



Our Lady of Walsingham Catholic Primary School
 Early Years Foundation Stage: English Long Term Plan



Autumn Term	Key Texts	Phonics (to include a balance of decoding and encoding, word, sentence and text level work)	Reading	Writing
Autumn 1	Starting School The Enormous Turnip Farmer Duck Old Macdonald had a Farm Jack and the Beanstalk (Subject to change)	Initial Sounds: m,a,s,d,t,i,p,g,o,c,k	<ul style="list-style-type: none"> Identifying my name Knowing how to handle a book Print awareness Knowing that sounds have a corresponding grapheme. Early blending of CV,VC and CVC words. Follow a story and talk about what I have heard. (Sound Blending books and Red Ditties)	<ul style="list-style-type: none"> Making marks to represent meaning. Represent my name using some letters. Begin to hold a pencil effectively. Represent some letters Lower case letter formation of sounds learnt in phonics.
Autumn 2	The Story of Rama and Sita The Town Mouse and the Country Mouse The Story of Hannukah The Christmas Story Little People, Big Dreams: Mahatma Gandhi (Subject to change)	Initial Sounds: f,e,l,h,r,j,v,y,w,x,z <i>High Frequency words Set 1, 2, 3 and 4.</i>	<ul style="list-style-type: none"> To blend words containing taught graphemes. To begin to read HFW which have been taught (Set 1 – 5) To use finger when reading and know that text goes from right to left. To answer simple questions about a text. (Sound Blending books and Red Ditties)	<ul style="list-style-type: none"> Writing my name Hold a pencil effectively Represent some letters Lower case letter formation of sounds learnt in phonics <p>Genres: labels, lists, letter writing to Santa.</p>

Summer	Key Texts	Phonics	Reading	Writing
Summer 1	Peepo The Shopping Basket	(ir,er,ur) (ou, ow) Oo	<ul style="list-style-type: none"> Continue to listen to and engage in discussions relating to stories, poems and non fiction texts. 	<ul style="list-style-type: none"> To hold a sentence in my head To know that a sentence needs a capital letter, full stop and finger
	Don't Forget the Bacon The Emperor's New Clothes Baby The Gruffalo's Child, One Snowy Night	HFW: recap Set 1, m1. Teach sets 12, 13 and 14	Reading <ul style="list-style-type: none"> To read with increasing confidence words containing graphemes taught so far. To answer simple questions about we 	Writing <ul style="list-style-type: none"> To hold a sentence/caption in my head. To represent phonemes learnt so far with the corresponding grapheme
	<ul style="list-style-type: none"> The story of the Chinese Zodiac This is not my hat The Runaway Wok The Emperor's New Clothes (Subject to change)	HFW: recap Set 1 -4, teach sets 5,6 and 7.	<ul style="list-style-type: none"> To read with increasing confidence HFW from last term. To follow a text by using the point and sweep method. To answer simple questions about a text. To retell a story they have heard. (Green Storybooks if ready)	<ul style="list-style-type: none"> To identify the initial, middle and end sounds to help me write. To write simple captions. To know that we need fingers spaces between words To begin to read what I have written. Letter formation: Capital Letters. Genres: Non – fiction caption writing.
Spr 2	<ul style="list-style-type: none"> The Very Hungry Caterpillar, Lazy Sloth, Quiet Cricket etc. Tadpole's Promise. Stories set in Spring. Little People, Big Ideas: David Attenborough, Mary Anning. (Subject to change)	(ay,ai) (ee, ea) (oo, ew) (oi, oy) igh (ow, oa) HFW: recap Set 1-7, teach sets 8,9,10 and 11	<ul style="list-style-type: none"> To begin to read whole texts with increasing confidence. To read some well known words on sight To continue using the point and sweep method. To begin to explore poems, stories and non fiction texts using the 'Book Talk' lenses. (Purple Storybooks if ready)	<ul style="list-style-type: none"> To hold a sentence in my head. To represent phonemes learnt so far with the corresponding grapheme. To know that we need fingers spaces between words. To write simple sentences To begin to read what I have written Letter formation: Capital Letters Genres: Story writing

	(Subject to change)		<p>have read.</p> <ul style="list-style-type: none"> To become more fluent when reading at sentence and text level. <p>(Pink storybooks if ready)</p>	<p>graphemes.</p> <ul style="list-style-type: none"> To write sentences that I can read. To form most letters correctly. <p><i>Genres: Stories and Recounts</i></p>
Summer 2	<p>The Owl who was Afraid of the Dark. Meerkat Mail My Boomerang Won't Come Back Over in Australia Love from Australia The Koala who Could</p> <p>(Subject to change)</p>	<p>ar, or, air, le Review all sounds learnt so far this year HFW: recap Sets 1 – 14, teach sets 15,16,17 and 18.</p>	<p>ELG: Demonstrate understanding of what has been read to them by retelling using own words and new vocab. Anticipate key events in stories. Use and understand new vocab when discussing texts and engaged in play. Say a sound for each letter of the alphabet and at least 10 digraphs. Read words consistent with phonic knowledge by sound blending. Read aloud simple sentences by sound blending and read some HFW.</p> <p>(Pink Storybooks if ready)</p>	<p>ELG: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing them with appropriate graphemes. Write simple phrases and sentences that can be read by others. (to begin using key features of a given genre) <i>Genres: Diaries and postcards.</i></p>