

English Long Term Plan Foundation Stage 2022-2023

	Autumn 1 (7)	Autumn 2 (8)	Spring 1 (7)	Spring 2 (5)	Summer 1 (6)	Summer 2 (6)	
	Let's Explore Build it Up	Marvellous Machines Puppets and Pop Ups	Long Ago Stories and Rhymes	Ready, Steady Grow Signs of Spring	Animal Safari Creep, Crawl and Wriggle	On the Beach Moving On	
Foundation Stage	English Texts The Colour Monster The Colour Monster Goes to School We're Going on a Bear Hunt In Every House, On Every Street Mr Gumpy's uting The Three Little Pigs	Dipal's Diwali Sparks in the Sky What do Machines do all Day? Machine Poems Rusty the Squeaky Robot The Christmas Story Tom's Magnificent Machines Stickman	Rosie's Hat Peepo Coming to England The Smartest Giant in Town The Gingerbread Man	The Gigantic Turnip Jack and the Beanstalk Handa's Surprise Rosie's Walk Oliver's Vegetables The Bog Monster	Rumble in the Jungle A First Book of Animals Little Red and the Very Hungry Lion Hello, Hello Superworm	Lucy and Tom at the Seaside Who's Hiding at the Seaside Somebody Swallowed Stanley Pirates Love Underpants Paper Dolls	
	Text Type and Outcome	Fiction	Fiction Poetry Non- Fiction	Fiction Auto- Biography	Fiction	Poetry Non – Fiction Fiction	
	Grammar and Punctuation	Through shared reading and writing and modelling of writing, children will be taught to use:				Through shared reading and writing and modelling of writing, children will be taught to use:	
		<ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces 				<ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces <p>In this term, children will be introduced to adjectives and will begin to identify them in texts and use them in their independent writing.</p>	
	ELS	Phase 2 /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /ck/ /e/ /u/ /r/ HRS: I, the, no, put, of, is, to, go, into	Phase 2/ Phase 3 Assess and review /h/ /b/ /f/ /ff/ /l/ /ll/ /j/ /v/ /w/ /x/ /y/ /z/ /qu/ /ch/ /sh/ /th/ /ng/ nk/ /ai/ /ee/ /igh/ /oa/ HRS: pull, as, his, he, she, buses, we, me, be, push, was, her	Phase 3 Assess and Review <u>/oo/ (book) /ar/ /ur/ /oo</u> <u>(food) /or/ /ow/ /oi/ /ear/</u> <u>/air/ /ure/ /er/ /oa/</u> HRS: my, you, they, all, are, when, what	Assess and Review Phase 3 HRS: said, so, have, were, out, like, some, come, there, little, one, do, children, love	Phase 3 and Phase 4 Assess and Review P3 Phase 4 CVCC – ed /ed/ CCVC -ed /t/ CCVC -ed /d/ CCCVC	Phase 5 introduction /ay/ /ou/ /ie/ /ea/ /le/ /oy/ /ir/ /ue/ /aw/ /wh//ph/ /ew/ /oe/ /au/ /ey/ /a-e/ /e-e/ HRS: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked
	Phonics and Word Reading	Through word reading pupils are taught to:					
		<ul style="list-style-type: none"> - 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 some common exception words matched to the school's phonic programme. (ELS) - Read simple phrases and sentences made up of words known letter sound correspondences and, where necessary, a few exception words. 					
	Reading skills (Comprehension)	Through Comprehension skills, pupils are taught to:					
		<ul style="list-style-type: none"> - 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. - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment - Enjoy looking at books and sharing stories. 					
	Handwriting	Pupils are taught to:					
		<ul style="list-style-type: none"> - Write recognisable letters, both lower case and capital letters, most of which are correctly formed. 					

	Writing	<p>Through writing, pupils are taught to:</p> <ul style="list-style-type: none">- 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, that can be read by others.- Re-read what they have written to check that it makes sense.
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