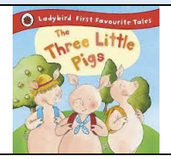
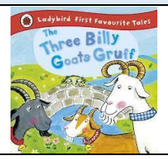
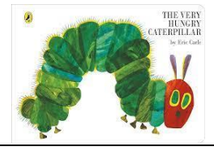
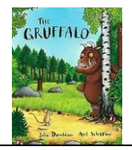
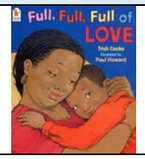
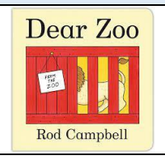
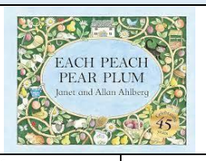
Beighton Nursery Infant School

English School Overview

At Beighton we follow Read Write inc for the Teaching of Reading and Writing. Once children have completed the programme in Year 2 they move onto using 'Power of Reading'.

Below you will see the teaching overview for children making expected progress. Children are grouped based on assessments each half term.

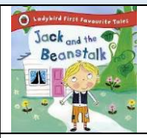
Nursery

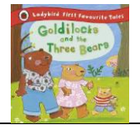
Top 10 Books									

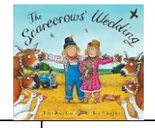
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C&L	To listen to a range of stories and can remember much of what happens To join in with repeated phrases from stories	Engage in extended conversations about stories, learning new vocabulary	To use a wider range of vocabulary (although this is continuous there will be a particular focus this half term)	To use a wider range of vocabulary (although this is continuous there will be a particular focus this half term)	To understand why questions like ;why do you think the caterpillar got so fat? (C&L) Answering questions about stories	To understand why questions like ;why do you think the caterpillar got so fat? (C&L) Answering questions about stories
Quality Texts (supporting across the curriculum)	Spots Birthday (PF) The Baby's Catalogue Families, Families, Families The Three Little Pigs (TT) Peace at Last (PF)	Bonfire Night (E-Book) (NF) Peppa Pig Diwali (MC) We're Going on a Leaf Hunt (F) The Gruffalo (PF) The Gingerbread Man (TT) The Nativity (MC)	Stick Man Stuck Lanterns and Firecrackers (NF) Singing in the Rain (R) The Great Rainbow Chase	What the Ladybird Heard Pelles New Suit The Three Billy Goats Gruff (TT) 5 Little Chicks (MF) Handas Hen (M) We're Going on a Egg Hunt (F)	Jaspers Beanstalk The Very Hungry Caterpillar The Very Busy Spider Superworm	We all go travelling by What the Ladybird Heard at the seaside The Train Ride Magic Beach
Phonics	Listen with increased attention to sounds Make rhythmic and repetitive sounds Explore their voices and enjoy making sounds Environmental, instrumental, body percussion, Voice Sounds	To distinguish between different sounds they hear and make	To count or clap syllables in a word	To recognise objects with the same initial sound Begin sound of the week Initial sound sorting, silly soup	To pronounce most sounds correctly although some sounds such as r, j, th, ch, and sh they may still struggle with. m, a, s, d, t, i, p, n, Word time- magnetic boards 1.1	To orally blend and segment sounds in words g, o, c, k, u, b, f, e, l, h Word time- magnetic boards 1.2
Oral Stories (themes for stories)	To listen to a range of stories and can remember much of what happens Bee rules Family Friendship	To listen to a range of stories and can remember much of what happens Past and special events Bonfire , Diwali, Christmas	Engage in extended conversations about stories, learning new vocabulary Stories about seasonal change	Engage in extended conversations about stories, learning new vocabulary Farm animals and their features Visits to the farm (to support visit)	To tell a long story Sharing Being kind Taking care of the environment	To tell a long story Holidays and seaside adventures Transition and new experiences
Story Dough Focus	To pay attention to more than one things at a time To say many rhymes, and songs To use a wider range of vocabulary Possible characters Wolf, pig, troll, baby, dog, bear	To use a wider range of vocabulary To understand a question or instruction that has two parts Possible characters Gruffalo, gingerbread man, fox, cow, cat, girl, donkey, zombie, witch,	To use talk to organise themselves and their play To use a wider range of vocabulary Possible characters- Stickman, cloud, owl, badger, squirrel, fairy, wizard	To speak in longer sentences of four to six words To use a wider range of vocabulary Possible characters- troll, goat, chick/hen, ladybird, sheep, wizard,	To express a point of view and debate when they disagree using words as well as actions To use a wider range of vocabulary Spider, witch, giant, ogre, butterfly, cat, worm, snail	To use a wider range of vocabulary To tell a long story Possible characters, crocodile, donkey, fish, whale, goblin, fairy
Writing	To use talk to explain what is happening and anticipate what might happen next Enjoy making marks in a variety of media i.e. sand, foam, gloop, mud	To distinguish between different sounds the hear and make Continue to make marks using different media i.e. paint, felt tips, pencils, crayons	To count or clap syllables in a word Begin to assign meaning to the marks they make To begin to show a preference for a dominant hand	To recognise objects with the same initial sound To use some of their print & letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page	To use a comfortable grip with good control when holding pens & pencils (Pinchy Parrot) To show a preference for a dominant hand	To write some or all of their name To write 'm' for mummy To begin to use more complex sentences to link thoughts (e.g. using and, because) To write some letters accurately (PD)
	Various mark making opportunities in sand, foam, gloop, mud	Various mark making opportunities in sand, foam, gloop, mud e. paint, felt tips, pencils, crayons	Various mark making opportunities in sand, foam, gloop, mud e. paint, felt tips, pencils, crayons	Various mark making opportunities in sand, foam, gloop, mud e. paint, felt tips, pencils, crayons	Teach correct letter formation during speed sound lessons	Teach correct letter formation during speed sound lessons
Squiggle (used to support mark making and fine motor development)	To use large muscle movements to wave flags & streamers, paint & make marks Squiggle me into a move	To use large muscle movements to wave flags & streamers, paint & make marks Squiggle me into a mover	To create lines and circles pivoting from the shoulder and elbow Squiggle me into a mover	To use a comfortable grip with good control when holding pens & pencils Squiggle whilst you wiggle	To use a comfortable grip with good control when holding pens & pencils Squiggle whilst you wiggle	To use a comfortable grip with good control when holding pens & pencils Squiggle whilst you wiggle

