

English Yearly Progression Overview



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus		The world, choice and having a voice		Forest play and wildlife		My play and happiness	
Purple BAND	Depth and Breadth	<p>Communicating & change. Places around Overley. Using non-fiction for interaction and sensory exploration. Using words, gestures, symbols and objects in conversations. Labelling. Developing meaningful marks or symbols. Linking sounds to symbols/pictures (phonics). My name begins with...</p>	<p>Communicating about differences. Mirrors; hair & eye colour, friends, emotion, etc. Using narratives for vocab development. Linking pictures with symbols / objects. Combining words, gestures or symbols. Developing meaningful marks or symbols. My name begins with...</p>	<p>Fiction and non-fiction. Using books about wildlife for interaction and sensory exploration. Using words, gestures, symbols and objects in conversations. Labelling. Developing meaningful marks or symbols. Creating nature book – what I found in the woods (Recounts / diaries).</p>	<p>Narratives relating to places. Combining pictures or symbols for interaction. Developing vocab around familiar settings; farms and animals. Using pictures for simple questions and expression – what we see. Meaningful marks. Linking sounds to pictures / letters (phonics and letters).</p>	<p>Fiction. Stories linking to emotions. Happy. Playing games and experiencing emotions. Likes and dislikes. Generalising understanding of pictures. Responding to instructions containing 3 key words. Developing vocab around early concept words. Making meaningful marks.</p>	<p>Using Non-Fiction instruction books for generalising understanding of pictures. Playing in class. Developing vocab around early concept and core words. Communicating recognition of objects and pictures. Making meaningful marks. Identifying letters</p>
		<p>Autobiography – A day in the life of... What I chose to do (and didn't choose). Non-Fiction books for interaction and sensory exploration. Linking words, gestures, symbols and objects to topic material. Developing meaningful marks. Using talking mats.</p>	<p>People who help me. Asking for help. Using modern narratives for vocab development. Using words, signs and symbols in conversations. Using pictures to make simple requests or ask questions. Making meaningful marks. Talking mats.</p>	<p>Narratives relating to wildlife. Find the lost object (?). Looking and finding game in the woods. Combining words, pictures, and symbols to express ideas. Sensory links to story through objects and environments. Developing vocab around early concept word.</p>	<p>Narratives relating to places. Combining pictures or symbols for interaction. Developing vocab around familiar settings; Woods, jungles and animals. Using pictures for simple questions and expression – what we see. Meaningful marks. Linking sounds to pictures / letters (phonics and letters).</p>	<p>Narratives relating to emotions & playing; sad and happy. Sensory exploration, playing games, interaction and expressing emotions (combining pictures or symbols). Instructions containing 3 key words. Developing meaningful marks or symbols. Linking sounds to symbols/pictures (phonics)</p>	<p>Non- Fiction. Explanation or instruction texts to generalise understanding of pictures. Learning new games and playing in different places. Respond to instructions containing 3 key words. Developing vocab around early concept words. Making meaningful marks. Linking sounds to symbols/pictures</p>
		<p>Poetry. Sense poems. Poems about people. Using marks, pictures and symbols to express ideas. Developing meaningful marks or symbols. Recognising symbols / words. Developing vocab around senses through experiences: smell, sound, taste... Likes and dislikes.</p>	<p>Non-fiction: My Voice poster. Using marks, pictures, sensory, and symbols to express and combine ideas. Developing meaningful marks or symbols. Recognising and making simple requests. Recognising activities of preference and choosing. Making sounds (phonics)</p>	<p>Fiction vs non-fiction. Real and not real. Hide & seek. Real and made up 'finds'. Making meaningful marks. There's someone in the woods (to farmers den). Combining words, pictures and symbols to express ideas and understanding. Developing vocab around early concept and core words words.</p>	<p>Rhyming poems: Books that rhyme. Animals, tree dens and houses. House for insects, animals and us. Communicate recognition of objects pictures and symbols. Respond to simple requests. Develop meaningful marks or symbols. Linking sounds to symbols/pictures/letters (phonics and letters).</p>	<p>Feeling Poems: How did it feel? Playing; games, sensory or messy play – plus capture through art. My feeling poem. Developing vocab around feelings and senses. Make meaningful marks or symbols. Linking sounds to symbols/pictures (phonics). Identifying letters.</p>	<p>Shape poems. Combining words, pictures, and symbols to express ideas. Emotion pictures and shapes. Developing meaningful marks or symbols. Developing fine motor skills. Using pictures to make simple requests or ask questions. Poems about feelings. Identifying letters.</p>
Books	<p>Examples: Books about places, people and generally things in the world that has relevance to our learners. Likes, dislikes, jobs, growing up, changes, changing clothes for school, painting, PE or work. Children growing up or animals. Jack and the beanstalk.</p>		<p>Examples: Flip Flap Jungle by Axel Scheffler. Flip Flap Farm by Axel Scheffler. If I ran the rain forest. Fabulous pie. Goldie locks. Everything you need for a tree house. Rhyming books like J Donaldson. Elmer and the lost teddy.</p>		<p>Examples: I feel happy. I feel sad. I feel angry. The feelings book. Books about playing. Instruction books (adapted to writing with symbols such as making clean mud).</p>		