

English Planning Overview Early Years Foundation Stage

Cycle B 2017-2018

	Communication & Language	30-50 Months	40-60 Months	Early Learning Goals (Summer Term)	
Phonics <i>Autumn Term:</i> Phases 1 and 2 <i>Spring Term:</i> Phase 3 <i>Summer Term :</i> Phase 4 Using Storytime Phonics	Listening and Attention	<ul style="list-style-type: none"> •Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> •Maintains attention, concentrates and sits quietly during appropriate activity. •Two-channelled attention – can listen and do for short span. 	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	
	Understanding	<ul style="list-style-type: none"> •Understands use of objects (e.g. "What do we use to cut things?") •Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> •Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. •Able to follow a story without pictures or props. •Listens and responds to ideas expressed by others in conversation or discussion. 	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	
	Speaking	<ul style="list-style-type: none"> •Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' 	<ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. •Uses language to imagine and recreate roles and experiences in play situations. •Links statements and sticks to a main theme or intention. •Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play 	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	
	Literacy				
	Reading	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in 	<ul style="list-style-type: none"> Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an 	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	

(See below)		<p>books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. •Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. •Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>increasing range of books. •Knows that information can be retrieved from books and computers.</p>	
<p>Handwriting This will be taught using the <i>Penpals</i> Scheme of Work (Cambridge)</p>	<p>EYFS Writing</p>	<p>•Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places.</p>	<p>•Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •Continues a rhyming string. •Hears and says the initial sound in words. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Writes own name and other things such as labels, captions. •Attempts to write short sentences in meaningful contexts.</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

Storytime Phonics Book List

The Big Sneeze by Ruth Brown	Goldilocks and Just the One Bear by Nosy Crow	Crayon by Simon Rickerty
Snail Trail by Ruth Brown	The Big Monster Snoeybook by Leigh Hodgkinson	Meow said the Cow by Emma Dodd
Port Side Pirate by Oscar Seaworthy	The Tip Tap Dancing Cat by Joanna Boyle	The Dinosaur Who Lost His Roar by Russell Punter
The Three Billy Goats Gruff by Mary Finch	The Jolly Postman by Allan and Janet Ahlberg	I Like Books by Anthony Browne
The Crunching, Munching Caterpillar by Sheridan Cain	Monty the Hero by Steve Smallman	I Want my Hat Back by Jon Klassen
Chicken Licken (Little Tiger Press)	Racing Car is Roaring by Mandy Archer	Aliens love Underpants by Claire Freedman
The Very Lazy Ladybird by Isobel Finn	Yeti and the Bird by Nadia Shireen	Pirate Pete by Nick Sharratt
Dragon Stew by Steve Smallman	Mister Magnolia by Quentin Blake	Baby Brains by Simon James
Gruff the Grump by Steve Smallman	Shark in the Park by Nick Sharratt	The Foggy Foggy Forest by Nick Sharratt
Whatever Next by Jill Murphy	Oi! Get Off Our Train by John Burningham	Caveman Dave by Nick Sharratt
Football Fever by Alan Durant	The Giant Jam Sandwich by Janet Burroway	The Train Ride by June Crebbin
Bear and Hare: Mine! by Emily Gravett	Beegu by Alexis Deacon	Yawn by Sally Symes
Oh Dear! by Rod Campbell	Box of Tricks by Kate Cleminson	Lost in the toy Museum by David Lucas
Mother Goose's Nursery Rhymes by Alison Green	Eat Your Peas by Kes Gray	
Incy Wincy Spider by Kate Toms	Egg Drop by Mini Grey	
Cinderella by Nosy Crow	Ketchup on your Cornflakes by Nick Sharratt	
Octopus Socktopus by Nick Sharratt	Shh! We Have A Plan by Chris Haughton	
Don't Put your Finger in the Jelly, Nelly by Nick Sharratt	Sam And Dave Dig A Hole by Mac Barnett	
Click, Clack Moo Cows that Type by Doreen Cronin	We're Going on a Bear Hunt by Michael Rosen	

Spoken Language

Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s)

Reading

Word Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

Comprehension

Pupils should be taught to:

- * develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
 - understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about what is read to them, taking turns and listening to what others say
 - explain clearly their understanding of what is read to them.

Writing

Writing	
Vocabulary, Grammar and Punctuation	Handwriting
<p>Pupils should be taught to: • develop their understanding of the concepts by: • leaving spaces between words • joining words and joining sentences using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • using the grammatical terminology in discussing their writing.</p> <p>This will be taught using <i>Collins Primary Focus: Grammar and Punctuation books.</i></p>	<p>Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place. All letters to end with joining tail. • Leading line (starting from the line) should be taught to more able writers when appropriate. • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>This will be taught using the <i>Penpals</i> Scheme of Work (<i>Cambridge</i>)</p>
Transcription	Composition
<p>Pupils should be taught to: spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: Pupils should be taught: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) • apply simple spelling rules and guidelines, as listed in Appendix 1 • write from memory simple sentences dictated by the teacher that include words taught so far. Spellings should be corrected as seen in the teacher handbook. Children should be given weekly spellings to learn based on their phase or stage.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. <p>(See texts and possible activities below)</p>
Term	Texts (Storytime Phonics / Power of Reading)
1	<p>Beegu by Alexis Deacon (Power of Reading) Discuss how the main character might be feeling; write thoughts in speech bubbles; Think of a happy ending to write about.</p> <p>The Three Billy Goats Gruff by Mary Finch Explore character, setting and main events, recite by heart.</p> <p>Tip Tap Dancing Cat by Joanna Boyle Write a character description; invent a new character with new hobbies, caring for a cat comprehension</p> <p>Sam and Dave Dig A Hole by Mac Barnett Role play to re- enact story. Write about Sam and Dave;s digging adventure and what they might discover</p>
2	<p>Munch by Emma McCann Plan and write a new adventure for the monster to go on and explore different settings and characters he might encounter</p> <p>Gruff the Grump by Steve Smallman Discuss feelings and give suggestions for helping others who are sad. Write diary entries from the different characters viewpoints</p> <p>Click, Clack , Moo Cows That Type by Doreen Cronin Choose a character from the story and write a letter from their point of view</p>

	<p>The Foggy, Foggy Forest by Nick Sharatt Make a mini book about the characters</p> <p>Sleeping Beauty (Panto) Practise orally retelling. Explore the main characters and key events through role-play.</p> <p>Christmas Poetry – read and share different poems on the theme of Christmas and practise writing own versions.</p>
3	<p>Owl Babies by Martin Waddell Power of Reading</p> <p>The Kiss That Missed by David Melling</p> <p>Whiffy Wilson by Alex Hart</p> <p>Yeti and the Bird by Nadia Shireen</p> <p>The Queen’s Hat by Steve Anthony</p>
4	<p>A New House for Mouse by Petr Horacek Power of Reading</p> <p>The Gigantic Turnip by Aleksei Tolstoy</p> <p>I will not ever never eat a tomato by Lauren Child</p> <p>Six Dinner Sid by Igna Moore</p>
5	<p>Anna Hibiscus’ Song by Atinuke Power of Reading</p> <p>Handa’s Surprise by Eileen Browne</p> <p>Puffin Peter by Petr Horacek</p> <p>Crayons by Simon Rickerty</p> <p>Caveman Dave by Nick Sharratt</p>
6	<p>Billy’s Bucket by Kes Gray Power of Reading</p> <p>Hooray for Fish! by Lucy Cousins</p> <p>Splash, Anna Hibiscus! by Atinuke</p> <p>Surprising Sharks by Nicola Davies</p>