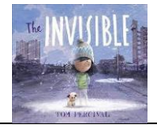
Reception

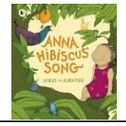
Top 10 Books

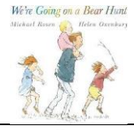


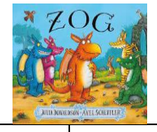


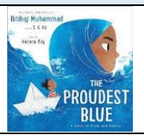


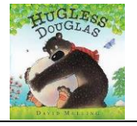








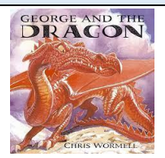


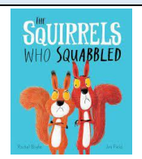


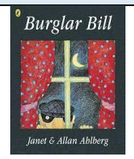
Teaching sequence		Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Group		A	B	C	Blending	Ditty/Red	Red	Red/Green	Green/Purple
RWI	Focus Sounds (afternoon speed sounds)	m, a, s, d, t, i, p, n, g, o, c, k, u, b, f, e, l, h	m, a, s, d, t, i, p, n, g, o, c, k, u, b, f, e, l, h, r, i, v, y, w, z, x	m, a, s, d, t, i, p, n, g, o, c, k, u, b, f, e, l, h, r, i, v, y, w, z, x		sh, th, ch, qu, ng, nk, ff, ll, ss, zz	sh, th, ch, qu, ng, nk, ff, ll, ss, zz	ay, ee, igh, ow, oo, oo,	ar, or, air, ou, ir, oy
	Word time (word reading and spelling	Word time- magnetic boards 1.1-1.3	Word time magnetic boards 1.1-1.4	Word time- green words 1.1-1.4	Word time green words new 1.5 review 1.1-1.4	New 1.6 Review 1.1-1.5	New 1.7 Review 1.5 and 1.6 Red- the, I put, of, my, he	New set 2 Review 1.5-1.7 Red- your, said, you, be, are	New set 2 Review set 2, 1.7 Red- go, baby
	Possible Texts	Finish with sharing a top 10 story	Finish with sharing a top 10 story	Finish with sharing a top 10 story	Blending books 1-7	Ditty sheets 1-10 Pin it on Got him Cat in a Pot	Jam Pick it up Wuff Wuff Lets Sing Lets Swim Cluck In the Mud	On the Bus My Dog Ned Six Fish The Spell Black Hat Bob Tug Tug	Chips The Web Pips Pizza Stitch the Witch Kens Cap A bad Fox Big Blob and Baby Blob
	Writing expectations	To write their name To begin to form recognisable letters	To use recognisable letters to represent initial sounds	To form some letters correctly writing some sounds in a sequence	To begin to write CVC words	To confident write CVC words	To begin to write captions independently	To write captions and simple sentences	To write sentences confidently sometimes using capital letters and full stops.
Quality Texts (cross Curricular links)		Goldilocks and the Three Bears- Me and my family Every house on every street I want to be a .... people who help us The Little Red Hen Apples Apples everywhere		Bonfire night- EBooks- Bonfire night Remembrance Day- Where the Poppies Grow Whatever Next Man on the moon What is the moon? How to catch a star The Christmas Pine		A Celebration of Winter in Rhyme Percy the park keeper- after the storm (British Wildlife) One Snowy Night Poles Apart The Great Race	The treasure of Pirate Frank Hansel and Gretel Cinderella The Frog Prince The Easter Story Festival of Colours	The Odd Egg Stone Girl Bone Girl- Bog Baby The Tiny Seed Jack and the Beanstalk Oliver's Vegetables Betsy Buglove Saves the Bees	10 things to do to save the earth Seas and Oceans We're all going on a safari Leila and the secret of rain Roaming in the rainforest Once There Were Giants- When you are Brave
