabaloo, From Egg to Chicken, Noisy Farm, Rosie's Walk, Flip Flap Farm	Supertato, There's a Superhero in Your Book, A Celebration of Keyworkers, Zog and the Flying Doctors, A Superhero Like You, When You're fast Asleep- Who Works at Nighttime? What Jobs Could You Do?	The Rainbow Fish, The Snail and the Whale, Tiddler, Little Turtle and the Sea, The Big Book of the Blue, Commotion in the Ocean, Billy's Bucket, Flip Flap Ocean, There are 101 Sea Creatures in this Book

					Monkey Puzzle: Usborne First Experiences	
ULS Phonics	Phase 1	Phase 1	Phase 1	Phase 1 & 2	Phase 1 & 2	Phase 2
C&L focus	Communicating of basic needs-toileting, hungry, sad etc. Children will share familiar events from home (e.g recognising bath time during Peace at Last). Children will share a photograph from home with their friends. They will say who lives in their house. Reading familiar stories and singing Nursery rhymes.	Children will extend their vocabulary by using descriptive words. 'The ice is cold', 'the leaves are red'. Children will share what they are excited about when looking towards Christmas. They use scientific vocabulary such as melting and freezing.	Children will ask and answer questions about each others' pets to find out more. 'What does it like to eat?' 'Where does it like to sleep?'	Children will continue to ask and answer questions to find out more. Children will use their developing knowledge of the world to make links in their communication and language.	Children will talk in more depth about familiar experiences to them. Going to the hairdressers, the library, visiting the Doctor etc.	Children will develop their vocabulary in play describing floating, sinking, splashing, full. Empty etc. They will describe the features of different animals and why they are better suited to specific habitats.
Reading & Writing focus	Children will have early writing opportunities that match their developing needs. Fine motor resources and varied, and plentiful writing equipment is available daily. Children will paint, use outdoor equipment and experiment with large and small scale movements which are all early writing experiences. Children will all take part in phase one of Unlocking Letters and Sounds, and they will move into Phase 2 where they are exposed to the letters of the alphabet and their corresponding sounds. They will write their names and mark make with meaning, including early letter formation if appropriate. Children will explore a rich variety of books including poetry, magazines, fiction and non-fiction texts. The books that are available will change in content depending on the children's interests and the enquiry at the time. Children will learn how to handle books with care, to turn the pages and read from left to right. They will share familiar stories from home and be exposed to challenging new texts.					
What does this look like in the classroom?	Familiar texts in the classroom to read and share. Props to support play that link directly with texts-tuft trays, small world (i.e. centered around familiar Nursery rhymes). Opportunities to explore vocabulary during circle times. Special photographs and objets from home brought into school to share with adults and new friends. Children will start to identify their own names (on pegs, labels etc). Children will paint, draw, use large equipment, they will trace, they will make marks in sand and water. They will construct with a purpose. Children will be expected to say what they have created "it's a big boat", "I've drawn my doggy and my nanny".	Children will explore the natural world at length and be expected to use language to describe what they see, hear and feel. This includes the introduction of the forest area on site. Adults will support children to take part in new experiences like crunching frosty grass or rustling a pile of Autumn leaves and to then talk about the experience. Children will use small world animals to classify where they may live. Children will be given exciting role play opportunities to extend their familiar play e.g decorating the 'home' role play so that it is ready for Christmas. Children will make Christmas cards and post them in the postbox. Children will make music and describe the sounds: "jingly bells".	Here children's role play will be extended beyond the familiar and will represent a Vets. Children will role play with animals and small world scenes that represent that texts they are reading. Children will make notes on their clipboards and make calls on the phone to their 'patients'. Children will use ICT to look at different animal homes and they will replicate them with construction materials and talk about what they have created. Children may begin to recognise by sight some simple animal names and match them to a picture/toy such as 'dog' and 'cat'.	Non-fiction texts will be important here to allow children to see images of life cycles, food production etc. Children will share their own experiences of buying/growing food. Children will observe the chicks/ducks hatching and they will care for them. They will describe what they see. The children will observe and discuss the pond area in school. Opportunities for children to make detailed drawings/paintings/marks of what they have observed will be available. They will be encouraged to choose appropriate materials/colours to represent different things i.e. yellow feathers for a chick. Children will be encouraged to make labels for the plants	Children's play will center around different occupations. Props will be readily available to support (hairdressers, school, waste recycling, dentist etc). Children will use stories to give them access to occupations which they may not be familiar with. The small world will be more complex and represent fire station/police station/hospital. Adults will encourage children to use challenging language such as 'Officer', 'recycling' etc.	The small world play will allow children to role play beyond their immediate environment e.g beach, ocean. Children will have access to maps and globes. ICT will be used to show children images of contrasting environments and under the sea creatures. Children will talk about what they see. They will replicate what they see in painting, drawing and role play. They will select colours appropriately and will say what they have created. Children will use water play and pour, mix and scoop. They will make bots and talk about their designs. They will classify animals by land and sea. Children will use stories to explore rhyme such as 'Commotion in the Ocean' and 'Snail and the Whale'.

