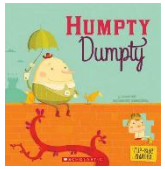
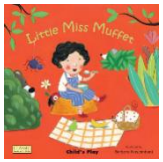
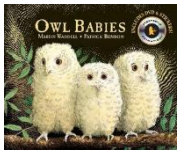
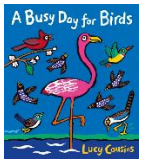
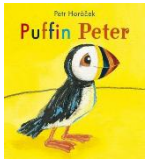
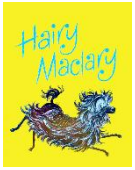
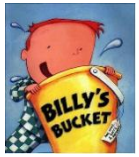
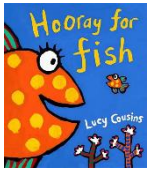
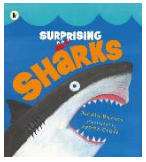
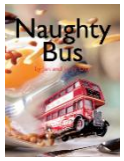
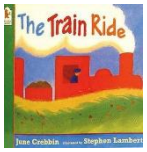
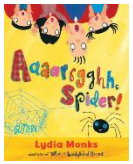
Nursery Long Term English Plan

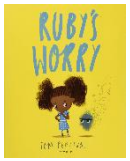
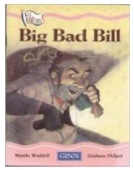
Term	Subject	Overview
Autumn	Writing	**Nursery rhymes** **Brilliant Birds**
	Core Texts	      
	Communication and Language	I know how to pay attention to more than one thing at a time I know a range of new vocabulary which I can use to communicate with others
	Literacy	I know and understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom I know how to spot rhymes and can suggest other rhyming words I know what has happened in the stories we read and can retell main events I know how to count or clap syllables in a word

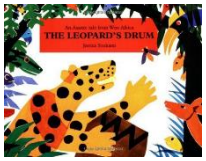
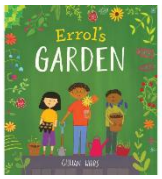
Term	Subject	Overview
	Writing	**Pets/Animals** **Splash!**
	Core Texts	    
Spring	Communication and Language	I know how to pay attention to more than one thing at a time I know a range of new vocabulary which I can use to communicate with others I know that a question or instruction that has two parts and can follow them with support I know how to answer 'why' questions, I know how to Use longer sentences of four to six words.

	Literacy	I know and understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom I know how to spot rhymes and can suggest other rhyming words I know what has happened in the stories we read and can retell main events I know how to count or clap syllables in a word I know how to recognise words with the same initial sound, such as money and mother I know how to engage in extended conversations about stories, learning new vocabulary.

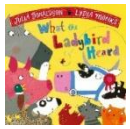
Term	Subject	Overview
	Writing	**How can we get there?** **Mad about Mini beasts**
	Core Texts	    
Summer	**Communication and Language**	I know how to pay attention to more than one thing at a time I know a range of new vocabulary which I can use to communicate with others I know that a question or instruction that has two parts and can follow them with support I know how to answer 'why' questions, I know how to Use longer sentences of four to six words. I know how to express my point of view and to debate when I disagree with an adult or a friend, using words as well as actions. I know how to start a conversation with an adult or a friend and continue it for many turns.
	Literacy	I know and understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom I know how to spot rhymes and can suggest other rhyming words I know what has happened in the stories we read and can retell main events I know how to count or clap syllables in a word I know how to recognise words with the same initial sound, such as money and mother I know how to engage in extended conversations about stories, learning new vocabulary. I know how to use some of their print and letter knowledge in their early writing I know how to Write some or all of their name. I know how to Write some letters accurately