Spellings		a am as at an in on it dad mat sad mad		pat and can I got mum sit to dog cat him put		but the bad us did my no had big off not will back run it's has bed let	his get red the with into for that sock un for them put if help of went shop	thing fox box chin said your be you this long too-thin me thick full go chop are cash win he yet jog day	drink all hand baby send snack she still see children want night black look stop cannot have
Handwriting		Squiggle me into a writer m, a, s, d, t, i, p, n,		Squiggle me into a writer g, o, c, k, u, b, f, e		Squiggle me into a writer h, r, i, v, y, w, z, x	Handwriting Straight line family	Handwriting Coat hanger Family	Handwriting Bridge family
Reading CLL and Comprehension	Rainbow talk	• To learn and use new vocabulary • To ask questions to find out more and to check they understand what has been said to them Baking Bread		• To describe an event in some detail • To learn and use new vocabulary Bonfire Night experiences		• To learn and use new vocabulary • To connect one idea or action to another using a range of connectives Weather/Seasons	• To learn and use new vocabulary • To connect one idea or action to another using a range of connectives Find the rainbow in the story	• To learn and use new vocabulary • To express their ideas and thought in well-formed sentences Fruit Tasting	• To express their ideas and thought in well-formed sentences • To learn and use new vocabulary Different Environments
	Helicopter Stories	•To engage in story times (C&L) To listen to and talk about stories to build familiarity and understanding (C&L)		To listen to and talk about stories to build familiarity and understanding (C&L)		To develop storylines in their pretend play (BIE)	To develop storylines in their pretend play (BIE)	To develop complex stories in their small world play	To develop complex stories in their small world play
	Drawing Club Main text	**The Colour Monster Goes to School**		**A Dark Dark Tale**		**We're Going on a bear hunt**	**The Treasure of Pirate Frank**	**The Odd Egg**	**Tidler**
	LO (Reading and Writing)	To engage in story times To learn and use new vocabulary		To listen to and talk about stories to build familiarity and understanding To learn and use new vocabulary		To retell a story, once they have developed a deep familiarity with the text, some exact repetition and some in their own words To learn and use new vocabulary			
		To write their name To begin to form recognisable letters	To use recognisable letters to represent initial sounds	To form some letters correctly writing some sounds in a sequence	To begin to write CVC words	To confident write CVC words	To begin to write captions independently	To write captions and simple sentences	To write sentences confidently sometimes using capital letters and full stops.
	Vocabulary	discombobulated ineffectual, assist, shimmering, sobbing, enraged, evaporate timed, tranquility		dreary, isolated, pitch black, shocked, terrified,, shining, forlorn, misty		wandering, joyful, obstacle, brave, tiptoe, panic, flee, hide	Murky Ascend Courageous, Creeping Monstrous, Puzzling Request, Voyaging	Emerge, Incubate, Demolish, Armour, Fracture, Flourish, Plume, Cherish	Traipsing, Daydreaming Tardy, Conversing Ensnared, Abandoned Reunited, Celebrating

