



Town Lane Infant School

Long Term English Plan

Nursery

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Key Texts | All About Me Nursery Rhymes | Nursery rhymes continued Let's Celebrate - Christmas / Diwali | Once Upon a Time | Who's in the garden / Minibeasts | It's a wonderful world | People who help us |
| Ongoing Read Aloud - | We Are Family – Patricia Hegarty Lily and the Polar Bears – Joan Sheibani | | | | | |

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| Reflecting Realities | 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 | | | | | |
| Word Focus (See Read Write Inc) | 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.) |
| Writing focus | 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. |

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| | 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. | | |
| Comprehension | 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 |
| Speaking and Listening | 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. | Enjoy listening to longer stories and can remember much of what happens. | Enjoy listening to longer stories and can remember much of what happens. |
| Fine motor skills | 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. |
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| Vocabulary | <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> |