Reception English Long Term Plan

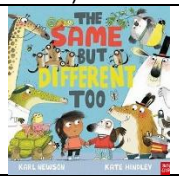
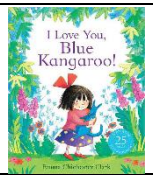
Term	Subject	Overview
Autumn	**Writing**	**Autumn 1 - Friendship- Can we be friends?** **Autumn 2- Who helps us? Visit to Little Town of Play and Library and Pantomime (Oracy Links)**
	Core Texts	   Non-Fiction texts – police, fireman, nurse/doctor, dentist
	Phonics Decoding & Transcription	I know how to say the sounds for individual letters I know how to find information in a non-fiction text and can use vocabulary I have found within them
	Literacy	I know how to retell a story using my own words and new vocabulary I know what key events happen in stories I am familiar with I know some poems, rhymes and songs I know how to listen to a story attentively so I can recall events and answer questions I know how to hold a pencil correctly and form letters can that be read by others

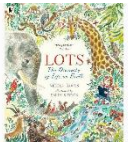
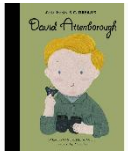
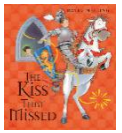
Term	Subject	Overview
	Writing	**Spring 1- What's it like far away? Visit Library** **Spring 2- Can we save the world? Muddy Day event**
	Core Texts	   

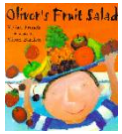
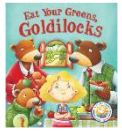
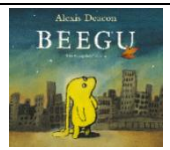
Spring	**Phonics Decoding & Transcription**	I know how to say the sounds for individual letters I know how to blend to read words I know the letter sounds for at least 10 diagraphs I know how to read a simple sentence aloud
	Literacy	I know how to retell a story using my own words and new vocabulary I know what key events happen in stories I am familiar with I know how to use new vocabulary from stories, poems and non-fiction text in discussions I know how to form all letters of the alphabet correctly I know how to write simple sentences that others can read I know how to express my ideas to suggest what might happen and why using new vocabulary I know how to listen to a story attentively so I can recall events and answer questions I know how to hold a pencil correctly and form letters can that be read by others

Term	Subject	Overview
	Writing	**Summer 1- What did Grandma used to read? Visit Library** **Summer 2- What's it like down on the farm? Visit Farm**
	Core Texts	    
Summer	**Phonics Decoding & Transcription**	I know how to say the sounds for individual letters I know how to blend to read words I know the letter sounds for at least 10 diagraphs I know how to read a simple sentence aloud I know how to read some common exception words (red words)
	Literacy	I know how to retell a story using my own words and new vocabulary I know what key events happen in stories I am familiar with I know how to find information in a non-fiction text and can use vocabulary I have found within them I know some poems, rhymes and songs I know how to use new vocabulary from stories, poems and non-fiction text in discussions I know how to form all letters of the alphabet correctly I know how to write simple sentences that others can read I know how to re-read my own work to check for mistakes I know how to express my ideas to suggest what might happen and why using new vocabulary I know how to listen to a story attentively so I can recall events and answer questions I know how to hold a pencil correctly and form letters can that be read by others

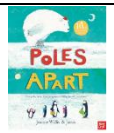
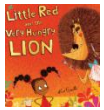
Year 1 English Long Term Plan

