

English Long Term Plan – Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	Pre cursive patterns		Easy letters and words l, l, t, u, v, e, c, o. a, d, n, m, h		Harder letters and words j, y, g, q, b, p, k, v, s, r, f, x, z	
Reading	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom 	<ul style="list-style-type: none"> • Begins to be aware of the way stories are structured, and to tell own stories • Recognises familiar words and signs such as own name, advertising logos and screen icons • Knows information can be relayed through signs and symbols in various forms • Handles books and touch screen technology carefully and the correct way up • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness: • Shows awareness of rhyme and alliteration, recognises rhythm in spoken words, songs, poems and rhymes, claps or taps the syllables in words during sound play and hears and says the initial sound in words 	<ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Recall and discuss stories or information that has been read to them, or they have read themselves 	<ul style="list-style-type: none"> • Recognise some written names of peers, siblings • Continues a rhyming string and identifies alliteration. Hears and says the initial sound in words. • Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. • Starts to link sounds to letters, naming and sounding the letters of the alphabet. Begins to link sounds to some frequently used digraphs • Begins to read some high frequency words, and to use developing knowledge of phonics to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play 	<ul style="list-style-type: none"> • Children say a sound for each letter in the alphabet and at least 10 digraphs; • they read words consistent with their phonic knowledge by sound blending; • they read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	

<p>Writing</p>	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings Describes meanings to signs, symbols and words that they see in different places, including those they make themselves 	<ul style="list-style-type: none"> • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> • Gives meaning to the marks they make • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name 	<ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<ul style="list-style-type: none"> • Children write recognisable letters, most of which are correctly formed; • they spell words by identifying sounds in them and representing the sounds with a letter or letters; • they write simple phrases and sentences that can be read by others.
<p>Phonics & Spelling</p>	<p>GPC's: S, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, oo, ar</p> <p>Initial sounds Reception decodable words Reception tricky words.</p>	<p>GPC's: oo, ow, ee, ur, ai, or, oa, er, igh, air, oi, ear, ure</p> <p>Reception decodable words Reception tricky words.</p>	<p>CVCC words CCVC words CVCC words that include previously taught digraphs CCVC words that include previously taught digraphs CCVCC words Revision of all CVC+ combinations and HFWs</p>		

English Long Term Plan – Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	Gross motor skills, fine motor skills, tripod grip, positioning, Letter families, capital letters			Printed letters	Numbers, punctuation marks and symbols	
Reading	<ul style="list-style-type: none"> • Use a variety of cues when reading • Understand how story language works and use some formal elements when re-telling stories • Read stories with predictable and repeated patterns and experiment with similar patterns. • Explore and understand the difference between fiction and non-fiction • Read recounts and begin to recognise generic structures. • Listen to poems talk about likes and dislikes. • Explore acrostic poems 	<ul style="list-style-type: none"> • Re-tell stories and rhymes with predictable and repeating patterns • Retrieve basic information about a character • Re-enact stories in a variety of ways • Make simple notes on a text. • Read and note basic features of simple instructional texts • Identify and appreciate rhyme and alliteration in poetry • Join in with class rhymes and poems 	<ul style="list-style-type: none"> • Locate and read significant parts of the text • Identify and record some key features of story language from a range of stories • Use simple processes for finding out information. • Read a variety of recount texts noting perspective • Link themes in poetry to their own experiences • Explore Shape Poems/Calligrams 	<ul style="list-style-type: none"> • Identify and discuss a range of story themes, collect and compare. • Recognise ways that emphasis has been created in a text. • Understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter. • Identify simple repeating patterns describing the effect. • Perform in unison, following the rhythm of the poem and keeping time. 	<ul style="list-style-type: none"> • Describe story settings and incidents and relate them to own experience and that of others. • Compare and contrast stories with a variety of settings. • Identify descriptive language • Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. • Explore instructional texts • Collect class and individual favourite poems for class anthologies, participate in reading aloud. • Explore riddles 	<ul style="list-style-type: none"> • Identify and discuss different characters • Discuss how characters are described in the text Compare characters from different stories • Become aware of characters and dialogue • Identify simple questions and use text to find answers • Locate parts of text that give particular information. • Make simple comments on aspects such as word combinations, sound patterns and forms of presentation. • Recite some poems in an audible voice by heart performing to others, taking account of punctuation.
Writing	<p>Narrative: Retelling a story with predictable phrases</p> <p>Recount matching</p>	<p>Narrative: Tell a 3 part story about a central character</p> <p>Instructions of how to prepare a recipe</p>	<p>Narrative: Plan and tell a 3 part traditional tale</p> <p>Recount linked to personal experience</p>	<p>Narrative: Retell a familiar story in 3 parts</p> <p>Report based on a character</p>	<p>Narrative: Write a 3 part story based on their own experiences</p> <p>Instructions with expansion</p>	<p>Narrative: Write a story which involves good vs bad</p> <p>Non chronological report</p>

