



Town Lane Infant School
Long Term English Plan 2023-24

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Texts These will be flexible depending on the children's interests.	Main text-The Three Little Pigs	Main text- Winnie the Witch	Stories from the past We're going on a bear hunt Cave baby Elves and the Shoemaker	Main text- Whatever Next Aliens love underpants Non-fiction – Space	Main text- Jack and the Beanstalk Aaaarrggh Spider Non-fiction- Growing and planting/Minibeasts	Main text- The Runaway Chapatti I will not ever never eat a tomato

Read Aloud Curriculum	<p>Now wash your hands! Starting School Harry and the Dinosaurs go to school. Nervous Nigel</p> <p>Poetry</p> <p>Bedtime</p> <p>Each Peach Pear Plum</p> <p>Hush Little Baby</p> <p>Bye Bye Ladybird</p>	<p>Room on the broom Meg and Mog Not Now Bernard The Cat in the Hat</p> <p>Poetry</p> <p>Cake-O- Saurus</p> <p>Happy Poem- James Carter</p> <p>Divali Lights</p> <p>Nativity songs</p>	<p>Where the Wild Things are Would you rather... Baby Brains The Smeds and the Smoos</p> <p>Poetry</p> <p>Where am I</p> <p>Zoom, zoom, zoom</p> <p>Blast Off</p>	<p>The squirrels who squabbled The bad tempered ladybird The Smartest Giant in Town SuperWorm</p> <p>Poetry</p> <p>The tiger</p> <p>The Little plant</p> <p>Jack’s magical beans</p> <p>Busy Bugs</p>	<p>The Highway Rat Lucy and Tom at the seaside Rosie Revere</p> <p>Poetry</p> <p>Oh,oh the story man</p> <p>Going on a bear hunt</p> <p>The Little Brown Bear</p>	<p>The Tiger who came for Tea Funny Bones Avocado Baby SuperTato</p> <p>Poetry</p> <p>Zanzibar</p> <p>What I like</p> <p>I like- John Foster</p> <p>Rhyme in another language (TBC)</p>
Ongoing Read Aloud - Reflecting Realities	<p>We Are Family – Patricia Hegarty Lily and the Polar Bears – Joan Sheibani Buddy’s Pancakes – Judy Skidmore and Sheju Adiyatiparambil-John 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</p>					
Written Outcome	<p>Name writing Label writing</p>	<p>Name writing Label writing Writing simple captions</p>	<p>Label writing Writing simple captions and sentences</p>	<p>Captions and sentences</p>	<p>Information text</p>	<p>Story</p>

Progression of writing skills	<p>Writing and reading recognisable letters</p> <p>initial and end sounds. Writing and reading recognisable letters</p>	<p>Writing and reading recognisable letters</p>	<p>Writing simple captions and sentences with support.</p>	<p>Writing simple captions and sentences.</p>	<p>Writing and reading more complex sentences.</p> <p>Writing simple sentences that can be read by themselves and others.</p>	<p>Writing sentences using some punctuation, with set 2 RWI phonic sounds and some red words spelt correctly.</p>
Speaking and Listening	<p>To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To listen attentively in a range of situations.</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>To follow instructions involving several ideas or actions.</p>	<p>Use forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To speak confidently in a familiar group, will talk about their ideas.</p>
Handwriting	<p>Name writing</p>	<p>Name writing</p> <p>To work through the letter families adapted according to ability</p>	<p>To work through the letter families adapted according to ability</p>	<p>To work through the letter families adapted according to ability</p>	<p>To work through the letter families adapted according to ability</p>	<p>Consolidate all letter families based on individual targets.</p>