

**English Long Term Plan**  
**Greenfinch 2023-2024**

Greenfinch	Autumn 1 Dreams & Ambitions	Autumn 2 Journeys Through Time	Spring 1 Extreme Earth	Spring 2 Creatures Great and Small	Summer 1 Around the World	Summer 2 Express Yourself
Topic Focus	Superheroes	A Toy Story	Weather – hot and cold	The Smallest and the Largest	Our Village	Sculpture and Statues
Purpose of writing	Write to Entertain	Write to Inform/Explain	<b>Write to Entertain/explain</b>	Write to entertain/inform	Write to inform	Write to explain /entertain
Suggested Texts	Superheroes Don't Get Scared... Or Do They? By Kate Thompson & Clare Elsom  Supertato by Sue Hendra & Paul Linnet  Traction Man Is Here by Mini Grey  A Superpower Like Mine by Dr. Ranj Singh & Liam Darcy	That Rabbit Belongs to Emily Brown by Cressida Cowell & Neal Layton  The Lost Property Office by Emily Rand  The Paper Dolls by Julia Donaldson & Rebecca Cobb  Lost in the Toy Museum: An Adventure by David Lucas	Blue Penguin by Petr Horáček  The Snowflake Mistake by Lou Treleven  The Weather Girls by AKI Delphine Mach	The Bumblebear by Nadia Shireen  Tad by Benji Davies  Lifesize by Sophy Henn	Home by Carson Ellis  In Every House on Every Street by Jess Hitchman & Lili La Beleine  Everybody's Welcome by Patricia Hegarty	The Most Magnificent Thing Hardcover by Ashley Spires  Look! Look! Look! at Sculpture by Nancy Elizabeth Wallace  Matisse's Magical by Tim Hopgood  I Am An Artist by Marta Altés
Writing Outcomes	Recognising and writing own name  How to treat books and telling a story through pictures  Mark making	Sequencing stories  Writing captions/labels  (Letters to Santa & Christmas Cards)	Retelling story  Forming simple sentences with help	Animal poems  Non-fiction sentences/ fact files	Postcards	Instructional writing
	Simple sentences with gaps between words and some punctuation	Labels and captions Sequencing  (Letters to Santa &	Retelling of a tale  Simple story	Learning and performing poems  Writing poems (haiku)	Postcards  Letters	Instructions  Simple story

**English Long Term Plan**  
**Greenfinch 2023-2024**

		Christmas Cards)	Comparisons	Fact files		
Phonics/ Spelling	<p>Phase 1 Recap: Seven aspects: environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds, oral segmenting and blending.</p> <p>Phase 2: an introduction to letter sounds, blending and segmenting, reading and writing sounds, high frequency and fast words, learning to write simple CVC words, reading and writing simple captions. Learning to write simple sentences.</p>	<p><b>Phase 2:</b> an introduction to letter sounds, blending and segmenting, reading and writing sounds, high frequency and fast words, learning to write simple CVC words, reading and writing simple captions. Learning to write simple sentences.</p>	<p>Phase 3: reinforce all letters sounds and continue to introduce phase 3 phonemes and graphemes, blend and segment words containing all sounds at phase 2 and 3, learn to read phase 3 fast words, spell 'the/to/l/no/go. Writing sentences using simple punctuation.</p>	<p>Phase 3: reinforce all letters sounds and continue to introduce phase 3 phonemes and graphemes, blend and segment words containing all sounds at phase 2 and 3, learn to read phase 3 fast words, spell 'the/to/l/no/go. Writing sentences using simple punctuation.</p>	<p>Phase 4: Becoming independent in reading and writing. Write short sentences with increased accuracy. Use and apply phonics in reading and writing activities.</p>	<p>Phase 4: Becoming independent in reading and writing. Write short sentences with increased accuracy. Use and apply phonics in reading and writing activities.</p>
	<p>Phase 3 and 4 Recap</p> <p>Naming letters in the alphabet in order</p> <p>Words containing phonemes already taught</p> <p>Common exception</p>	<p>Phase 5 Part A</p> <p>Words containing phonemes already taught</p> <p>Common exception words</p>	<p>Phase 5 Part B</p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Using –ing, -ed, -er and</p>	<p>Phase 5 Part C</p> <p>Using the prefix un-</p> <p>Using –ing, -ed, -er and –est where no change is needed in the spelling of roots words</p> <p>Days of the week</p>	<p>Phase 5 Part C</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Using –ing, -ed, -er and –est where no change is needed in the spelling of</p>	<p>Phase 5 Part C</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Days of the week</p> <p>Words containing</p>

