

ENGLISH

Long Term Plan

EYFS



Reading Milestones

EYFS Breadth of Study

- Listen to traditional tales
- Listen to a range of texts
- Listen to some poems and join in with repetition
- Use the class and school libraries
- Listen to and discuss a range of non-fiction at a level beyond that at which they can read independently

Early Learning Goals for Reading

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Read words accurately

- Identify the taught GPCs, including some digraphs
- Blend the taught sounds to read CVC, CVCC and CCVC words
- Read some taught common exception words (including 'red' words)
- Read sentences made of words with taught sounds and common exception words
- Read sentences made up of words with taught sounds and common exception words
- Listen to, talk about and respond to stories, rhymes and songs with actions, relevant comments, questions, recalling key events and innovating

Understand texts

- Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events
- To begin to interpret stories, rhymes and poems, making suggestions for actions and events
- To listen and sing nursery rhymes and songs
- Talk about elements of a topic using newly introduced vocabulary
- Understand how to listen carefully
- Respond to stories, with actions, relevant comments, questions, recalling key events
- To begin to interpret stories, rhymes, poems, suggesting actions and events (images and text)
- To anticipate key events some as exact repetition and some in their own words

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Writing Milestones	
ELG: Writing Children at the expected level of development will: <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 	
<i>Spell correctly</i>	- Spell words by identifying sounds in them and representing the sounds with a letter or letters
<i>Punctuate accurately</i>	- Write short sentences using a capital letter and full stop
<i>Use sentences appropriately</i>	- Write short sentences with words with known letter-sound correspondence using a capital letter and full stop
<i>Organise writing appropriately</i>	<ul style="list-style-type: none"> - Write simple phrases and sentences that can be read by others - Re-read what they have written to check that it makes sense
<i>Present writing</i>	- Write recognisable letters, most of which are correctly formed

Term 1 - All About Me Phonics		Term 2 - Autumn and Winter Phonics	
All focused learning to be around Phonics during this term. The books below are to share as a class and to inform provision.		All focused learning to be around Phonics during this term. The books below are to share as a class and to inform provision.	
Reading	Writing	Reading	Writing

<p>Lulu's First Day (Anna McQuinn)</p> <p>Colour Monster (Anna Llenas)</p> <p>Ruby's Worry (Tom Percival)</p> <p>We're Going on a Bear Hunt (Michael Rosen)</p> <p>Goldilocks</p> <p>Five Little Pumpkins (poem)</p>	<p><i>Initial Skills:</i></p> <ul style="list-style-type: none"> - Dominant Hand - Tripod Grip - Mark Making - Giving meaning to marks - Writing initial sounds - Writing initial sounds to label characters/ images 	<p>Stickman (Julia Donaldson)</p> <p>Owl Babies (Michael Waddell)</p> <p>T'was the night before Christmas (poem)</p> <p>We're going on an elf chase (Patch Moore)</p> <p>Gingerbread Man</p> <p>Carrot nose (poem)</p>	<ul style="list-style-type: none"> - Name writing - Writing for purpose in role play - Labelling using initial sounds - Story Scribbling - Retelling stories in writing area
Term 3 - Cold Places		Term 4 - Amazing Animals	
Reading	Writing	Reading	Writing
The Light in the Night (Marie Voigt)	Writing CVC words	The Three Little Pigs	Writing captions and labels
			Writing some of the tricky words (I, me, my, like, to, the)
The Three Snow Bears (Jan Brett)	Writing CVC words	Oi Frog (Kes Gray)	Write a simple sentence
	Orally talk a sentence		
Lost and Found (Oliver Jeffers)	Writing CVC, CVCC, CCVC words to label	What the Ladybird Heard (Julia Donaldson)	Write simple sentences
	Orally talk a sentence		
	Sequence a story		
Book Family: Penguin (Polly Dunbar)		Book Family: Crunching, Munching Caterpillar (Sheridan Cain)	
Term 5 - Come Outside		Term 6 - Sea, sand and adventure	
Reading	Writing	Reading	Writing
Jasper's Beanstalk (Nick Butterworth)	Write a simple sentence	The Little Mermaid (Hannah Eliot)	Write sentences using a range of tricky words that are spelt correctly
	Start to think about my own ideas for a sentence		

Enormous Turnip	Write a simple sentence Start to think about my own ideas for a sentence	Lighthouse Keepers Lunch (David and Ronda Armitage)	Write sentences beginning to use full stops, capital letters and finger spaces Write a shopping list
One Springy Day (Nick Butterworth)	Write a sentence and begin to use finger spaces	Meerkat Mail (Emily Gravett)	Postcard
Oliver's Vegetables (Alison Bartlett and Vivian French)	Write a sentence and begin to use finger spaces	Row, Row, Row your Boat	Nursery Rhyme
Book Family: Vegetable Glue (Susan Chandler) Too Many Carrots (Katy Hudson)		Book Family: Billy's Bucket (Kes Gray)	