

**English Long Term Plan**  
**Greenfinch 2024-2025**

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	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 Story Of Florence...	The Dinosaur Who Lost Her Voice  Dinosaur Bones  Happy Hatchday  Prehistoric Actual Size	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
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	Instructional writing  Characters	Postcards  Story writing
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 grammar and punctuation)	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.

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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.
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  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 10 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.