






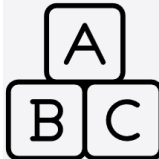
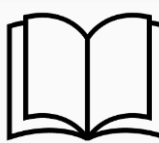
## EYFS English Long Term Plan

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



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<p><i>Other texts</i></p> 	<p>See Year Group Reading Spine, Reading Journey and Reading for Pleasure overview for full book list</p> <p>A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year.</p>		
<p><i>Poetry Focus</i></p> 	<p>Daily nursery rhymes Rhyme of the week</p>	<p>Daily nursery rhymes Rhyme of the week</p>	<p>Daily nursery rhymes Rhyme of the week</p>
<p><i>Speaking &amp; Listening</i></p> 	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases (these should be embedded into daily routine).</li> <li>• 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.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> </ul>		

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	<ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Engage in non-fiction books.</li> </ul>
<p><b>Word Reading</b></p> 	<p><b>Read Write Inc. Phonics</b></p> <ul style="list-style-type: none"> <li>re-read these books to build up their fluency and confidence in word reading.</li> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> </ul>
<p><b>Reading</b></p> 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.             <ul style="list-style-type: none"> <li>listening to and discussing a wide range of rhymes, poems, stories and songs shared by an adult</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>
<p><i>Writing Composition</i></p> 	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• model how you read and re-read your own writing to check it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
<p><i>Vocabulary, punctuation and grammar</i></p> 	<ul style="list-style-type: none"> <li>• begin to leaving spaces between words</li> <li>• beginning to punctuate sentences using a capital letter and a full stop.</li> </ul>
<p><i>Spelling</i></p>	<ul style="list-style-type: none"> <li>• words containing each of the phonemes already taught</li> <li>• common exception words</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul>

## EYFS English Long Term Plan



Handwriting



- 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.