

Coverage to support Planning process
English Overview & Progression – Reception

Year group & Stage of Learning	SfA Phonics Step	STaR Story	Day	STaR Story Reading learning Objectives	STaR Writing Learning Objectives	Grammar focus	GPCS and CEW
							GPCs: s, a, t, p
							GPCs: i, n, m, d
<i>Reception (Autumn 1)</i>	1 Tap Tap Tap	Are you my Mother?	1	To Identify the problem in a story.			GPCs: g, o, c, k
			2	To identify how the problem in a story was solved.			
			3		To put words together to write sentences about animals who are not the mother.	Compose sentence orally Sound spelling	
			4		To put words together to write sentences about the baby bird.	Compose sentence orally Sound spelling	
			5		To put words together to write sentences about an animal.	Compose sentence orally Sound spelling	
	2 Kim Cat	The Gigantic Turnip	1	To identify the main events in a story.			GPCs: ck, e, u, r
			2	To identify how a character's feelings change in a story.			
			3		To put words together to write sentences about the old man.	Compose sentence orally Sound spelling	
			4		To put together words to write sentences about growing vegetables.	Compose sentence orally Sound spelling	
			5		To re-enact and rewrite the story of the Gigantic Turnip.	Compose sentence orally Sound spelling	
	3 Sam and Ted	The Black Dog	1	To identify the problem and solution in a story.			Consolidation Week
			2	To give my opinion about a story.			
			3		To write sentences to describe the black dog.	Compose sentence orally	

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						Sound Spelling		
			4		To write sentences about what the black dog does in the story.	Compose sentence orally Sound spelling		
			5		To write sentences that describe the inside and outside of the house.	Compose sentence orally Sound spelling		
	4 Pip can Kick	Dogs Don't Do Ballet	1	To identify how a character's feelings change in a story.				GPCs: h, b, f, ff CEW: the, l
			2	To identify how a character's feelings change in a story.				
			3		To write sentences to say what dogs like to do.	Say-Spell-Say Sound Spelling		
			4		To write sentences about Biff.	Say-Spell-Say Sound Spelling		
5				To write sentences about unusual activities an animal might like to do.	Say-Spell-Say Sound Spelling			
Reception (Autumn 2)	5 Big Red Bus	Happy Birthday Winnie	1	To recall the main events in a story.			GPCs: l, ll, ss CEW: he, she, is	
			2	To recall the main events in a story.				
			3		To write sentences about why Winnie loves birthdays.	Capital Letter and full stop Say-Spell-Say		
			4		To write sentences about how Winnie felt.	Capital Letter and full stop Say-Spell-Say		
			5		To write sentences about what we would like to have at our birthday.	Capital Letter and full stop Say-Spell-Say		
	6 Mess on the rug	Birds	1	To identify important information in a text			GPCs: j, v, w CEW: to, go, of, as	
			2	To identify important information in a text				
			3		To write sentences about a bird's wings.	Capital Letter and full stop Say-Spell-Say		
			4		To write sentences about what we would like to observe birds doing.	Capital Letter and full stop Say-Spell-Say		
			5		To write sentences using facts about birds.	Capital Letter and full stop Say-Spell-Say		

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	7 Jim and the vet	We are all Equal –P crumble	1	To identify important information in a text.			GPCs: x, y, z CEW: we, are, you, into
			2	To identify important information in a text.			
			3		To write sentences about myself	Capital Letter and full stop Say-Spell-Say	
			4		To write sentences about where I live	Capital Letter and full stop Say-Spell-Say	
			5		To write sentences about my family	Capital Letter and full stop Say-Spell-Say	
	8 Mud on the van	Tasty Poems	1	To understand how a poem differs from a story.			Consolidation Week
			2	To begin to recognise rhyming words			
			3		To write sentences about what we like eating.	Finger spaces Capital Letter and full stop	
			4		To write sentences using rhyming words.	Finger spaces Capital Letter and full stop	
			5		To write rhyming sentences.	Finger spaces Capital Letter and full stop	
	9 A trip on the tram	Six Dinner Sid	1	To recall the main events in a story.			GPCs: zz, qu, ch CEW: be, me, his
			2	To give my opinion about a story.			
			3		To write sentences about what cats love to do.	Finger spaces Capital Letter and full stop	
			h4		To write sentences about what Sid loves to do.	Finger spaces Capital Letter and full stop	
			5		To write informative sentences about cats.	Finger spaces Capital Letter and full stop	

