

Foundation Stage 2 English Overview

Communication and language is at the heart of all that we do. Central to this is daily sharing of stories and rhymes and the development and enrichment of vocabulary both planned through topic work and spontaneously as we work and play together. Children can be at very different stages in their understanding and use of language and we aim to tailor our provision to meet their needs whatever their starting point through skilful modelling and scaffolding

<p>Autumn A All Change</p>	
<p>Language and Communication (whole term) I will develop my skills in Listening carefully Following instructions Answering “why” questions (as well as “who” “what” and “where”) I will have the space to talk and listen and be encouraged to start conversations with my peers and adults, I will express my needs and feelings and use language as a powerful way of developing my play and interactions with others I will learn rhymes and songs including from the Poetry basket I will develop vocabulary based on the topics I will also build vocabulary centred around my own interests</p> <p>Literacy (Aut A) I will have daily stories and rhymes and time to talk about them (see Language and Communication). I will be given reading books matched to stage of phonological development. I will have opportunities to recap the pre-reading skills such as alliteration, rhyming, blending and segmenting and the conventions of print and writing. I will be introduced to Fred the frog who talks in sounds (Fred talk) and will learn the first letter sounds in the RWInc scheme. I will have opportunities to mark make on whiteboards, notebooks and paper using the sounds I have learned. I will learn how to write my name with correct letter formation.</p>	<p>Key texts We’re going on a leaf hunt Duck, Puffin and Owl stories to build class identity Starting school stories – including The Colour monster goes to school, Family stories – Charlie and Lola/ Large Family Atinuke Anna Hibiscus Song</p>
<p>Autumn B Let’s Celebrate</p>	
<p>Literacy I will continue to read reading books matched to my stage of phonological development I will continue to learn RWI set one sounds I will practice Fred Talk for blending I will be introduced to red words I will be beginning to read simple cvc words and to segment for spelling and writing cvc words</p>	<p>Key Texts We’re going on a pumpkin hunt We’re going on a present hunt Diwali story I am special stories ‘Giraffe’s Can’t Dance’, ‘Some Dogs Do’, ‘I Like Myself’, ‘I’m the Best’ ‘It’s Okay to be Different’, ‘Anti-Bullying Don’t be a bully Billy</p>

<p>I will have opportunities for mark making for a purpose across the curriculum I will develop my pencil skills and letter formation including the letters in my name and the sounds that I have learned in phonics.</p>	<p>Christmas stories - 'There's an Elf in my Book', 'Arthur's Christmas Countdown', 'Santa Needs a Wee', Ten Tiny Gingerbread Men', 'Santa's Christmas Munch', 'Sam's Snowflake', 'The Best Christmas Present Ever', 'Santa Selfie', 'When I Dream of Christmas</p>
<p>Spring A Off we go Spring B From Tiny Seeds</p>	
<p>Language and Communication (All term) I will talk about favourite stories and retell them in greater detail Look at and talk about non-fiction books Learn rhymes and songs including Poetry basket T2 Ask questions for myself Express ideas and thoughts more fully and in longer phrases – adding details Develop my vocabulary based around the topics and my interests.</p> <p>Literacy I will read books matched to my stage of phonological development I will continue to learn RWI set one sounds (more able start on set 2) I will continue to practice oral blending and reading cvc words and begin to read simple phrases and captions I will practice my skills in segmenting for spelling and write cvc words and begin to write captions in my writing and mark making for a purpose across the curriculum I will continue to practice my pencil skills and letter formation of all letters</p>	<p>Key texts Spring A The train ride (June Crebbin) The journey home from Grandpa's Duck in a truck</p> <p>Mr Gumpy's Outing, Oi Get off our train, Mrs Armitage on Wheels Non-fiction – transport</p> <p>Spring B Key texts The Tiny Seed, Jack and the Beanstalk, Titch Dora's eggs/Dora's chicks We're going on an egg hunt</p> <p>Other stories Jasper's Beanstalk, Super Tato stories, Oliver's Vegetables/Fruit salad, Titch Dora's Eggs, Dora's chicks Non fiction egg to chicken</p>
<p>Summer A Farmyard Fun Summer B Near and far</p>	
<p>Communication and Language I will develop my skills in Listening in large and small groups Listening to longer stories Using non-fiction texts to gather information Engaging in extended conversations with peers and familiar or unfamiliar adults I will develop my confidence in expressing ideas, opinions and explanations using new vocabulary (including story language) spontaneously in longer phrases and full sentences</p> <p>Literacy I will read books matched to my stage of phonological development I will continue to learn RWI set one and set 2 sounds (more able start on set 3)</p>	<p>Summer A Key texts Farmyard Hullabaloo What the ladybird heard Farmer Duck Little Red Hen</p> <p>Other farm stories Rosie's Walk, Cheer Up Chicken, Little Red Hen, What the Ladybird Heard Next, The Farmer's Away! Baa! Neigh!, Say Hello to the Animals, I love Animals, I Love Animals, Mummy do you Love me?, The Pig in the Pond, Little Pink Pig, A Spot of Bother, Wake up Time on Bumble Farm, Hibernation for winter- Snow Bears, Bear</p>

I will continue to practice oral blending and read cvc words, simple phrases, captions and sentences
I will practice my skills in segmenting for spelling and write cvc words, captions and sentences in my writing for a purpose across the curriculum and begin to use full stops and capital letters
I will continue to practice my pencil skills and letter formation of all letters

Snores On) The Bad tempered Ladybird,
Spot on the farm (good for learning baby animal names), Oh Dear, Oliver's Milkshake

Summer B

Key texts

Atinuke Splash Anna Hibiscus, Baby goes to Market,

Lima's red hot chilli

Stories that reflect the different communities within the year group