



English Long-Term Plan

Reception	
Grammar & Punctuation	
Nouns & Adjectives	<ul style="list-style-type: none"> Use pronouns (he, she, it) in oral sentences. Use adjectives when orally rehearsing sentences for writing.
Verbs	<ul style="list-style-type: none"> Orally use verbs in a sentence. Use correct grammatical form of the verb. <i>I swimm<u>e</u>d v I swam</i>
Sentence Type	<ul style="list-style-type: none"> Orally compose a simple sentence with subject and verb. Break down and organise thoughts into simple sentences. Orally compose a simple sentence using joining words such as <i>because</i> or <i>and</i>.

Reception	
Writing	
Planning, drafting and editing	<ul style="list-style-type: none"> Compose a sentence orally before writing. Rehearse a sentence out loud before writing it. <hr/> <ul style="list-style-type: none"> With adult support, begin to make a change to orally composed sentences. <hr/> <ul style="list-style-type: none"> Check written work by reading work back and make changes where necessary with adult support.
Audience, Purpose and Structure	<ul style="list-style-type: none"> Experience a range of writing opportunities for a wide range of purposes. Understand that stories have a structure (beginning, middle and end). Understand that simple factual sentences linked together based around a theme create a nonfiction text. Apply concepts about print in their writing, e.g. left to right, top to bottom. Understand the purpose of different writing (e.g. lists, captions, narratives)
Transcription	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. Use a tripod grip of a pencil/pen. Write lower case and capital letters of the alphabet mostly in the correct direction, starting and finishing in the right place. Begin to use appropriate spacing between words. Form digits 0-9 correctly.
Spelling	<p style="background-color: yellow; display: inline-block; padding: 2px;">PLEASE ADD YOUR SCHOOL'S OWN CURRICULUM IN HERE IN LINE WITH SPECIFIC PHONICS SCHEME</p>

Reception	
Reading	
Phonics and Decoding	<ul style="list-style-type: none"> Continue a rhyming string and identify alliteration. Orally segment the sounds in simple words and blend them together. Link sounds to letters naming and sounding the letters of the alphabet. Link sounds to some frequently used digraphs e.g. <i>sh, th, ee</i>. Read simple phonetically decodable words and simple sentences.
Common Exception Words	<ul style="list-style-type: none"> Read some common exception words in line with school's phonic scheme.
Fluency	<ul style="list-style-type: none"> Introduce a storyline or narrative into their play. Read simple sentences with some intonation and expression. Reread books showing increased accuracy and automaticity. Read decodable texts by phrasing three words at a time with some attention to expression. Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading.
Narrative Technique	Reading Picture Books: <ul style="list-style-type: none"> Discuss characters' feelings in stories. Exposure to narratives from 1st and 3rd person point of view without overt reference Read narratives from different settings. Retell stories orally. Begin to sequence beginning, middle and end of stories.
Explore and Debate	<ul style="list-style-type: none"> Follow a story without pictures and props. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Understand questions such as why, how and when Engage with books and other reading material at an increasingly deeper level, using their knowledge of language structure, subject knowledge and illustrations to interpret the text. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.
Authorial Intent	<ul style="list-style-type: none"> Understand that authors write the words and stories, while illustrators create the pictures. Distinguish between fiction and non-fiction. Describe main story settings, events and principal characters in increasing detail. Recall and discuss stories or information that has been read to them, or they have read themselves. Offer explanations for why things might happen.
Inference and Prediction	<ul style="list-style-type: none"> Begin to show understanding of principal characters within a story by making simple predictions. Offer explanations for why things might happen.
Poetry	<ul style="list-style-type: none"> Recognise rhythm in spoken words. Use rhyme and alliteration. Extend and build on a set repertoire of rhymes and songs.
Non-Fiction	<ul style="list-style-type: none"> Know that information can be retrieved from books and digital print. Draw upon knowledge from non-fiction texts.

Reception	
Oracy	
Voice and Body Language	<ul style="list-style-type: none"> Speak clearly with appropriate volume. Look at who is talking and who they are talking to. Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing. Use talk in play to practise new vocabulary e.g. lighter, heavier. Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'.
Vocabulary, Language and Rhetorical Techniques	<ul style="list-style-type: none"> Use 'because' to develop ideas. Make relevant contributions that match what has been asked. Ask simple questions. Describe events that have happened in detail.
Content, Structure, Clarifying and Summarising, Self-Regulation and Reasoning	<ul style="list-style-type: none"> Speak clearly with appropriate volume. Look at who is talking and who they are talking to. Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing. Use talk in play to practise new vocabulary e.g. lighter, heavier. Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'.
Working with others, Listening and Responding, Confidence in Speaking, Audience and Awareness	<ul style="list-style-type: none"> Use 'because' to develop ideas. Make relevant contributions that match what has been asked. Ask simple questions. Describe events that have happened in detail.



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