Term	Subject	Overview
Autumn	**Writing**	Fiction – Labels, lists and captions - The Same but Different Too Non-Fiction – Recount Writing - Recount of local walk Fiction – Narrative writing - Funny Bones Fiction - I Love You Blue Kangaroo Non-Fiction text - writing facts about toys Poetry – Structured poems – What's in the toy box
	Core Texts	  
	Phonics Decoding & Transcription	The children follow the Phonics Scheme, 'Read Write Inc'. I can recognise, read and write all set 1 sounds and set 2 sounds. I know how to apply phonic knowledge in order to decode unfamiliar words. I can blend familiar sounds to read words accurately.
	Word Reading by Sight	I can read most familiar words from the 100 HFW quickly and accurately by sight. I can read further common exception words including unusual spellings of words. I know how to read words containing common suffixes.
	Word Reading	I know how to apply phonic knowledge and skills as the route to decode words I know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught I know how to read common exception words I know how to read books aloud that are consistent with my developing phonic knowledge without using other strategies to work out words.
	Reading Comprehension	I know how to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently I know how to discuss word meanings, linking new meanings to those already known I know how to make inferences on the basis of what is being said and done I know how to predict what might happen on the basis of what has been read so far I know how to participate in discussion about what is read, taking turns and listening to what others say
	Handwriting	I know how to sit correctly at a table, holding a pencil comfortably and correctly I know how to form lower-case letters in the correct direction, starting and finishing in the right place I know how to form capital letters and form digits 0-9
	Spelling	I know how to make phonically plausible spellings, even if not always correct. I know how to segment spoken words into phonemes and represent them using graphemes, spelling many correctly. I know how to spell some common exception words.
	Writing - vocabulary, grammar and punctuation	I know how to leave spaces between words I know how to use joining words and joining clauses using 'and' I know how to punctuate sentences using a capital letter and a full stop. I know how to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
	Writing Composition	I know how to say out loud what they are going to write about I know how to compose a sentence orally before writing it I know how to discuss what I have written with the teacher or other pupils I know how to read my writing aloud, clearly enough to be heard by my peers and the teacher

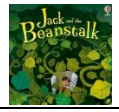
Term	Subject	Overview
Spring	**Writing**	Fact File, Persuasion Text, Biography, Traditional Story , Instructional Text, Adventure Story
	Core Texts	     
	Phonics Decoding & Transcription	The children follow the Phonics Scheme, 'Read Write Inc'. I can recognise, read and write all set 1 sounds and set 2 sounds. I know how to apply phonic knowledge in order to decode unfamiliar words. I know how to blend familiar sounds to read words accurately. I can read 'real' and 'alien' words in preparation for the Phonics screening
	Word Reading	I know how to apply phonic knowledge and skills as the route to decode words I know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught I know how to read books aloud that are consistent with my developing phonic knowledge without using other strategies to work out words. I know how to reread these books to build up their fluency and confidence in word reading
	Reading Comprehension	I know how to discuss word meanings, linking new meanings to those already known I know how to draw on what I already know and use vocabulary provided by the teacher. I know how to talk about the significance of the title and events I know how to make inferences on the basis of what is being said and done I know how to predict what might happen on the basis of what has been read so far I know how to participate in discussion about what is read, taking turns and listening to what others say
	Handwriting	I know how to sit correctly at a table, holding a pencil comfortably and correctly I know how to form lower-case letters in the correct direction, starting and finishing in the right place I know how to form capital letters and form digits 0-9 I understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practise these.
	Spelling	I know that spelling involves segmenting words into phonemes and represent all the phonemes by graphemes in the right order. I know how to make phonically plausible spellings, even if not always correct. I know how to segment spoken words into phonemes and represent them using graphemes, spelling many correctly. I know how to spell some common exception words.
	Writing - vocabulary, grammar and punctuation	I know how to leave spaces between words I know how to use joining words and joining clauses using 'and' I know how to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark I know how to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
	Writing Composition	I know how to say out loud what they are going to write about I know how to compose a sentence orally before writing it I know how to discuss what I have written with the teacher or other pupils I know how to read my writing aloud, clearly enough to be heard by my peers and the teacher

