English Long Term Plan Greenfinch 2024-2025

Goldcrest	Autumn 1 Dreams & Ambitions	Autumn 2 Britain through the	Spring 1 Extreme Earth	Spring 2 Investigating Places	Summer 1 A Journey Through Time	Summer 2 Around the World
Topic Focus	People Who Help Us	ages Dinosaurs	Space	Local Study	Sculpture and Statues	Seaside and Holidays
Suggested Texts	I'm Afraid Your Teddy Is in Trouble Today Mog and the V.E.T. Don't Say No To Flo!	The Dinosaur Who Lost Her Voice Dinosaur Bones Happy Hatchday	Aliens love Underpants Shine How to Catch a Star	Superworm A Butterfly Is Patient	The Most Magnificent Thing Dragon on the Roof	At the Beach Lucy and Tom at the Seaside Sally and the Limpet Billy's Bucket
	The Story Of Florence	Prehistoric Actual Size				Billy 3 Bucket
Writing Outcomes	Recognising and writing own name How to treat books and telling a story through pictures	Sequencing stories Writing captions/labels (Letters to Santa & Christmas Cards)	Retelling story Forming simple sentences with help	Animal poems Non-fiction sentences/ fact files	Instructional writing Characters	Postcards Story writing
	Mark making					
Phonics (Phonics Shed)	Introduction to Phonics Shed Chapter 1: Element 8 & 9 (initial sounds, beginning to blend and segment))	Chapter 2: Set 1, 2, 3, 4.	Chapter 2: Set 5,6,7,8.	Chapter 2 consolidation and interventions. Alphabet order Vowels and consonants	Chapter 2 consolidation Chapter 3: Set 1, 2, 3.	Chapter 3: Set 4, 5. Chapter 3 consolidation Chapter 2 and 3 recap
Sentence level features (including	Write recognisable letters, most of which are correctly formed.	Write recognisable letters, most of which are correctly formed.	Write recognisable letters, most of which are correctly formed.	Write recognisable letters, most of which are correctly formed.	Write recognisable letters, most of which are correctly formed.	Write recognisable letters, most of which are correctly formed.
grammar and punctuati on)	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and
				sentences that can be read by others.	sentences that can be read by others.	sentences that can be read by others

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Spoken	Listening to others.	Taking turns in	Retell a past event.	Responding to and giving	Following stories and re-telling	Extending vocabulary.
Language	Listening to stories,	conversation.	Build up vocabulary.	instructions.	using pictures and prompts.	Using a range of tenses.
	rhymes and poems.	Increasing vocabulary.	Reflecting on own	Asking Questions – What,	Changing our voice for the	Understanding and using
	Joining in with repeated	Listening to and sharing	experiences.	Where, Who?	listener.	How? And Why? Re-telling
	parts in rhymes.	ideas with others.	Asking/answering	Using a range of tenses.	Re-telling stories through	stories through drama.
	Respond to simple	Alliteration.	questions	Poetry.	continuous provision.	Role Play.
	instructions.	Using simple sentences.	Rhymes and songs.	Role Play.	Role Play.	
	Role Play.	Role Play.	Alliteration.			
			Retelling stories.			
- II			Role Play.			
Reading	Anticipate key events in	Anticipate key events in	Demonstrate	Demonstrate	Demonstrate understanding	Demonstrate understanding
	stories	stories	understanding of what has	understanding of what	of what has been read.	of what has been read.
	Carra a serva di fano a sano	Dama and and a	been read.	has been read.	Detail steries reine their sure	Datallataria vaira thair aver
	Say a sound for some	Demonstrate	Datallatarias vaisanthair	Datallataria a cain a thair	Retell stories using their own	Retell stories using their own
	letters in the alphabet	understanding of what	Retell stories using their	Retell stories using their	words and recently introduced	words and recently
	Dood would consistent	has been read.	own words	own words and recently	vocabulary.	introduced vocabulary.
	Read words consistent with their phonic	Cay a sound for most	Say a sound for all letter in	introduced vocabulary.	Use and understand recently	Use and understand recently
	knowledge by sound-	Say a sound for most letters in the alphabet.	the alphabet	Say a sound for each	introduced vocabulary during	introduced vocabulary
	blending	letters in the alphabet.	the alphabet	letter in the alphabet and	discussions about	during discussions about
	blending	Read words consistent	Read words consistent with	some digraphs	stories, non-fiction, rhymes	stories, non-fiction, rhymes
		with their phonic	their phonic knowledge by	Some digraphs	and poems and during role-	and poems and during role-
		knowledge by sound-	sound-blending	Read words consistent	play.	
		blending	Souria-bieriaing	with their phonic	piay.	play.
			Read aloud simple	knowledge by sound-	Say a sound for each letter in	Say a sound for each letter in
			sentences and books that	blending	the alphabet and at least 5	the alphabet and at least 10
			are consistent with their		digraphs	digraphs
			phonic	Read aloud simple		
			knowledge, including some	sentences and books that	Read words consistent with	Read words consistent with
			common exception words.	are consistent with their	their phonic knowledge by	their phonic knowledge by
				phonic	sound-blending	sound-blending
				knowledge, including		
				some common exception	Read aloud simple sentences	Read aloud simple sentences
				words.	and books that are consistent	and books that are
					with their phonic	consistent with their phonic
					knowledge, including some	knowledge, including some
					common exception words.	common exception words.