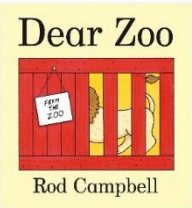
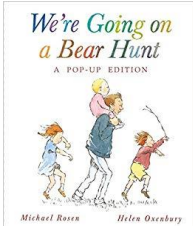
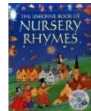
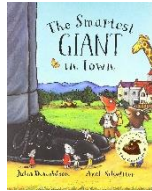

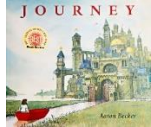
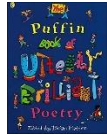
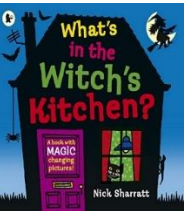
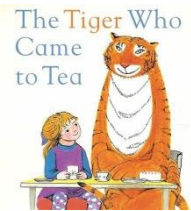
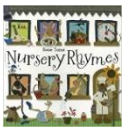
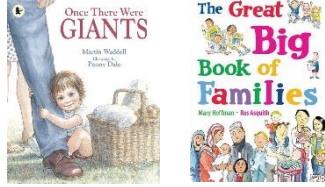

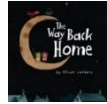

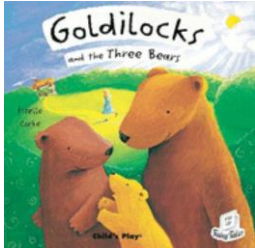
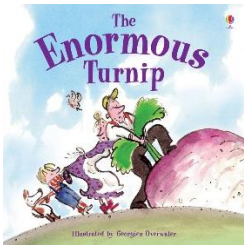

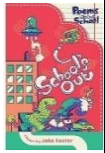
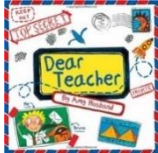
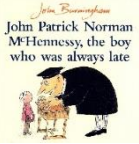
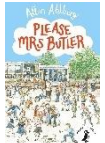

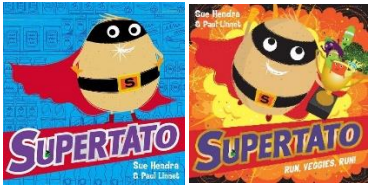







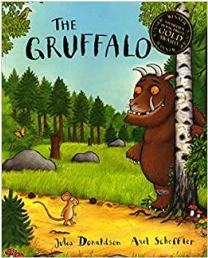
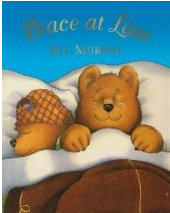



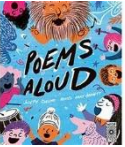
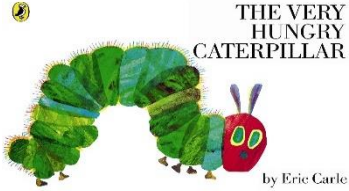

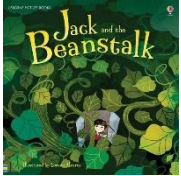
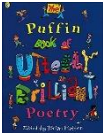
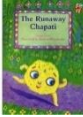
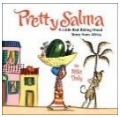
Hartford Infant and Preschool  
English Long Term Plan



At HIPS we plan our own English linking to Enquiry where relevant and is usually based on a key text with a genre outcome **Key:** Common Exception Words = CEWs  
See Medium Term Plan for more detail. See Weekly Planning on IWB