Term	Subject	Overview
Summer	**Writing**	Non-Fiction – Instructional Text, Persuasion Text, Narrative Writing, Letter Writing, Newspaper Report, Adventure Story,
	Core Texts	     
	Phonics Decoding & Transcription	The children follow the Phonics Scheme, 'Read Write Inc'. I can recognise, read and write all set 1 sounds and set 2 sounds. I can sound out unfamiliar words and read aloud books closely matched to my improving phonic knowledge. I know how to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far I can read 'real' and 'alien' words in preparation for the Phonics screening
	Word Reading	I know how to apply phonic knowledge and skills as the route to decode words I know the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes and can respond speedily. I know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught I know how to read other word of more than one syllable that contain taught GPCs
	Reading Comprehension	I know how to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently I know how to discuss word meanings, linking new meanings to those already known I know how to draw on what I already know and use vocabulary provided by the teacher. I know how to make inferences on the basis of what is being said and done I know how to predict what might happen on the basis of what has been read so far I know how to participate in discussion about what is read, taking turns and listening to what others say
	Handwriting	I know how to sit correctly at a table, holding a pencil comfortably and correctly I know how to form lower-case letters in the correct direction, starting and finishing in the right place I know how to form capital letters and form digits 0-9 I understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practise these.
	Spelling	I know that spelling involves segmenting words into phonemes and represent all the phonemes by graphemes in the right order. I know how to do this both for single-syllable and multi-syllabic words. I know how to make phonically plausible spellings, even if not always correct. I know how to segment spoken words into phonemes and represent them using graphemes, spelling many correctly. I know how to spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week.
	Writing - vocabulary, grammar and punctuation	I know how to leave spaces between words I know how to use joining words and joining clauses using 'and' I know how to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark I know how to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
	Writing Composition	I know how to say out loud what they are going to write about I know how to compose a sentence orally before writing it I know how to sequence sentences to form short narratives I know how to re-read what I have written to check that it makes sense I know how to discuss what I have written with the teacher or other pupils

Year 2 English Long Term Plan

Term	Subject	Overview
Autumn	**Writing**	Fiction – Simple sentences, Story retell oral, Sequencing oral. Character description – adjectives – oral/simple sentences Non-Fiction – Information writing – Spelling/Grammar. Use of headings, Organisation of information
	Core Texts	  
	Phonics Decoding & Transcription	The children follow the Phonics Scheme, 'Read Write Inc'. I know how to apply phonic knowledge in order to decode unfamiliar words. I know how to blend familiar sounds to read words accurately.
	Word Reading by Sight	I can read most familiar words quickly and accurately by sight. 100 HFW
	Word Reading	I know how to apply phonic knowledge in order to decode unfamiliar words. I know how to blend familiar sounds to read words accurately. I know how to sound out unfamiliar words and read aloud books closely matched to my improving phonic knowledge.
	Reading Comprehension	I know how to listen to and respond to a wide range of poetry, stories and non- fiction beyond my independent reading ability. I know how to sequence events in books through discussion. I know that non-fiction books can be structured in different ways. I know the meaning of new words through discussion and links to known vocabulary. I know how to make inferences on the basis of what is being said and done. I know how to ask and answer questions. I know how to predict what might happen on the basis of what has been read so far.
	Handwriting	I know how to form lower-case letters of the correct size relative to one another. I know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. I know how to use spacing between words that reflects the size of the letters.
	Spelling	I know that spelling involves segmenting words into phonemes and represent all the phonemes by graphemes in the right order. I know how to segment spoken words into phonemes and represent them using graphemes, spelling many correctly.
	Writing - vocabulary, grammar and punctuation	I know how to use familiar punctuation correctly including full stops, capital letters. I know how to use adjectives.
	Writing Composition	I know how to write narratives about personal experiences and those of others (real and fictional). I know how to write about real events. I know how to write for different purposes. I know how to plan my writing by saying aloud what I am going to write. I know how to write down ideas and/or key words, including new vocabulary.