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<i>Reception (Spring 1)</i>	10 Jazz in the sun	Not all Princesses dress in pink	1	To recall the main events in a story.			GPCs: sh, th, ng CEW: no, so, has
			2	To give my opinion about a story.			
			3		To write sentences about what I like to wear.	Finger spaces Capital Letter and full stop	
			4		To write sentences about my hobbies.	Finger spaces Capital Letter and full stop	
			5		To write sentences about being a prince or princess.	Finger spaces Capital Letter and full stop	
	11 Ben gets to bed	The Great Sheep Shenanigans	1	To recall the main events in a story.			Consolidation Week
			2	To recall the main events in a story.			
			3		To write sentences about life on a farm.	Capital letter for 'I' Finger spaces	
			4		To write sentences about why I like farms and towns.	Capital letter for 'I' Finger spaces	
			5		To write a new ending to the story.	Capital letter for 'I' Finger spaces	
	12 Sock shopping	I'll Take you to Mrs Cole	1	To identify the setting in a story.			Consolidation Week
			2	To recall the main events in a story.			
			3		To write sentences about Mrs Cole's house.	Capital letter for names Capital letter for 'I'	
			4		To draw and label Mrs Cole's house.	Capital letter for names Capital letter for 'I'	
			5		To write about a house using the words from yesterday.	Capital letter for names Capital letter for 'I'	
	13 At dusk	The Sandwich Swap	1	To give my opinion about a story.			GPCs ai (train) (+ blend nk) CEW: do, her
			2	To recall the main events in a story.			
			3		To write sentences about your best friend.	Capital letter for 'I'	
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(Spring 2)						Finger spaces	
			4		To write sentences about what you like to eat for lunch.	Capital letter for 'I' Finger spaces	
			5		To be decided by school.	Capital letter for 'I' Finger spaces	
	14	Stanley's Stick	1	To give my opinion about a story.			GPCs: ee (tree) CEW: my, by
	The train set		2	To recall the main events in a story.			
			3		To write sentences about possible uses for Stanley's Stick.	Identify nouns Reinforce previously taught skill	
			4		To write sentences about what you can find at the beach.	Identify nouns Reinforce previously taught skill	
			5		To write a diary entry about a visit to the beach.	Identify nouns Reinforce previously taught skill	
	15	The Way Back Home	1	To give my opinion about a story.			GPCs: igh (light) CEW: ask, our
	Up the tree		2	To recall the main events in a story.			
			3		To write sentences about a trip I took.	Identify nouns Capital letter for 'I'	
			4		To write sentences about the Martian travelling to an imaginary place.	Identify nouns Capital letter for names	
			5		To write a story about going to The Moon.	Identify nouns Capital letter for names of people and places	
	16	We are all Wonders.	1	To give my opinion about a story.			GPCs: oa (goat) CEW: says, they
	Toad in the rain		2	To recall the main events in a story.			
			3		To write sentences about the character's feelings.	Identify nouns Capital letter for 'I'	
			4		To write sentences about being a wonder.	Identify nouns Capital letter for names	
			5		To write sentences about being kind to others about their difference.	Identify nouns Capital letter for names of people and places	