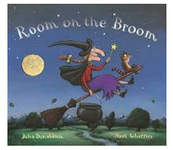
Year 1

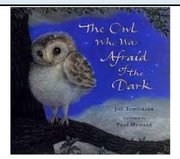
Top 10 texts





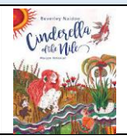
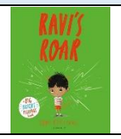
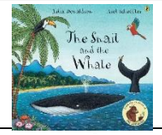
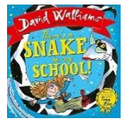
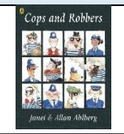
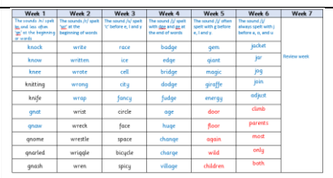
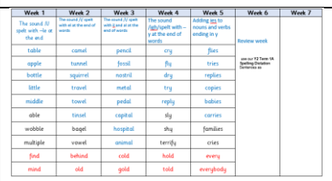
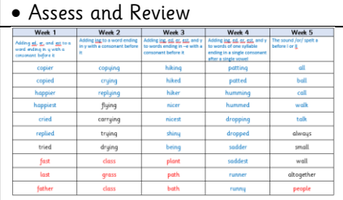
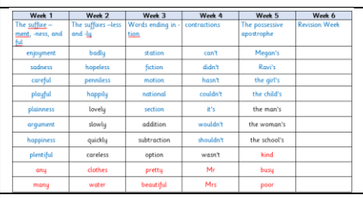