Reception	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry	<i>What makes me marvelous?</i>	<i>What do we celebrate?</i>	<i>Who's the meanest story villain?</i>	<i>What's that twinkling in the sky?</i>	<i>What's lurking in the garden?</i>	<i>How do things change over time?</i>
Summary	This enquiry involves learning centered on the children's own experiences, lives and family members. Key questions include: What makes me special, unique and interesting? Can I tell you things that make me excited, nervous or cross? How am I different or similar to my friends? What do I like/dislike and why? Where do I live and who lives with me? Where do my relatives live? Where do I go at the weekends and what significant Bristol landmarks are familiar to me?	This enquiry involves learning centered on special events and festivals that are celebrated in their homes and the homes of their friends, and how different people celebrate different things locally, nationally and sometimes internationally. Key questions include: What do you like to eat? Who do you visit? Do you wear special clothes? Do you give special gifts or write special cards? How do you decorate your house? Why do we do these things and what do we mean? Do these special events have stories attached to them? Have you ever been to a wedding/christening? Why do these celebrations take place (buildings and countries)?	This enquiry involves learning focused on stories and fantasy. In this enquiry children explore traditional tales, plot and character. They will look at alternative versions of stories and explore stories that are traditional in the different cultures in our classes. Key questions include: Who is the main character? How are the characters different/similar in different stories? What is the story setting? What is the plot? Can we alter the story in any way to change what happens? Children will explore common themes such as bravery and kindness, and explore the difference between fiction and non-fiction texts.	This enquiry involves learning centered on space. In this enquiry children will learn the names of the planets, and other things found in space including the sun, moon and stars. They will read stories set in space and compare and contrast these with real life images. They will imagine what it would be like to travel into space, how they would get there and what they may see. They will learn from individuals who have travelled into space, such as Tim Peake. Key questions include: What would it be like to live on the moon? What would you take with you? How would you get there? What can you tell me about different planets	This enquiry involves learning based on change and time. Children will reflect on what they have learnt this year and how they have changed. They will look at photos of each other when they were younger and they will talk confidently about how we grow from babies into adults. Children will begin to understand there was life before they were born. Children will share how they are spending their school holidays and they will locate these places on a map. Key questions include: What can you do now that you couldn't do at the start of the year? How have you changed? How has your family changed? Can you talk about things that happened before you were born? Are you going on holiday? What are you looking forward to in year one?	
Key texts	I am Absolutely too Small for School, Harry and his Bucketful of Dinosaurs go to School, Detective Dog, Giraffes Can't Dance, An Emotional Menagerie, I Can't Do That Yet, At Our House, Whoever You Are, Perfectly Norman, You Choose, Would You Rather, Paper Dolls, The Three Billy Goats Gruff	Pumpkin Soup, A Potion Commotion, Room on the Broom, Scarecrow's Wedding, Lanterns and Firecrackers, The Diwali Gift, Kipper's Party, Lost & Found, Dear Santa, Mum Tell Me about Diwali, The True Spirit of Christmas, The Christmas Story	Zog, Little Red Riding Hood, Jack & the Beanstalk, Twisted Tales, The Ninjabread Man, Little Red Riding Hood, The Little Knight, There's No Such Thing as Dragons, The Three Little Pigs, The Dragon and the Nibblesome Knight	Mr Wolf's Pancakes, Here We Are, Whatever Next, Alien's Love Underpants, The Man on the Moon, The Skies Above My Eyes, The Darkest Dark, A Cat's Guide to the Night Sky, The Way Back Home, The Easter Story	Superworm, The Very Hungry Caterpillar, Mad About Minibeasts, Norman the Slug with a Silly Shell, The Bugliest Bug, Twist and Hop Minibeast Bop, Aaaargh Spider!, Oliver's Vegetables	The Invisible String, Dinosaurs and all that Rubbish, No Matter What, Marvellous Me, Look At Me Now, Kipper's Sunny Day, The Busy Airport, The Dinosaur Awards, The Dinosaur's Diary, Bumpus Jumpus Dinosaur Rumpus, Ruby's Worry, Somebody Swallowed Stanley, The Baby Beast, the Last Noo Noo