Phonics & Spelling	<p>GPC's: ff, ss, zz, ll, ck, nk, tch, ve, ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oa, oo, oe, ou, ow</p> <p>Year 1 comon exception words</p> <p>The first 100 high frequency words</p> <p>Suffixes ed, s/es, ing, er and est (with no change to the root word)</p>	<p>GPC's: ue, ew, i before y, ie, igh, or, ore, aw, au, air, ear, ear (air), are, y, ph, wh, e, o</p> <p>Prefix un</p> <p>The next 200 high frequency words</p> <p>The k before e, i and y rule.</p>	<p>Review all taught GPC's and rules</p> <p>syllables, compound words, numbers, contractions, days, colours and months</p>
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English Long Term Plan – Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	Letter families, high frequency words, dictation, diagonal join, horizontal joins & sequencing sentences		Word spacing, high frequency words, dictation & times tables		KS1 spelling, punctuation and grammar, dictation, times tables, rhyming words & digraphs	
Reading	<ul style="list-style-type: none"> • Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words • Identify and describe characters, expressing own views and using words and phrases from texts • Identify similarities and differences between fiction and non-fiction • Explore and note features of non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> • Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence. • Be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded • Explain how the main features of non-fiction texts are used • Pose questions for research and read non-fiction to find answers. • Identify and discuss favourite poems and poets 	<ul style="list-style-type: none"> • Discuss reasons for, or causes of, incidents in stories • Identify and compare basic story elements. • Explore patterns of literary language. • Use a contents page and index to navigate a text • Identify how written instructions are organised • Identify and discuss simple poetry patterns and structures • Explore Haikus noting its structure, origin and mood 	<ul style="list-style-type: none"> • Re-tell stories, to give the main points in sequence and pick out significant incidents. • Understand time and sequential relationships in stories, • Identify and discuss reasons for events in stories, linked to plot • Understand how to read different non-fiction texts • Learn about cause and effect non-fiction, the features and language associated with it. • Explore adventurous word choices and 	<ul style="list-style-type: none"> • Predict story endings/incidents, while reading • Make connections by comparing books by the same author • Compare books by different authors on similar themes or with similar characters to evaluate and give reasons • Know that glossaries give definitions and explanations • Explore Shape Poems • Discuss meanings of words and phrases that create humour, and sound effects in poetry and to classify 	<ul style="list-style-type: none"> • Identify typical themes • Understand how to use alphabetically ordered texts to retrieve information • Evaluate the usefulness of a text for its purpose • Listen and read, discussing and expressing views about classic poetry. • Act out a poem using voices and intonation.

	<ul style="list-style-type: none"> • Use dictionaries and glossaries to locate words by using initial letter • Talk about own views, the subject matter and possible meanings in poems • Comment on which words have most effect and why • Explore <i>Diamantes</i> 	<ul style="list-style-type: none"> • Identify alliteration and describe the effect. • Perform individually or together; speaking clearly and audibly. 	<ul style="list-style-type: none"> • Perform poems; use actions and sound effects to add to the poem's meaning. 	explain the effect	poems into simple type <ul style="list-style-type: none"> • To make class anthologies 	
Writing	Narrative: Retell a 3 part story that has a key central character. Non-Chronological report	Narrative: Retell a traditional tale with repeated events Recount in the 1st person	Narrative: 3 part story based on own experience Instructions with expansion	Narrative: Plan and retell a 4 part story Narrative recount	Narrative: Plan and write own 4 part story Non-chronological report with specific form	Narrative: Plan and write a familiar story Persuasive letter
Phonics & Spelling	dge, g making j, soft and hard c, kn, gn, we, le, el, il, al, y (ee), al (or), o (u), ey, w-a (o), w-or (er), w-ar (or), s (zsh), ti, i Rules Vowel suffix drop e Vowel suffix double letter Vowel suffix y to an i, Assess homophones		Consonant suffixes, contractions, possessive apostrophes Review and practise all taught rules and graphemes		Review and practise all taught rules and graphemes	