**English Long Term Plan**  
**Greenfinch 2023-2024**

	words		<p>–est where no change is needed in the spelling of roots words</p> <p>Days of the week</p> <p>Words containing phonemes already taught</p> <p>Common exception words</p>	<p>Words containing phonemes already taught</p> <p>Common exception words</p>	<p>roots words</p> <p>Days of the week</p> <p>Words containing phonemes already taught</p> <p>Common exception words</p>	<p>phonemes already taught</p> <p>Common exception words</p>
Text level features	Sequencing sentences to form short narratives.	<p>Sequencing sentences to form short narratives.</p> <p>Understand how labels and captions add to understanding.</p>	<p>Sequencing sentences to form short narratives.</p>	<p>Sequencing sentences to form short narratives.</p> <p>Understand how the layout of a poem is different to a story</p>	<p>Sequencing sentences to form short narratives.</p> <p>Understand how the layout of a letter adds to understanding.</p>	<p>Sequencing sentences to form short narratives.</p> <p>Layout of instructions</p>
Sentence level features (including grammar and punctuation)	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases</p>



**English Long Term Plan**  
**Greenfinch 2023-2024**

	Composing a sentence orally before writing it.	Composing a sentence orally before writing it.	Composing a sentence orally before writing it.  Discuss what they have written with the teacher or peers.	Composing a sentence orally before writing it.  Discuss what they have written with the teacher or peers.	Composing a sentence orally before writing it.  Discuss what they have written with the teacher or peers.	Composing a sentence orally before writing it.  Discuss what they have written with the teacher or peers.
Reading	Anticipate key events in stories  Say a sound for some letters in the alphabet  Read words consistent with their phonic knowledge by sound-blending	Anticipate key events in stories  Demonstrate understanding of what has been read.  Say a sound for most letters in the alphabet.  Read words consistent with their phonic knowledge by sound-blending	Demonstrate understanding of what has been read.  Retell stories using their own words  Say a sound for all letter in the alphabet  Read words consistent with their phonic knowledge by sound-blending  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Demonstrate understanding of what has been read.  Retell stories using their own words and recently introduced vocabulary.  Say a sound for each letter in the alphabet and some digraphs  Read words consistent with their phonic knowledge by sound-blending  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Demonstrate understanding of what has been read.  Retell stories using their own words and recently introduced vocabulary.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Say a sound for each letter in the alphabet and at least 5 digraphs  Read words consistent with their phonic knowledge by sound-blending	Demonstrate understanding of what has been read.  Retell stories using their own words and recently introduced vocabulary.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Say a sound for each letter in the alphabet and at least 10 digraphs  Read words consistent with their phonic knowledge by sound-blending

**English Long Term Plan**  
**Greenfinch 2023-2024**

					Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.
	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.
	Develop pleasure in reading.	Develop pleasure in reading.	Develop pleasure in reading.	Develop pleasure in reading.	Develop pleasure in reading.	Develop pleasure in reading.
	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.
	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.	Read words containing taught GPCs and –s, -es, -ing, -er and –est endings.	Read words containing taught GPCs and –s, -es, -ing, -er and –est endings.	Read words containing taught GPCs and –s, -es, -ing, -er and –est endings.	Re-reading what they have written to make sure it makes sense.
	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.  Making inferences on the basis of what is being said and done.	Explain clearly their understanding of what they have read.  Read aloud their writing clearly enough	Explain clearly their understanding of what they have read.  Read aloud their writing clearly enough	Explain clearly their understanding of what they have read.  Re-reading what they have written to make	Explain clearly their understanding of what they have read.  Re-reading what they have written to make sure it makes sense.

**English Long Term Plan**  
**Greenfinch 2023-2024**

		<p>Make predictions based on what has been read so far.</p>	<p>to be heard by their peers and the teacher.</p> <p>Listen to and discuss a wide range of stories.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Make predictions based on what has been read so far.</p> <p>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>to be heard by their peers and the teacher.</p> <p>Listen to and discuss a wide range of stories.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Listen to and discuss a range of poems.</p> <p>Learning to appreciate rhymes and poems and to recite some by heart.</p>	<p>sure it makes sense.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Listen to and discuss a wide range of stories.</p>
--	--	---	---	---	--	--

EYFS objectives  
Year 1 objectives