

Town Lane Infant School

Long Term English Plan (2023 – 2024)

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me Nursery Rhymes	Nursery rhymes continued Let's Celebrate - Christmas / Diwali	Once Upon a Time	Who's in the garden / Minibeasts	It's a wonderful world	People who help us
Key Texts	Here we are Starting School Nursery rhymes	Nursery rhymes Dear Santa 10 Little Elves Nativity The Sheep that saved Christmas	Little Red Riding Hood Goldilocks and the three bears The Princess and the Frog Snow White and the seven dwarves 10 Little princesses	The Very Busy Ladybird The Very Busy Spider Ahh Spider Minibeast Bop	The Night Pirates 10 Little Pirates Pirates Love Underpants Pirate Pete The Pirates Next Door	People who help us information books Firefighter Doctor Police Officer Ambulance
Ongoing Read	We Are Family – Patricia Hegarty					
Aloud -	•	Bears – Joan Sheibani – Judy Skidmore and Sheju	ı Adiyatiparambil-Jo	hn		

Reflecting Realities	Baking with Dad – Aurora Cacciapuoti The Jar of Happiness – Ailsa Burrows My Bed is an Air Balloon – Julia Copus and Alison Jay Errol's Garden – Gillian Hibbs						
Word Focus (See Read Write Inc)	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration	Initial sound game- dice Phonics activities (Begin read write Inc.)	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Initial sound list of animals. Phonics activities (read write Inc.) Dough disco	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration Phonics activities (read write Inc.) CVC Treasure chest coins match to map.	R: Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Can segment the sounds in simple words and blend them Together. Read some letter groups that each represent one sound and say sounds for them. Phonics activities (read write Inc.)	
Writing focus	Use some of their print and letter knowledge in their early writing. For example: writing a pretend	Use some of their print and letter knowledge in their early writing. For example: writing a pretend	Use some of their print and letter knowledge in their early writing. For example: writing a pretend	Use some of their print and letter knowledge in their early writing. For example: writing a pretend	Write some letters accurately. Write some or all of their name.	Write some letters accurately. Write some or all of their name.	

	ala a matina a litat tila o l	ala a madin a link klank ak oli o	ala a santa a Bakiki d	ala a sa si sa a li ak kik a t		
	shopping list that	shopping list that starts	shopping list that	shopping list that		
	starts at the top of	at the top of the page;	starts at the top of	starts at the top of		
	the page;	writing 'm' for mummy.	the page;	the page;		
	writing 'm' for	Write some or all of their	writing 'm' for	writing 'm' for		
	mummy.	name.	mummy.	mummy.		
	Write some or all		Write some or all	Write some or all		
	of their name.		of their name.	of their name.		
Comprehension	Know print has	Know print has meaning	Know print has	Know print has	Know print has	Know print has
	meaning	print can have different	meaning	meaning	meaning	meaning
	 print can have 	purposes	 print can have 			
	different purposes	we read English text	different purposes	different purposes	different	different purposes
	 we read English 	from left to right and	• we read English	• we read English	purposes	 we read English
	text from left to	from	text from left to	text from left to	• we read English	text from left to
	right and from	top to bottom	right and from	right and from	text from left to	right and from
	top to bottom	• the names of the	top to bottom	top to bottom	right and from	top to bottom
	• the names of the	different parts of a book	• the names of the	• the names of	top to bottom	• the names of the
	different parts of a	• page sequencing	different parts of a	the different parts	• the names of	different parts of a
	book	page sequencing	book	of a book	the different parts	book
	 page sequencing 		page sequencing	• page sequencing	of a book	page sequencing
	- page sequencing		bage sequencing	page sequencing	• page	· page sequencing
					, ,	
C 1: 1	Fuiev listonium te	Faire listanias to longer	Fraise distantes to	Fraise distances to	sequencing	Fraise listonias to
Speaking and	Enjoy listening to	Enjoy listening to longer	Enjoy listening to	Enjoy listening to	Enjoy listening to	Enjoy listening to
Listening	longer stories and	stories and can	longer stories and	longer stories and	longer stories and	longer stories and
	can remember	remember Enjoy listening	can remember	can remember	can remember	can remember
	much of what	to longer stories and can	much of what	much of what	much of what	much of what
	happens.	remember	happens.	happens.	happens.	happens.
		much of what happens.				
Fine motor	Use a comfortable	Use a comfortable grip	Use a comfortable	Use a comfortable	Use a comfortable	Use a comfortable
skills	grip with good	with good control when	grip with good	grip with good	grip with good	grip with good
	control when	holding pens and pencils.	control when	control when	control when	control when
	holding pens and	Shows a preference for a	holding pens and	holding pens and	holding pens and	holding pens and
	pencils.	dominant hand.	pencils.	pencils.	pencils.	pencils.

	Shows a preference for a		Shows a preference for a			
	dominant hand.		dominant hand.	dominant hand.	dominant hand.	dominant hand.
Vocabulary	To use vocabulary focused on objects and people that are of particular importance to	To use vocabulary focused on objects and people that are of particular importance to them.	To build up vocabulary that reflects the breadth of their experiences.	To build up vocabulary that reflects the breadth of their experiences.	To build up vocabulary that reflects the breadth of their experiences.	To build up vocabulary that reflects the breadth of their experiences.
	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.