	Preschool	Reception	Year 1	Year 2
<p><b>Autumn</b></p> <p>There's no place like home</p>	<p><b>Autumn 1: Fiction with familiar settings</b></p> <p><b>Text:</b> Dear Zoo by Rod Campbell <b>Focus:</b> Stage 1 phonics [listening and attention] <b>Outcome:</b> Listen to a short story and comment on what they see.</p>  <p><b>Core songs:</b></p> <ul style="list-style-type: none"> <li>The Wheels On The Bus</li> <li>Twinkle, Twinkle little star</li> <li>I am Driving in my Car</li> <li>Humpty Dumpty</li> <li>1, 2, 3, 4, 5</li> </ul>	<p><b>Autumn 1: Fiction with familiar settings</b></p> <p><b>Text:</b> We're Going on a Bear Hunt by Michael Rosen <b>Focus:</b> Stage 2 phonics <b>Outcome:</b> Verbal recount</p>  <p><b>Key skills:</b> stage 2 phonics, role play, introduction to story maps based on Alan Peat</p> <p><b>Nursery rhyme:</b> Twinkle, Twinkle little star <b>Book:</b> The Usborne Book of Nursery Rhymes (p. 28)</p> 	<p><b>Autumn 1: Fiction with familiar settings</b></p> <p><b>Text:</b> The Smartest Giant in Town by Julia Donaldson <b>Focus:</b> Stage 3 phonics, CEWS, finger spaces <b>Outcome:</b> Captions</p>  <p><b>Key skills:</b> stage 3 phonics and CEWs, captions, unpunctuated sentences</p> <p><b>Noisy poem:</b> Higglety Pigglety Pop <b>Book:</b> The Booktime Book of Fantastic First Poems (p.18)</p> 	<p><b>Autumn 1: Fiction with familiar settings</b></p> <p><b>Text:</b> The Journey <b>Focus:</b> Retell. Full stops and capital letters. Use of coordinating conjunctions. <b>Outcome:</b> Write own version of story</p>  <p><b>Key skills:</b> Recap from year 1: phase 5 phonics, full stop/capital letter, use of 'and', basic features of a story. Teach coordinating conjunctions 'but', 'or' &amp; focus on edit and improve in relation to their story, identify questions &amp; statements, understand subordination ['if', 'when', 'because'], expanded noun phrases, Y2 CEWs taught</p> <p><b>Noisy poem:</b> On the Ning Nang Nong by Spike Milligan <b>Book:</b> Puffin book of utterly brilliant poetry (p.18)</p> 
	<p><b>Autumn 2: Fiction with familiar settings</b></p> <p><b>Text:</b> What's in the Witch's Kitchen? By Nick Sharratt <b>Focus:</b> Introduction to rhyming words <b>Outcome:</b> Begin to take notice of some rhyming words when adults model</p>  <p><b>Core songs:</b></p> <ul style="list-style-type: none"> <li>Jack in the Box</li> <li>5 Pumpkins in a Pumpkin field</li> <li>Open and Shut them</li> </ul> <p>+ Christmas songs (Incy Wincy Spider and the Christmas Tree/The Robots Came To Dinner/Jingle Bells/Christmas Pudding/Santa got Stuck)</p>	<p><b>Autumn 2: Fiction with familiar settings</b></p> <p><b>Text:</b> The Tiger Who Came to Tea by Judith Kerr <b>Focus:</b> Stage 2 phonics <b>Outcome:</b> Reading &amp; writing a CVC word</p>  <p><b>Key skills:</b> stage 2 phonics, role play, introduction to story maps based on Alan Peat</p> <p><b>Seasonal rhyme:</b> Mulberry Bush <b>Book:</b> Kate Toms Nursery Rhymes</p> 	<p><b>Autumn 2: Non-fiction</b></p> <p><b>Text:</b> Once there were Giants by Martin Waddle &amp; The Great Big Book of Families by Mary Hoffman and Ros Asquith <b>Focus:</b> Stage 5 phonics, CEWS, dictation <b>Outcome:</b> Fact file about their own family</p>  <p><b>Key skills:</b> stage 3 phonics and CEWs, captions, unpunctuated sentences</p> <p><b>Seasonal poem:</b> A Chubby Little Snowman <b>Book:</b> The Booktime Book of Fantastic First Poems (p.22)</p> 	<p><b>Autumn 2: Non-fiction</b></p> <p><b>Text:</b> The Way Back Home by Oliver Jeffries <b>Focus:</b> Punctuation. Past tense -ed, use of coordinating conjunctions and some subordinating conjunctions. Expanded noun phrases. <b>Outcome:</b> Recount</p>  <p><b>Key skills:</b> Teach coordinating conjunctions 'but', 'or' &amp; focus on edit and improve in relation to their story, identify questions &amp; statements, understand subordination ['if', 'when', 'because'], expanded noun phrases, Y2 CEWs taught</p> <p><b>Seasonal poem:</b> Autumn Woods by James S. Tippet <b>Book:</b> The Puffin Book of Fantastic First Poems (p.77)</p> 