Teaching sequence		Autumn 1	Autumn 2	Spring Term 1	Spring 2	Summer 1	Summer 2
RWI	Taught Colour	Purple	Pink	Pink	Orange	Yellow	Blue
	Focus Sounds	**ay, ee, igh, ow, oo, oo, ar, or, air, ou, ir, oy**	**ea, oi, a-e, i-e, o-e, u-e,**	**aw, are, ur, er, ow, ai**	**oa, ew, ire, ear, ure**	**tious, tion, cious, au, e-e**	**ue, ph, wh, kn**
	Word time (word reading and spelling including red words)	New words- set 2 Review words- 1:7 including some longer words Red- the, my, are, said, go, to, your, you, he, be, go, no	New words set 3 Review set 2 and 1.7 Red words- want, her, we, call, she, all, I've, some, so	New words set 3 Review set 3, 2 and 1.7 Red words- want, her, we, call, she, all, I've, some, so	New words set 3 Review- set 3, 2, and 1.7 Red words- what, they, do, old, was,	New words set 3 Review- set 3, 2, and 1.7 Red words- saw, watch, school, small, their, one, who, tall, I'm, there, any, fall, where, wall	New words set 3 Review- set 3, 2, and 1.7 Red words- does, other, two, ball, would, wash, water, anyone, over, wasn't, through, once, son, whole, people
	Possible Texts	Tim and Tom Tag Elvis Flip Frog and the bug Red Ken Billy the Kid In the Bath	Scruffy Ted Tab the Cat In the Sun The Dressing up Box Tab's Kitten	Sanjay stays in Bed The Greedy Green Gremlin In the Night Snow So Cool	Playday I think I want to be a Bee A Bad Fright, Follow Me Too Much, A Good Cook Come on Margo, My Sort of Horse, Haircuts, My Best Shirt Look Out, Hunt the Tortoise	The Duckchick, Off sick Tom Thumb, The Gingerbread Man. Robin Hood, Lost, Do we have to Keep it Danny and the Bump a Lump Grow your own Radishes The Foolish Witch	Barker The Poor Goose Hairy Fairy King of the Birds Our House
	Writing expectations	To build and write simple sentences with consistent capital letters and full stops Most letters to be formed correctly	To punctuate sentences correctly, beginning to use and to join clauses together. Uses set 2 sounds to spell phonetically plausible words as well as spelling some common exception words correctly. Form most letters correctly	To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Uses set 2 sounds to spell phonetically plausible words, including longer words. Form all letters correctly including capital letters	To sequence sentences forming short narratives and punctuating these correctly. Uses set 3 sounds to spell words and spells many common exception words correctly. Form all letters including upper case correctly and begin to control letter size i.e. ascenders and descenders most of the time	To sequence sentences forming short narratives and punctuating these correctly. Uses set 3 sounds to spell words and spells many common exception words correctly.. Form all letters including upper case correctly and control letter size i.e. ascenders and descenders	To sequence sentences forming short narratives including using punctuation such as question marks and exclamation marks. Uses set 3 sounds to spell words including longer words and spells many common exception words correctly..
SPAG Focus		• Capital and Lowercase Letters • Verbs • Suffixes -ing • Finger Spaces • Writing Sentences • Assess and Review	• Personal Pronouns I • Noun Suffixes -s • Prefixes un- • Capital Letters and Full Stops • Writing Sentences • Assess and Review	• Singular Nouns • Past and Present Verbs • Suffixes -ed • Capital Letters for the Days of the Week • Writing Sentences • Assess and Review	Plural Nouns Noun Suffixes -es Compound Words Question Marks Sequencing Sentences Assess and Review	• Punctuating Sentences • Nouns Suffixes -es • Exclamation Marks • Capital Letters for Names of People and Places • Writing Question Sentences • Assess and Review	• Joining Words and Clauses Using 'and' • Suffixes -er • Punctuating Sentences • Writing Stories • Writing Exclamation Sentences • Assess and Review
Spellings							
Handwriting		Warm up- Understanding letter size Lower case Letters	Recap lower case letters and focus on any areas of difficulties Upper case formation Number formation	Handwriting Controlling letter size- words	Handwriting Controlling Letter size Sentences	Handwriting Begin joining pairs la, ac, co, ng, eq, us put into words	Handwriting Continue joining pairs Fi, on, wa, vy Put into words
Power of Reading		(I like trains 2023) Amazing Grace/Grace and family	The Everywhere Bear Traction Man	Paddington Katie in London	How to find Gold The Extraordinary Gardener	Lighthouse keepers lunch The Lonely Beast (2024)	One day on our blue planet in the rainforest Rumble in the Jungle
Main writing Outcome		Narrative- Character	Missing poster Recount- Diary entry	Non Chronological- Newspaper Recount- Postcard	Creative writing- adventure writing Instruction writing	Setting description Instruction writing Letter	Persuasive writing/poster Animal poems