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	17 Goal	Q Pootle 5	1	To give my opinion about a story.			GPCs: oo (zoo) CEW: said, was
			2	To recall the main events in a story.			
			3		To write sentences about Q Pootle's problem.	Re-read and check Capital letter for names of people and places	
			4		To write sentences about how Q Pootle solved his problem.	Re-read and check Capital letter for names of people and places	
			5		To write about helping a special person.	Re-read and check Capital letter for names of people and places	
	18 The egg moon	Mud Puddle	1	To give my opinion about a story.			GPCs: oo (book) CEW: were, put, all
			2	To show our understanding of the story through role play.			
			3		To write sentences to describe how Jule Ann feels.	Re-read and check Reinforce a previously taught skill	
			4		To write sentences that describe our feelings.	Re-read and check Reinforce a previously taught skill	
			5		To retell the story of Mud Puddle.	Re-read and check Reinforce a previously taught skill	
	19 Jam Tarts in the dark	This is how we do it.	1	To give my opinion about a story.			GPCs: ar (car) CEW: there, like
			2	To show our understanding of the story through role play.			
			3		To write sentences about how we play.	Identify verbs Re-read and check	
			4		To write sentences about how we live.	Identify verbs Re-read and check	
			5		To write sentences about how we eat.	Identify verbs Re-read and check	

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	20 Lets do art	Cockatoos	1	To give my opinion about a story.			Consolidation Week	
			2	To give my opinion about a story and say why.				
			3		To write sentences about how we could hide from someone.	Identify verbs Re-read and check		
			4		To write sentences about activities we like to do.	Identify verbs Re-read and check		
					To write sentences describing what the birds did.	Identify verbs Re-read and check		
<i>Reception (Summer 1)</i>	21 Jim and the corn	Farmer Duck	1	To recall the beginning, middle and end of a story.			GPCs: or (corn) Common Alternatives: (/or/ ore; /s/ se) CEW: here, where	
			2	To give my opinion about a story.				
			3		To write sentences using 'and' to describe the jobs Farmer Duck has to do on the farm.	Conjunction 'and' Re-read and check		
			4		To write sentences using 'and' to describe how Farmer Duck feels about the jobs she does.	Conjunction 'and' Re-read and check		
			5		To write a thank you letter to Farmer Duck from the farmer.	Conjunction 'and' Re-read and check		
	22 Bells and buds	The Smeds and the Smoos	1	To recall the beginning, middle and end of a story.			GPCs: ur (purple) CEW: today, when, what	
			2	To give my opinion about a story.				
			3		To write sentences on your opinion of a story.	Conjunction 'and' Re-read and check		
			4		To write sentences on your opinion of a story.	Conjunction 'and' Re-read and check		
			5		To write sentences on your opinion of a story.	Conjunction 'and' Re-read and check		
		23 Not on the beds		1	To locate and explain important information in a text.			GPCs: ow (cow) Common

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	Bug Alert or Insect Detectives		2	To explain important information in a text and ask questions.			Alternatives: (/d/ ed; /t/ ed) CEW: come, some
			3		To write factual sentences about insects.	Conjunction 'and' Reinforce previously taught skill	
			4		To write sentences about insects to include two special attributes.	Conjunction 'and' Reinforce previously taught skill	
			5		To write a facts sheet about insects.	Conjunction 'and' Reinforce previously taught skill	
	24 Too much noise	18 Courtney	1	To give my opinion about a story and explain why.			GPCs: oi (boil) Common Alternatives: (/z/ ze se) CEW: push, pull
			2	To discuss the main events of a story.			
			3		To write sentences about Courtney's different activities.	Exclamation mark Reinforce previously taught skill	
			4		To write sentences about animals that don't make good pets.	Exclamation mark Reinforce previously taught skill	
			5		To sequence sentences about a pet I own or would like to have.	Exclamation mark Reinforce previously taught skill	
	25 Dads shearing shop	Island Born	1	To give my opinion about a story and explain why.			GPCs: ear (clear) CEW: friend, school, out
			2	To discuss the main events of a story.			
			3		Write sentences about each characters memory of the island.	Exclamation mark Reinforce previously taught skill	
			4		To write a sentence about a hurricane.	Exclamation mark Reinforce previously taught skill	
			5		Write sentences about each characters memory of the island.	Exclamation mark Reinforce previously taught skill	
	26	Pet Poems	1	To listen to and discuss a wide range of poems.			

