

The Grove Primary School

English Long Term Plan

EYFS

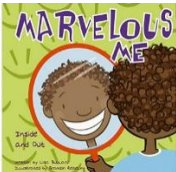
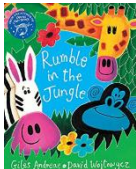
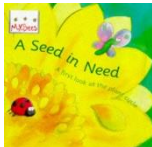


EYFS expectations covered across the year

Reading	Comprehension	Writing	Fine Motor Control	Communication
• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • 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 • 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.	• Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Understand the five key concepts about print: - 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. • Engage in extended conversations about stories, learning new vocabulary. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name • Write some letters accurately. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	• Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient.	• Use a wider range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • 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. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver. • Uses sentences of four to six words e.g. I want to play with cars. Can join up sentences using 'because/ or/ and' and use future and past tense. Can answer simple why questions. • Learn new vocabulary • Use new vocabulary through the

				day. • 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. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts • Learn rhymes, poems and songs. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
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 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.		Children at the expected level of development will: - 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	Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing	Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using

				recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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	Marvellous Me	Fairy Tales	Rumble in the Jungle	Spring into Action	Shiver Me Timbers	On the Move
Text	<u>Marvelous Me by Lisa Bullard</u> 	Week 1: Goldilocks and the Three Bear Week 2: The 3 Billy Goats Gruff Week 3: The 3 Little Pigs Week 4: Little Red Riding Hood Week 5: The Gingerbread Man Week 6: The Jolly Christmas Postman Week 7: The Christmas Story 	<u>Rumble in the Jungle by Giles Andreae</u> 	<u>A Seed in Need by Sam Godwin</u> 	<u>Pirates Love Underpants by Claire Freedman</u> 	<u>Whatever Next by Jill Murphy</u> 
Literacy	To understand print carries meaning To ensure lower case letters are formed correctly Looking at logos and signs	Sharing books together Making story maps Drawing story Mountains What makes a good story? Comparing stories Character and setting descriptions Writing Cards Name Writing	Writing simple sentence Finding rhyming words Stories from other cultures Fact Files Comparing fiction and non-Fiction Introduction to poems Introduction to CVCC words	To look at non-fiction books To sort book from fiction to non-fiction To read and write instructions To write lists	Speech / thinking bubbles To write lists To draw and label maps To understand how to write captions To ensure lower case letters are formed correctly	Story Writing Designing vehicles Making tickets To read with fluency To answer simple comprehension questions

		To ensure lower case letters are formed correctly	To ensure lower case letters are formed correctly	To ensure lower case letters are formed correctly	Message in a bottle Designing a pirate character	To ensure lower case letters are formed correctly To write a letter to thank the NHS
CLL	Name recognition Listening games Following Instructions Listening games	Story Language Retell simple stories using story maps and mountains Repetitive language Listening game Hot Seating The language of stories	Comparing fiction and non-Fiction Introduction to poems Recite simple poems and rhymes To learn simple jungle songs To start the language of debate <i>Is it okay to cut the rainforest down for paper and furniture?</i>	Non-fiction books Instructions List Writing <i>Debate: What is better Easter or Christmas?</i>	Comparing fiction and non-Fiction Making our own poems about pirates Recite simple rhymes and songs <i>Debate: Is it okay to dump rubbish in the sea?</i> Debate:	Working together to discuss and talk about Our Grove Grand Prix Make up a cheerleading song To ask different types of questions using the question hand <i>Debate: Are police officers men?</i>
Sound Write	Unit 1: a, i, m, s, t Unit 2: n, o, p High Frequency words l, is, a	Unit 3: b, c, g, h Unit 4: d, e, f, v Unit 5: k, l, r, u Unit 6: j, w, z High Frequency words the, for, of, are	Unit 7: x, y, ff, ll, ss, zz Unit 8: VCC, CVCC Unit 9 CCVC	Unit 10: CCVCC, CVCCC, CCCVC Unit 11: sh, ch, th, ck, wh, ng, /q/u/	Unit 11: sh, ch, th, ck, wh, ng, /q/u/	Unit 11 Polysyllabic words, bridging and recapping