	Preschool	Reception	Year 1	Year 2
<b>Spring</b> Heroes and heroines	<p><b>Spring 1: Traditional Tales</b></p> <p><u>Text:</u> Goldilocks and the Three Bears  <u>Focus:</u> Sustain attention for a short story  <u>Outcome:</u> Sustain attention for a short story and begin to anticipate 'what next?' and answer related questions</p>  <p><u>Core songs:</u></p> <ul style="list-style-type: none"> <li>Baa baa black sheep</li> <li>Baa baa pink sheep (focus on changing words in songs)</li> </ul>	<p><b>Spring 1: Traditional Tales</b></p> <p><u>Text:</u> The Enormous Turnip  <u>Focus:</u> Stage 3 phonics  <u>Outcome:</u> words and captions</p>  <p><u>Key skills:</u> Stage 3 phonics to write words and captions, continue to use basic story maps based on Alan Peat</p> <p><u>Nursery rhyme:</u> The Grand old Duke of York</p>	<p><b>Spring 1: Non-fiction</b></p> <p><u>Text:</u> Meerkat Mail  <u>Focus:</u> Joining words and clauses using 'and'.  <u>Full stops and capital letters</u>  <u>Outcome:</u> Postcard linked to History</p>  <p><u>Key skills:</u> apply taught stage 5 5 graphemes, use conjunction 'and', begin to use full stops and capital letters in sentences, drama</p> <p><u>Poem linked to English/ enquiry:</u>  <u>Travelling to school</u> by John Coldwell  <u>Book:</u> School Poems (p. 4, 5 and 6).</p> 	<p><b>Spring 1: Non-fiction (1) 3 weeks</b></p> <p><u>Text:</u> Dear Teacher and JPN McHennessy, the boy who was always late  <u>Focus:</u> Conjunctions, past tense  <u>Outcome:</u> Letter</p>   <p><i>Non-fiction (2) 3 weeks</i></p> <p><u>Outcome:</u> Explanation linked to History (event or significant individual)</p> <p><u>Key skills:</u> conjunctions, subordination and coordination, adjectives, expanded noun phrases, different sentence types, understand 'paragraphing' around a theme [e.g. appearance/job/life].</p> <p><u>Poem linked to English/ enquiry:</u>  <u>Please Mrs Butler</u> by Allan Ahlberg  <u>Book:</u> Please Mrs Butler</p> 
	<p><b>Spring 2: Traditional Tales</b></p> <p><u>Text:</u> The Three Little Pigs  <u>Focus:</u> Stage 1 phonics [listening and attention]  <u>Outcome:</u> Begin to recognise or respond to an adult modelling the initial sounds in words</p>  <p><u>Core songs:</u></p> <ul style="list-style-type: none"> <li>If you're happy and you know it clap you're hands</li> <li>5 little monkeys jumping on the bed</li> </ul>	<p><b>Spring 2: Fiction - Texts by the same author</b></p> <p><u>Text:</u> Supertato  <u>Focus:</u> Stage 3 phonics  <u>Outcome:</u> words and captions</p>  <p><u>Key skills:</u> stage 3 phonics to write words and captions, continue to use story maps based on Alan Peat,</p> <p><u>Nursery rhyme:</u> Row, row, row your boat  <u>Book:</u> Kate Toms Nursery Rhymes</p> 	<p><b>Spring 2: Fiction - Texts by the same author (Giles Andreae)</b></p> <p><u>Text:</u> Nat Fantastic and Giraffes Can't Dance  <u>Focus:</u> Stage 5 graphemes, conjunction 'and', begin to use full stops and capital letters  <u>Outcome:</u> Character description</p>  <p><u>Key skills:</u> apply taught stage 5 graphemes, use conjunction 'and', begin to use full stops and capital letters in sentences, drama</p> <p><u>Animal poem:</u> Honey Bear by Elizabeth Lang  <u>Book:</u> The Booktime Book of Fantastic First Poems (p.14)</p> 	<p><b>Spring 2: Fiction - Texts by the same author (Mini Grey)</b></p> <p><u>Text:</u> Traction Man; The Pea and the Princess  <u>Focus:</u> Expanded noun phrases, conjunctions, tenses, vocabulary, story maps  <u>Outcome:</u> Character description (1) &amp; Narrative (2)</p>  <p><u>Key skills:</u> conjunctions, subordination and coordination, adjectives, expanded noun phrases, different sentence types, master use of story maps based on Alan Peat, understand 'paragraphing' around a theme [e.g. appearance/job/life].</p> <p><u>Animal poem:</u> Cats by Eleanor Farjeon  <u>Book:</u> The Puffin Book of Fantastic First Poems (p.6)</p> 

