



Our Long term plan in English is linked to our topic where relevant. Each half term is based on a key text with a genre outcome.

Summer Reception

		Summer 1	Summer 2
		Fiction –  Key Text: Whatever Next! Focus: application of phase 2, 3 and 4 phonics, use of finger spaces Outcome: To write a sentence using finger spaces Key Skills: write simple sentences with finger spaces, write words using phase 2/3 phonics, write some common exception words Oracy skills: Use of Talk partners, verbal recall, new vocab and talking groups	Fiction  Key Text: That's Not My... Koala Focus: application of phase 2, 3 and 4 phonics, use of finger spaces Outcome: To write sentences using finger spaces (UW) Key Skills: write simple sentences with finger spaces, write words using phase 2/3 phonics and write some common exception words and continue to use story maps. Oracy skills: Use of Talk partners, verbal recall, new vocab and talking groups:
		Nursery Rhymes: <u>SUMMER 1</u> London Bridge Little Miss Muffet Down in the Jungle I had a little nut tree Oranges and Lemons	<u>SUMMER 2</u> 5 Little Monkeys swinging in the tree The Queen of Hearts Apples and Bananas My Bonnie lies over the ocean Bobby Shaftoe 10 Fat Sausages
	Listening, Attention and Understanding	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. To understand how and why questions To listen and begin to respond to ideas expressed by others in conversation or discussion. To respond to instructions with more than one step 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding Make comments about what they have heard and ask questions to clarify their understanding. Listen to selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Speaking	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate To use stories to encourage language play including intonation. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> To use stories to encourage language play including intonation. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	

		<ul style="list-style-type: none"> Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate To speak in full sentences and speak with conjunctions and in past, present and future tenses.
	Composition	<ul style="list-style-type: none"> To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To sequence familiar stories To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes 	<ul style="list-style-type: none"> To reread what they have written to check it makes sense. To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes
	Writing	<ul style="list-style-type: none"> To use the correct letter formation of taught letters To recall the order of words in a sentence. To put finger spaces between words and to use known words. To begin to read my sentence. 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.