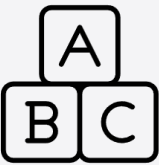


EYFS English Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Writing focus texts</i>   All focus texts have a clear rationale and purpose: wider curriculum or has prevalence due to its theme, content or author.	Hello friend (PSHE link) Colour Monster (PSHE link) Me on the Map/My world, Your World (Geography link) Diwali -Festivals around the world (RE link) Kitchen Disco/My Exercise Diary (PSHE/PE link)	The Fizz Buzz (Science link) The Gingerbread Man (Science/DT link) Little Robin Red Vest (DT /Computing link) The Christmas Promise (RE link) The Boy with Flowers in his Hair (PSHE)	The Little Green Dinosaur / Dinosaur non-fiction (PSHE/Science link) Small's Big Dream (PSHE link) The Tiger who Came to Tea (History link) Goldy Luck and the Three Pandas/ Non-fiction & Fiction Chinese New Year (Geography link)	National Geographic text & The Book of Bears/Silly Doggy (Science link) Pirates, Treasure Hunters Handbook/ The Night Pirates (Computing/DT link)	The Most Exciting Eid (RE link) The Oak Tree by Julia Donaldson What did the tree see? Jack and the Beanstalk (Science link) What the Ladybird Heard?/ DK first facts on Bugs (Science link)	Naughty Bus/ The King's Pants (Geography link) The Three Little Pigs (DT link) Peter and the Wolf and Red Riding Hood (Music link) Matisse's magical trail (Art link) Supertato (PSHE/PE link)
<i>Other texts</i> 	See Year Group Reading Spine, Reading Journey and Reading for Pleasure overview for full book list A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year.					
<i>Poetry Focus</i>	Daily nursery rhymes Rhyme of the week		Daily nursery rhymes Rhyme of the week		Daily nursery rhymes Rhyme of the week	

			
<i>Speaking & Listening</i> 	• Learn new vocabulary. • Use new vocabulary through the day. • Use new vocabulary in different contexts. • Listen to and talk about stories to build familiarity and understanding. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases (these should be embedded into daily routine). • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs. • Listen carefully to rhymes and songs, paying attention to how they sound. • Engage in non-fiction books.		
<i>Word Reading</i> 	Read Write Inc. Phonics • re-read these books to build up their fluency and confidence in word reading. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words		

EYFS English Long Term Plan

Reading 	develop pleasure in reading, motivation to read, vocabulary and understanding by: • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • listening to and discussing a wide range of rhymes, poems, stories and songs shared by an adult • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • drawing on what they already know or on background information and vocabulary provided by the teacher • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.
Writing Composition 	write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • model how you read and re-read your own writing to check it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.
Vocabulary, punctuation and grammar 	• begin to leaving spaces between words • beginning to punctuate sentences using a capital letter and a full stop.
Spelling	• words containing each of the phonemes already taught • common exception words • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

	
<i>Handwriting</i> 	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • Encourage children to paint, chalk or make marks with water on large vertical surfaces • form digits 0-9 • Encourage children to draw freely. • Engage children in structured activities: guide them in what to draw, write or copy. • Use one-handed tools and equipment. • Show a preference for a dominant hand. • Develop the foundations of a handwriting style which is fast, accurate and efficient.