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| **Reception - Long Term Plan for English** **Challenge, Equality & Opportunity** |
| See separate plan for phonics |
| **Autumn 1****Topic:**  Magnificent MeOur World | **Autumn 2****Topic:** Let’s Celebrate!SpaceFavourite Traditional Tales | **Spring 1****Topic:** Winter and the Polar RegionsSuperheroes | **Spring 2****Topic:** AmazingAnimals People Who Help Us | **Summer 1****Topic:** GrowthMarvellous Minibeasts | **Summer 2****Topic:** Traditional Tales All aboard! |
| Key TextsGolden Rule Big BooksKipper’s BirthdayJulia Donaldson – Rhyming StoriesPercy the Park Keeper – After the Storm.My FamilyThe Colour MonsterFunny Bones | Key TextsThe Three Little PigsThe Gingerbread ManRoom on the BroomChristopher PumpkinHow to Catch a StarWhatever Next!Non-Fiction Space BooksAliens Love UnderpantsThe Jolly Christmas Postman | Key TextsThe Tale of Jack FrostThe Emperor’s EggPercy the Park Keeper- One Snowy NightSupertatoIzzy GizmoNon-Fiction Chinese New YearNon-Fiction People Who Help Us | Key TextsNon-Fiction – How to look after your petThe Tiger Who Came to TeaThe GruffaloThe Great Pet SaleWhat the Ladybird HeardWe’re Going on an Egg HuntHanda’s Surprise | Key TextsTuesdayThe Very Hungry CaterpillarJack and the Beanstalk Jasper’s Beanstalk.Oliver’s VegetablesThe Enormous Turnip Non-Fiction- Growing Sunflowers, The Lifecycle of a Duck/Frog/Butterfly. | Key TextsGoldilocks and the Three BearsTiddlerThe Lighthouse Keeper’s LunchWhat the Ladybird Heard at the SeasideThe Rainbow Fish  |
| **Writing Opportunities and Outcomes (genres)*** Birthday cards
* Party invitations
* Writing initial sounds to label characters/image
* I spy objects that sound like c-a-t.
* Clapping syllables in words/ word building
* Name building and writing
* Autumn Labels and lists.
* Labels (A Skeleton)
* Draw and Label what’s behind the Cellar Door

(Funnybones) | **Writing Opportunities and Outcomes (genres)*** Labelling (Three Little Pigs) (T4W)
* Speech bubbles linked to Gingerbread Man. ‘I can run’
* Spells linked to Halloween & phonics
* Fireworks adjectives
* Christmas cards
* Information Texts
* T4W – Whatever Next
* List of what we would take to the Moon.
* Instructions- How to Catch a Star
* Labels & Captions about planets
* Writing a question
* List of items to take to space.
 | **Writing Opportunities and Outcomes (genres)*** Descriptive labels Jack Frost
* Seasonal Vocab – Labels
* Emperors’ Egg – Labels and captions – Non-Fiction
* Writing a fact about an Arctic Animal
* Using phonics skills to read notes from the vegetables (Supertato).
* Speech bubbles- Vegetables
* Evil pea- Read the secret words around the classroom and outdoor area.
* Creating own superhero- Adding labels.
 | **Writing Opportunities and Outcomes (genres)*** Instructions- How to make Pancakes
* Shopping Lists
* Tiger Crime Scene/ Labels/ Simple Sentences.
* Non-Fiction: How to care for a Guinea Pig
* Map making and labelling linked to What the Ladybird Heard
* Recount of farm visit
 | **Writing Opportunities and Outcomes (genres)*** T4W Jasper’s Beanstalk/ Jack and the Beanstalk
* Writing instructions to plant a bean.
* Writing a Prediction – What is at the top of the Imaginary Beanstalk?
* Making a Flap-Book – Guess the Mini beast.
* Labels and sentences to go with our Hatching Project
* Wanted Poster linked to Tuesday
* Labels and captions - life cycles
 | **Writing Opportunities and Outcomes (genres)*** Character descriptions- use interesting adjectives to describe characters
* Writing a plan to stop the seagulls from eating Mr Grinling’s lunch
* Writing about/ labelling a healthy packed lunch
* List of items to take to the beach
* Recount of Beach visit
* Retell of The Rainbow Fish.
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| **Grammar Focus*** Name building and writing: Capital letter followed by lower case.
* Orally constructing a sentence
 | **Grammar Focus*** Full name writing.
* Practising correct letter formation.
* Orally constructing a sentence
* Tricky words Phase 2
* Spelling CVC words

Talk 4 Writing process is introduced and continued throughout the rest of the year. | **Grammar Focus*** Applying phonic knowledge to make phonetically plausible attempts at words
* Tricky words Phase 2/3
* Finger spaces between words
 | **Grammar Focus*** Applying phonic knowledge to write Phase 2/3 captions
* Finger spaces between words in sentences.
* Beginning to use a full stop at the end of a sentence.
 | **Grammar Focus*** Applying phonic knowledge to write Phase 3/4 captions
* Beginning to use capital letters, full stops and finger spaces between words in a sentence.
 | **Grammar Focus*** Applying phonic knowledge to write Phase 2/3/4 captions
* Use capital letters, full stops and finger spaces more consistently
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| As children are secure with writing a simple sentence, conjunctions such as ‘and’, ‘so’, and ‘but’ are introduced. Time connectives First, next, then, after that and finally are introduced in conjunction with instruction writing. |
| **Our whole school ‘Every Time We Write’ rules are displayed and referred to throughout the year.****full stops****capital letters****finger spaces****forming our letters well****our feet on the floor.****Every time we write** **we think about:** |
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