



## Town Lane Infant School

### Long Term English Plan

#### Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b><i>All About Me</i></b>  <b><i>Nursery Rhymes</i></b>	<b><i>Nursery rhymes continued</i></b>  <b><i>Let's Celebrate - Christmas / Diwali</i></b>	<b><i>Once Upon a Time</i></b>	<b><i>Who's in the garden / Minibeasts</i></b>	<b><i>It's a wonderful world</i></b>	<b><i>People who help us</i></b>
<b>Key Texts</b>	Here we are Starting School Nursery rhymes	Nursery rhymes Dear Santa 10 Little Elves Nativity The Sheep that saved Christmas	Little Red Riding Hood Goldilocks and the three bears The Princess and the Frog Snow White and the seven dwarves 10 Little princesses	The Very Busy Ladybird The Very Busy Spider Ahh Spider Minibeast Bop	The Night Pirates 10 Little Pirates Pirates Love Underpants Pirate Pete The Pirates Next Door	People who help us information books Firefighter Doctor Police Officer Ambulance
<b>Ongoing Read Aloud -</b>	We Are Family – Patricia Hegarty Lily and the Polar Bears – Joan Sheibani					

<b>Reflecting Realities</b>	Buddy's Pancakes – Judy Skidmore and Sheju Adiyatiparambil-John Baking with Dad – Aurora Cacciapuoti The Jar of Happiness – Ailsa Burrows My Bed is an Air Balloon – Julia Copus and Alison Jay Errol's Garden – Gillian Hibbs					
<b>Word Focus (See Read Write Inc)</b>	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration	Initial sound game- dice  Phonics activities (Begin read write Inc.)	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother  Initial sound list of animals.  Phonics activities (read write Inc.) Dough disco	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration Phonics activities (read write Inc.) CVC Treasure chest coins match to map.	R: Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Can segment the sounds in simple words and blend them Together. Read some letter groups that each represent one sound and say sounds for them. Phonics activities (read write Inc.)
<b>Writing focus</b>	Use some of their print and letter knowledge in	Use some of their print and letter knowledge in their early writing. For example: writing a pretend	Use some of their print and letter knowledge in	Use some of their print and letter knowledge in	Write some letters accurately. Write some or all of their name.	Write some letters accurately. Write some or all of their name.

	their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.		
<b>Comprehension</b>	Know print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	Know print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	Know print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	Know print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	Know print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	Know print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing
<b>Speaking and Listening</b>	Enjoy listening to longer stories and can remember much of what happens.	Enjoy listening to longer stories and can remember Enjoy listening to longer stories and can remember much of what happens.	Enjoy listening to longer stories and can remember much of what happens.	Enjoy listening to longer stories and can remember much of what happens.	Enjoy listening to longer stories and can remember much of what happens.	Enjoy listening to longer stories and can remember much of what happens.
<b>Fine motor skills</b>	Use a comfortable grip with good control when holding pens and pencils.	Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand.	Use a comfortable grip with good control when holding pens and pencils.	Use a comfortable grip with good control when holding pens and pencils.	Use a comfortable grip with good control when holding pens and pencils.	Use a comfortable grip with good control when holding pens and pencils.

	Shows a preference for a dominant hand.		Shows a preference for a dominant hand.	Shows a preference for a dominant hand.	Shows a preference for a dominant hand.	Shows a preference for a dominant hand.
<b>Vocabulary</b>	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>