

**English Long Term Plan**  
**Greenfinch 2025-2026**

Goldcrest	Autumn 1 Dreams & Ambitions	Autumn 2 Britain through the ages	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	Toys	Creatures great and small	Local Study	Fairytales and Nursery Rhymes	Seaside and Holidays
Suggested Texts	I'm Afraid Your Teddy Is in Trouble Today  Mog and the V.E.T.	The Nutcracker	Lifeseize	A Butterfly Is Patient	Selection of traditional tales	Billy's Bucket
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)	Fact files  Forming simple sentences with help	Animal poems  Non-fiction sentences/ fact files	Characters  Story writing	Postcards  Story writing
Sentence level features (including grammar and punctuati on)	Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write recognisable letters, most of which are correctly formed.  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.	Write recognisable letters, most of which are correctly formed.  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.	Write recognisable letters, most of which are correctly formed.  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
Spoken Language	Listening to others. Listening to stories, rhymes and poems. Joining in with repeated parts in rhymes. Respond to simple instructions. Role Play.	Taking turns in conversation. Increasing vocabulary. Listening to and sharing ideas with others. Alliteration. Using simple sentences. Role Play.	Retell a past event. Build up vocabulary. Reflecting on own experiences. Asking/answering questions Rhymes and songs. Alliteration. Retelling stories. Role Play.	Responding to and giving instructions. Asking Questions – What, Where, Who? Using a range of tenses. Poetry. Role Play.	Following stories and re-telling using pictures and prompts. Changing our voice for the listener. Re-telling stories through continuous provision. Role Play.	Extending vocabulary. Using a range of tenses. Understanding and using How? And Why? Re-telling stories through drama. Role Play.

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