ULS Phonics	Phase 2	Phase 3	Phase 3/phase 3 mastery	Phase 3 mastery	Phase 4	Phase 4 mastery
Reading focus	Children will celebrate familiar texts such as The Bear Hunt and The Gruffalo. They will read stories that help them understand starting school. They will explore emotions through story. Children will read familiar nursery rhymes and sing familiar songs.	Children will read stories that help them to understand the different cultural celebrations that take place in different communities. They will read stories that capture the changing seasons and key events in their lives such as Bonfire night, Halloween, Christmas.	Children will read traditional tales and contrast these with alternative versions/stories from a different perspective. Focus on plot, character and setting. Children will use story language in their play and re-telling.	Children will use non-fiction texts to gather information. They will read stories that inspire creative thinking and provide rich fantasy language. They will explore rhyme through story e.g Aliens Love Underpants	Children will continue to explore how information can be gathered from non-fiction texts. They will read stories that help them to sequence events understand the life cycles of some living things.	Children will explore rich texts that help them to learn about dinosaurs. They will explore the concepts of past, present and future through stories. They will use stories to help them prepare for change.
T4W	F: Goldilocks and the Three Bears NF: Simple labels-self, family, cvc words	F: Dear Santa NF: List writing	F: The Three Little Pigs NF: Warning poster	F: Aliens Love Underpants NF: Trip recount	F: The Very Hungry Caterpillar NF: How to look after a plant	F: Kipper's Sunny Day NF: Journey story
Writing focus	-Name writing -Hearing and writing initial, final and medial sounds -Cvc word writing word/picture correspondence -Simple sentence writing including finger spaces (3/4 words) -Orally distinguishing between rhyming and non-rhyming words	-Simple sentence writing including finger spaces (3/4 words) <i>'Winter is cold'</i> -Introduction of capital letters and full stops -List writing (Christmas wishes) -Writing simply rhyming words and noticing the patterns 'cat' 'bat' 'rat'	-Early story re-telling writing that includes <i>'Once upon a time'</i> and <i>'The end'</i> -Inclusion of interesting descriptive words <i>'brave princess'</i> and the <i>'scary dragon'</i>	-Factual writing to include information gained through learning. Extend sentence length by inclusion of 'and' i.e <i>'Mars is red and hot'</i> -Rhyming words -Descriptive writing such as <i>'the alien is blue and slimy'</i>	-Descriptive writing that includes key information. Extend sentence length by inclusion of 'and' <i>'It has 8 long legs and it is black'</i> -Instructional writing <i>'Plant the seed. Water the seed' Put it in the sun'</i> .	-Writing at length that includes finger spaces, full stops and capital letters. -Some inclusion of tenses i.e <i>'In the summer I am going to....' 'When I was a baby I.....'</i>
What does this look like in the classroom?	Familiar texts in the classroom to read. Props to support play that link directly with texts-tuft trays, small world (i.e. Gruffalo role play). Opportunities to explore senses and describe-tasting 'sour' lemon, playing in the 'slimy' jelly. Drawing around ourselves and labelling our body parts. Role playing going to the shops and buying familiar food items-chn recording these in	Role play familiar and unfamiliar celebrations such as Diwali, Halloween, Bonfire night and Christmas. Small world and tuft tray play. Halloween rhyming potions 'cat', 'bat', 'rat'. Writing labels for Christmas tags, cards, wish lists. Exploring the environment and the changing seasons and writing words that capture this such as 'crunchy leaves'. Saying and writing words that match the sounds they	Role play, dressing up in the 'castle', retelling using props. Props to include swords, shields, dresses, goblets etc. Small world and tuft tray play that replicates the stories being told. Materials to write stories in the writing area. Wanted posters and writing frames available for children to record independently. Materials available to paint and draw familiar fairytale scenes, and then writing	Non-fiction texts available including magazines, picture books and encyclopedias. Space station role play with walkie talkies, laptops, cameras. Small world play including moon rocks, rockets, astronauts. Using the internet to learn about Space and recording in ways such as 'space journal', postcards from space, writing frames to write about what they know, planet fact files. Key focus on new	Large emphasis on use of the outdoor space-designing recipes for the mud kitchen, commenting and recording observations of natural world, minibeasts, life cycles. Planting and growing seeds-finding out about this from books and writing instructions for others. Classification of minibeasts and recording of this 'It has wings', 'it has 6 legs'. Observing life cycle of a caterpillar in the classroom.	Role play in the 'holiday shop'-writing tags, price lists, postcards from different destinations. Using books to find out about the world. Reading stories that help the children prepare for the change to year 1-recording questions for teachers. Reflecting on change and memories. Opportunities to read rich texts about dinosaurs and record what they have learnt on writing

Phonics daily 9.10 (interventions daily).

Materials sent home to support reading and writing (includes books, flashcards and common exception words) from term 1.

Story time 2x daily which includes stories from children's homes each term (special books, culturally significant, favourite bedtime stories).

Reading area and writing table available in all classrooms at all times. Resources are plentiful and regularly updated.

Every child heard read 1x per week, with some children heard 2x per week.