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	Been sees a chick		2	To show my understanding of poems read to me.			Consolidation Week
			3		To write a poem about an animal I would like to have as a pet.	Poetry Exclamation mark	
			4		To write a poem about a pet to which something surprising happened.	Poetry Exclamation mark	
			5		To write a poem about an animal you love	Poetry Exclamation mark	
Reception (Summer 2)	27 It's fun at the fair	Leon and Bob	1	To discuss the main events of a story.			GPCs: air (hair) CEW: one, once
			2	To explain how a character is feeling using evidence from the text.			
			3		To write sentences about a friend using words ending in '-est'.	'-est' as word ending Re-read and check	
			4		To write sentences about my favourite toys using words ending in '-est'.	'-est' as word ending Re-read and check	
			5		To write sentences about what we might do on different days of the week	'-est' as word ending Capital letter for days of the week	
	28 It's cool in the pool	Under my Hijab	1	To discuss the main events of a story.			GPCs: ure (pure, picture) Common Alternatives: (/v/ ve) CEW: your, love
			2	To explain how a character is feeling using evidence from the text.			
			3		Write sentences to describe the characters.	Using '-ing' with verbs Reinforce a previously taught skill	
			4		Write sentences to describe the characters.	Using '-ing' with verbs Reinforce a previously taught skill	
			5		Write sentences to describe the characters.	Using '-ing' with verbs Reinforce a previously taught skill	
	29		1	To explain the key events of a story and why they happened.			

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	Jim's gift to the garden	Can't You Sleep Little Bear	2	To retell the main events of a story through performance.			GPCs: er (batter) CEW: house, full, little
			3		To write sentences about how Big Bear helped Little Bear to go to sleep.	Using '-ing' with verbs Reinforce a previously taught skill	
			4		To write sentences about what Little Bear saw when he left the cave and went outside.	Using '-ing' with verbs Reinforce a previously taught skill	
			5		To write descriptive sentences either as Big Bear or Little Bear.	Using '-ing' with verbs Reinforce a previously taught skill	
	30 Picnic on the common	The Great Race	1	To discuss the main theme of a story.			Consolidation Week
			2	To retell the story from a character's viewpoint using role-play.			
			3		To write sentences to describe an animal in the book.	Adjectives Using '-ing' with verbs	
			4		To write sentences as the hare to describe the tortoise.	Adjectives Re-read to check and improve	
			5		To write a letter of apology from the hare to the tortoise.	Adjectives Re-read to check and improve	
	31 Jill's peppers	Rainbow Fish	1	To discuss the main theme of a story.			Consolidation Week
			2	To retell the story from a character's viewpoint using role-play.			
			3		Write sentences to describe the rainbow fish.	Adjectives Using '-ing' with verbs	
4				Write sentences to describe how the rainbow fish feels at different points in the story.	Adjectives Re-read to check and improve		

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			5		Write sentences about why we should share.	Adjectives Re-read to check and improve	
32 What can I do in the summer?	How a Tadpole Grows into a Frog	1	To identify and discuss key information in a non-fiction text.				Consolidation Week
		2	To re-tell key information in a non-fiction text.				
		3		To write informative sentences about frogs.	's' for plural Adjectives		
		4		To write labels for the life cycle of the frog.	's' for plural Adjectives		
		5		To write about the life cycle of the frog	's' for plural Adjectives		
		33 On the train to troon	The Highway Rat	1	To discuss the main themes in a story.		
2	To record the key events in a story in sequence.						
3		To write sentences about the Highway Rat.		Exclamation mark Using '-est'			
4		To write questions to ask the Highway Rat about what he did.		Question mark Question words- who/what/where/when/why			
5		To write about what the Highway Rat did on several days of the week.		Exclamation mark Capital letter for names and days of the week			