	Preschool	Reception	Year 1	Year 2
Summer Great Explorers	<p><b>Summer 1:</b></p> <p><u>Text:</u> <b>The Gruffalo</b> by Julia Donaldson  <u>Focus:</u> Sustain attention for a longer story.  <u>Outcome:</u> Listen to a longer story and join in repeated refrains in a story.</p>  <p><u>Core songs:</u></p> <ul style="list-style-type: none"> <li>Hickory Dickory Dock</li> <li>Old MacDonald had a farm.</li> </ul>	<p><b>Summer 1:</b></p> <p><u>Text:</u> <b>Peace at Last</b> by Jill Murphy  <u>Focus:</u> application of Stage 3 and 4 phonics, use of finger spaces  <u>Outcome:</u> Write a simple sentence using finger spaces</p>  <p><u>Key skills:</u> write simple sentence with finger spaces and stage 3/4 phonics, continue to use basic story maps based on Alan Peat</p> <p><u>Poem:</u> Boing boing! by Michael Rosen</p>	<p><b>Summer 1: Non-fiction</b></p> <p><u>Text:</u> <b>The day the crayons came home</b>  <u>Focus:</u> Range of punctuation, application of phonics  <u>Outcome:</u> Tourist leaflet (Geography)</p>  <p><u>Key skills:</u> full stops, question marks, exclamation marks, phase 5 phonics, suffixes, developing use of story maps based on Alan Peat</p> <p><u>Other poems:</u> <b>The Painting Lesson</b>  <u>Book:</u> <b>100 Best Poems for Children</b> (p.44)</p> 	<p><b>Summer 1: Non-fiction</b></p> <p><b>Non-chronological report (linked to Geography)</b></p> <p><u>TAF writing</u>  <u>Text:</u> <b>The Story Machine</b></p>  <p>Narrative          Setting description          Instructions          Explanation</p> <p><u>Key skills:</u> expanded noun phrases, different sentence types, sentences with different forms [statement, question, exclamation, command], extending subordination &amp; coordination, continuing adjectives, proof reading &amp; writing for different purposes</p> <p><u>Other poems:</u> <b>The Chilly Chilli</b>  <u>Book:</u> <b>Poems Aloud</b> by Joseph Coelho</p> 
	<p><b>Summer 2:</b></p> <p><u>Text:</u> <b>The Very Hungry Caterpillar</b> by Eric Carle  <u>Focus:</u> Be able to recall the order of a story  <u>Outcome:</u> Recall the order of the story and also link to demonstrate an understanding of growth</p>  <p><u>Core songs:</u></p> <ul style="list-style-type: none"> <li>I had a tiny turtle.</li> <li>5 Little Speckled Frogs.</li> </ul>	<p><b>Summer 2: Traditional tales</b></p> <p><u>Text:</u> <b>The Three Little Pigs</b>  <u>Focus:</u> application of stage 3 and 4 phonics, use of finger spaces  <u>Outcome:</u> Write a simple sentence using finger spaces</p>  <p><u>Key skills:</u> write simple sentence with finger spaces and phase 3/4 phonics, continue to use basic story maps based on Alan Peat</p> <p><u>Poem:</u> We can by Michael Rosen</p>	<p><b>Summer 2: Traditional tales from our culture and other cultures</b></p> <p><u>Text:</u> <b>Jack and the beanstalk.</b>  <u>Focus:</u> Range of punctuation, application of phonics, use of different suffixes, story maps  <u>Outcome:</u> Write own version of story</p>  <p><u>Key skills:</u> full stops, question marks, exclamation marks, phase 5 phonics, suffixes, developing use of story maps based on Alan Peat</p> <p><u>Poem by Benjamin Zefaniah:</u> The Orange Tree  <u>Book:</u> <b>Puffin book of utterly brilliant poetry</b> (p.91)</p> 	<p><b>Summer 2: Traditional tales from our culture and other cultures</b></p> <p><u>Text:</u> <b>The Runaway Chapati or Pretty Salma</b>  <u>Focus:</u> Application of key skills (see below)  <u>Outcome:</u> Write own version of story</p>   <p>Poetry  <u>Focus:</u> Application of key skills (see below)  <u>Outcome:</u> Write a poem</p> <p><u>Key skills:</u> expanded noun phrases, different sentence types, sentences with different forms [statement, question, exclamation, command], extending subordination &amp; coordination, continuing adjectives, proof reading &amp; writing for different purposes</p> <p><u>Poem by Benjamin Zefaniah:</u> For Word  <u>Book:</u> <b>Puffin book of utterly brilliant poetry</b> (p. 88/89)</p> 