Term	Subject	Overview
Spring	**Writing**	Fiction, Setting, character description, persuasive writing, diary writing, Non-Fiction Biography, character description, extended noun phrases. Past tense Sequencing/Retell, Non-chronological report, Information writing. Letters/Diary extract/Newspaper reports
	Core Texts	  
	Phonics Decoding & Transcription	The children follow the Phonics Scheme, 'Read Write Inc'. I know how to apply phonic knowledge in order to decode unfamiliar words. I know how to blend familiar sounds to read words accurately.
	Word Reading by Sight	I can read most familiar words quickly and accurately by sight. 100 HFW I can read further common exception words including unusual spellings of words.
	Word Reading	I know how to apply phonic knowledge in order to decode unfamiliar words. I know how to blend familiar sounds to read words accurately. I know how to read words of 2 or more syllables containing familiar sounds. I can read most familiar words quickly and accurately by sight. I know how to sound out unfamiliar words and read aloud books closely matched to my improving phonic knowledge.
	Reading Comprehension	I know how to listen to and respond to a wide range of poetry, stories and non- fiction beyond my independent reading ability. I know how to sequence events in books through discussion. I know that non-fiction books can be structured in different ways. I know the meaning of new words through discussion and links to known vocabulary. I know how to draw on my previous knowledge and vocabulary provided by the teacher. I know how to make inferences on the basis of what is being said and done. I know how to ask and answer questions. I know how to predict what might happen on the basis of what has been read so far.
	Handwriting	I know how to form lower-case letters of the correct size relative to one another. I know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. I know how to use spacing between words that reflects the size of the letters.
	Spelling	I know that spelling involves segmenting words into phonemes and represent all the phonemes by graphemes in the right order. I know how to do this both for single-syllable and multi-syllabic words. I know how to make phonically plausible spellings, even if not always correct. I know how to segment spoken words into phonemes and represent them using graphemes, spelling many correctly. I know how to spell common exception words.
	Writing - vocabulary, grammar and punctuation	I know how to use familiar punctuation correctly including full stops, capital letters. I know how to use adjectives, adverbs, question marks, exclamation marks and commas for lists. I know how to write expanded noun phrases to describe and specify. I know how to use the present and past tenses correctly and consistently, including the progressive form.
	Writing Composition	I know how to write narratives about personal experiences and those of others (real and fictional). I know how to write about real events. I know how to write for different purposes. I know how to write sentences with different forms: statement, question, exclamation, command. I know how to plan my writing by saying aloud what I am going to write. I know how to write down ideas and/or key words, including new vocabulary. I know how to evaluate my writing with the teacher and other pupils.

Term	Subject	
Summer	**Writing**	Retell, setting description. Newspaper report writing, non-chronological report, letter writing. Biographies. Visit to Beaumont park
	Core Texts	   
	Phonics Decoding & Transcription	I know how to apply phonic knowledge in order to decode unfamiliar words. I know how to blend familiar sounds to read words accurately. I know how to read words of 2 or more syllables containing familiar sounds. I know how to sound out unfamiliar words and read aloud books closely matched to my improving phonic knowledge.
	Word Reading by Sight	I can read most familiar words quickly and accurately by sight. 100 HFW I can read further common exception words including unusual spellings of words. I know how to read words containing common suffixes.
	Word Reading	I know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught I know how to read common exception words I know how to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings I know how to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
	Reading Comprehension	I know how to listen to and respond to a wide range of poetry, stories and non- fiction beyond my independent reading ability. I know how to sequence events in books through discussion. I know that non-fiction books can be structured in different ways. I know the meaning of new words through discussion and links to known vocabulary. I know how to draw on my previous knowledge and vocabulary provided by the teacher. I know how to make inferences on the basis of what is being said and done.
	Handwriting	I know how to form lower-case letters of the correct size relative to one another. I know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. I know how to use spacing between words that reflects the size of the letters.
	Spelling	I know that spelling involves segmenting words into phonemes and represent all the phonemes by graphemes in the right order. I know how to do this both for single-syllable and multi-syllabic words. I know how to segment spoken words into phonemes and represent them using graphemes, spelling many correctly. I know how to spell common exception words.
	Writing - vocabulary, grammar and punctuation	I know how to use adjectives, adverbs, question marks, exclamation marks and commas for lists. I know how to use apostrophes for contracted forms and the possessive (singular). I know how to add suffixes to spell longer words eg –ment, –ness, –ful, –less, -ly. I know how to use the present and past tenses correctly and consistently, including the progressive form. I know how to use subordination in my writing (using when, if, that, or because) and co-ordination (using or, and, or but).
	Writing Composition	I know how to write for different purposes. I know how to write sentences with different forms: statement, question, exclamation, command. I know how to plan my writing by saying aloud what I am going to write. I know how to make simple additions, revisions and corrections to my own writing. I know how to evaluate my writing with the teacher and other pupils. I know how to reread to check that my writing makes sense.

		I know how to proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). I know how to write narratives about personal experiences and those of others (real and fictional).