



English Long Term Plan

EYFS 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider curriculum focus	<i>PSHE/transition/ Settling – All about me</i> <i>Science – What do we notice</i>	<i>History – I remember.</i> <i>Family Tree</i>	<i>Science – What do we notice?</i>	<i>Geography – Where are we? Where shall we go?</i>	<i>Science – What do plants need to grow?</i>	<i>RE - How can we be kind to others?</i>
WRITING						
Purpose of writing	Writing to inform / entertain	Writing to inform	Writing to inform	Writing to entertain	Writing to entertain	Writing to entertain
'Driver' Text	Out & about poetry – Shirley Hughes A New House for Mouse by Petr Horacek	The Gruffalo and the Gruffalo's child by Julia Donaldson	Jack Frost by Kazuna Kohara Out & about poetry – Shirley Hughes Bedtime for monsters by Ed Vere	The Naughty Bus by Jan Oke	Argh Spider by Lydia Monks	Bog Baby – Jeanne Willis
Writing Outcomes	Writing about family. Labelling family portrait.	Writing about when I was a baby. Labelling animals Speech/thought bubbles Recipes Christmas cards	Winter facts Dictated short sentences Character Descriptions	Writing directions Speech/thought bubbles Addresses Song writing	Instructions for planting Bookmaking Information writing about spiders	Labels Lists Character Descriptions Story retelling Notes to friends
Reading & supplementary texts	Fiction: Hello, Friend! (transition) Happy in Our Skin A New House for Mouse Leaf Man The Giant Turnip Traditional Stories (All Year) Non –fiction: Out and About (Poetry)	Fiction: Everywhere Bear Traditional Stories (All Year) Non –fiction:	Fiction: Where the wild things are The Colour Monster Two Monsters Not Now, Bernard (Winter Focus) Jack Frost I Love the Seasons: Winter The Snowy Day The Snowflake I Definitely Don't Like Winter Sleep: A Hibernation Story	Fiction: Traditional Stories (All Year) Non –fiction: How to find a fruit bat	Fiction: Traditional Stories (All Year) Errol's garden – Gillian Hibbs Eddie's garden – Sarah Garland Non –fiction: Mad about minibeasts –Giles Andreae & David Wojtowycz	Fiction: Anna Hibiscus' Splash Traditional Stories (All Year) Non –fiction:



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			Non –fiction: First Facts: Seasons Project Weather			
Opportunities for oracy	Circle time - adult modelled, play – modelled, Verbalise learning, discussions during play, Thinking/talking/doing, Well planned guided choosing which will encourage discussion and co-operation. Singing songs/ rhymes	Opportunities for children to speak in front of others – memory boxes verbalise learning, Singing songs/ rhymes Joining in with repeated phrases from traditional stories. Well planned guided choosing which will encourage discussion and co-operation.	Talk about findings of experiments – share findings Asking questions Singing Songs/Rhymes Oral retelling of stories. Well planned guided choosing which will encourage discussion and co-operation.	Talk about places we have visited with our family, Talking about where we live, where Anna Hibiscus lives. Discuss similarities and differences. Use of immersive classroom to encourage discussion within class. Singing songs/ rhymes Joining in with repeated phrases from traditional stories. Well planned guided choosing which will encourage discussion and co-operation.	Whole class discussion on what plants need to grow. How can we find out. Singing songs/ rhymes Joining in with repeated phrases from traditional stories. Well planned guided choosing which will encourage discussion and co-operation.	Class discussion about what is in the bucket. Singing songs/ rhymes Joining in with repeated phrases from traditional stories. Well planned guided choosing which will encourage discussion and co-operation.



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SPAG Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	Can spell their first name correctly (some letters may be in wrong position or reversed letters.) With support can spell simple CVC words (some letters may be reversed)		Can confidently spell simple CVC words (using taught graphemes) With support can spell words that include taught graphemes. Can begin to spell words by identifying the sounds they can hear (Supported by Little Wandle).		With support, can spell their surname correctly (This maybe earlier for some children) Can spell some high frequency words Can spell words by identifying sounds in them and representing the sounds with a letter or letters (using taught graphemes).	
Punctuation	With support, can write their first name with a capital letter		To have an understanding of what a capital letter and full stop is. With support, can leave finger spaces between words		With support, can write their surname with a capital letter. Can confidently recognise the capital letter and corresponding lower case letter Can write short sentences using a capital letter and full stop Can leave finger spaces between words	
Vocabulary and Grammar	To use the terminology: sound, letter, word. Is beginning to use new vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" To begin to ask questions to find out more.		With increasing confidence, can use new vocabulary. Begin to articulate their ideas and thoughts in well-formed sentences When talking, can connect one idea or action to another using 'and'. E.g. I'm going to tidy up and then I'm going to go outside."		Is beginning to use new vocabulary in different contexts e.g. "I looked in my bucket and I saw..." With increasing accuracy, can mostly speak using the correct past, present or future tense e.g. I walked to the park, I am going on holiday. To know a sentence must make sense When talking, can connect one idea or action to another using a range of connectives. E.g. I need to put my hood up because it is raining outside."	