Year 2

Top 10 books							
							
Teaching sequence	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
RWI – Taught Colour	RWI Blue	RWI Grey	English Power of Reading	English Power of Reading	English Power of Reading	English Power of Reading
RWI – Focus Sounds	Consolidate set 3 sounds including alternative and additional sounds	Consolidate set 3 sounds including alternative and additional sounds	Consolidate set 3 sounds including alternative and additional sounds (focussing on spelling rules)	Consolidate set 3 sounds including alternative and additional sounds (focussing on spelling rules)	Consolidate set 3 sounds including alternative and additional sounds (focussing on spelling rules)	Consolidate set 3 sounds including alternative and additional sounds (focussing on spelling rules)
RWI – Word time (word reading and spelling including red words)	Set 3 Reading longer words Speeding up word reading (also see spellings)	Set 3 Reading longer words Speeding up word reading (also see spellings)	Ruth Miskin portal Set 3 Reading longer words Speeding up word reading (also see spellings)	Ruth Miskin portal Set 3 Reading longer words Speeding up word reading (also see spellings)	Ruth Miskin portal Set 3 Reading longer words Speeding up word reading (also see spellings)	Ruth Miskin portal Set 3 Reading longer words Speeding up word reading (also see spellings)
RWI – Possible texts	The Jar of Oil Jade's Party Jellybean A box full of Light The Hole in the Hill	Rex to the Rescue, The Lions Paw I Dare You, Looking after the Hamster How Silly, Wailing Winny's Car Book Sale Toad, Andrew, Dear Vampire	Gold book band	Gold book band	white book band	Lime book band
RWI – Writing expectations	Begin to use different forms of sentences in their writing including, statements, questions, exclamations, commands Begin to use punctuation such as question marks, exclamation marks, cammas and apostrophes. To begin joining pairs- those pairs which go over stop reverse and join across the top	To use different forms of sentences in their writing including, statements, questions, exclamations, commands To accurately and consistently use punctuation such as question marks, exclamation marks, commas and apostrophes. To use present and past tense mostly correctly and consistently Continue joining pairs, those with a diagonal joining stroke going into tall letters and double across.	Begin to use co-ordination – or but and use some subordination (when/if/that/because) To continue to write with joining pairs with diagonal strokes	To consistently and accurately use co-ordinations 'or' and 'but' and use some subordination (when/if/that/because) To use joining pairs, which are joined from the proceeding letter at the top solid line before going down diagonally to the right.	To spell some words with contracted forms To add suffixes to spell some words correctly in their writing e.g. - ment, - ness, -ful, -less, -ly use some expanded noun phrases to describe and specify Joining pairs- break letters with no join	To write effectively and coherently for different purposes consistently using punctuation such as full stops, question marks, exclamation marks, cammas and apostrophes. They will use suffixes and prefixes correctly: -s or -es / -ing / -ed / -er / -est / -ment / -ness / -ful / -less / -ly / un-. They will be able to spell most common exception words correctly and use some use some co-ordination: or / and / but and some subordination: when / if / that / because
SPAG Focus	• Nouns • Vowels and Consonants • Demarcating Sentences • Forming Nouns Using '-ness' • Punctuating Sentences • Assess and Review	• Adjectives • Compound Words • Adjectives with -er and -est • Subordination • Statements and Exclamations • Assess and Review	• Noun Phrases • Homophones • Forming Adjectives using -ful and -less • Questions and Commands • Sentence Writing • Assess and Review	• Verbs • Singular and Plural • Adverbs with -ly • Commas in Lists • Changing Adjectives into Adverbs • Assess and Review	• Adverbs • Word Classes • Coordination • Apostrophes for Possession • Past and Present Tense • Assess and Review	• Recapping Pronouns • Forming Nouns Using -er • Progressive Tense • Apostrophes for Contractions • Up levelling Sentences • Assess and Review
Spellings						
Handwriting	To begin joining pairs- those pairs which go over stop reverse and join across the top (putting into words)	Continue joining pairs, those with a diagonal joining stroke going into tall letters and double across. (putting into words)	To continue to write with joining pairs with diagonal strokes (putting into words)	To use joining pairs, which are joined from the proceeding letter at the top solid line before going down diagonally to the right. (putting into words)	Joining pairs- break letters with no join (putting into words)	Handwriting dictated and modelled sentences using all taught joins
Power of Reading	Home in the Rain Out and about- Autumn Poems	The Robot and the Blue Bird Out and about- Winter Poems	Burger Boy	The Secret of Black Rock Out and about- Spring Poems	Zeraffa Giraffa	Pattan's Pumpkin Out and about- Summer Poems
Main Writing outcome	Narrative- setting description Poetry	Recount- diary entry Poetry	Narrative- Character description Persuasive writing- Letter	Non Chronological report- Fact File Poetry	Non Chronological- Newspaper report Recount- Postcard	Non chronological instructions Poetry