



EYFS and KS1 LONG TERM ENGLISH PLAN 2020- 2021

English sits at the heart of our curriculum – it is through language, story and text that children learn to form concepts, connect ideas and express themselves. Through literacy, in all its forms, children learn to both make sense of the world and shape their place within it.

Across both writing and reading, we place a heavy emphasis on developing a child’s vocabulary. By the time children leave Westbury Park Primary School in Year 6, the limited word hoard they arrived with in Reception will have expanded enormously, giving them the language they need to understand sophisticated texts and express themselves in a wide range of contexts.

Writing

In all year groups, we teach writing through high-quality texts – ranging from picture books to poetry, immersive real-life experiences, such as school trips, or a combination of both.

Over their time at the school, children will write a variety of fiction and non-fiction texts, including recounts, news reports, explanation texts, poems, plays and stories of all kinds. We use drama, role-play, storytelling and discussion to engage the imagination, before moving on to vocabulary exploration, sentence craft and creative writing and from mid Early Years up, adopt the Talk for Writing approach to assist the children’s acquisition of internalised models to enable them to write this wide range of well developed text types.

Throughout the Early Years and Key Stage 1 children are taught the key principles of writing in order to lay a solid foundation for developing their skills later on. An emphasis is placed on developing clear, cursive handwriting with ‘finger spaces’ between in each word. Children are taught to apply their knowledge of phonics to help them spell accurately, and to structure their work, whether it be fiction writing or a set of instructions. Our curriculum teaches the children to add variation and description to their work by developing their vocabulary, including the use of interesting adjectives and adverbs and developing sentence structure using conjunctions and sentence openers. By the end of Key Stage 1 children have been taught the fundamentals of punctuation and grammar. This structural and technical knowledge is fostered alongside developing a love for writing as a lifelong means for communication and expressing oneself.

Reading

First and foremost, we want all children at Westbury Park School to develop a life-long love of reading. As a result, we approach the teaching of reading from all angles, so as to miss no opportunity to spark a child’s interest. Twice weekly, Guided Reading lessons focus on the skills of comprehension, first through unpicking vocabulary, then moving on to unlocking the meaning of whole texts and critical appreciation. Teachers read a huge variety of written material regularly with the children, fiction and non-fiction, stories, reports, diaries and poems. Each year group has access to a ‘Class Book Library’ containing challenging and interesting texts for teachers to read to their classes, exposing children to language, concepts and stories which they may find too challenging to read independently.

We have a home-school reading system, which requests that children read a book at the appropriate level for them, for at least ten minutes each day. In Reception and Key Stage 1, children follow a reading scheme, giving them a thorough grounding in the fundamentals. Moving up, the children follow ‘book bandings’ ensuring they are making progress. We have a fantastic, ever-expanding library where children can go to take out books and read with their teachers and each other.

Each term we launch our Reading diaries which encourage the children to read a range of texts challenging the children to read ambitious books they might not normally read, including non-fiction (linked to their history learning) and poetry.

Alongside this, we have regular author visits, shared reading experiences and World Book Day – one of the highlights of the year!

Phonics

Phonics is a way of teaching children how to read and write by developing their phonetic awareness—the ability to hear, identify, and manipulate different sounds used in the English language. Children learn the correspondence between these sounds and the spelling patterns (graphemes) that represent them. At Westbury Park, we place a strong emphasis on the teaching of phonics in the early years of reading and writing in order to give all children a solid foundation for learning. Because not all words in the English language comply to the rules of phonics, we also teach so-called ‘sight words’ by repetition and retrieval.



<p>EYFS</p> <p>Literacy Use phonics to decode straightforward words. Read simple sentences. Discuss what has been read. Use phonics knowledge to write simple words and sentences that are phonetically plausible and which match their spoken sounds and be read by themselves and others. Write some irregular common words.</p> <p>Communication & Language Listening attentively, including while completing tasks. Listening to stories and responding to prompts and ideas. Following instructions to carry out activities. Expression of ideas, including real-life and fictional ideas. Using past, present and future forms of language .</p>			<p>Year 1</p> <p>Reading Match graphemes for all phonemes. Read accurately by blending sounds. Read words with very common suffixes (s, es, ed, ing). Read contractions & understand purpose. Read phonics books aloud Link reading to own experiences Join in with predictable phrases. Discuss significance of title & events. Make simple predictions.</p> <p>English Writing Name letters of the alphabet. Spell very common 'exception' words. Spell days of the week. Use very common prefixes & suffixes. Form lower case letters correctly. Form capital letters & digits. Compose sentences orally before writing. Read own writing to peers or teachers.</p> <p>Grammar Leave spaces between words. Begin to use basic punctuation: . ? ! Use capital letters for proper nouns. Use common plural & verb suffixes.</p> <p>Speaking & Listening Listen & respond appropriately. Ask relevant questions. Maintain attention & participate.</p>			<p>Year 2</p> <p>Reading Develop phonics until decoding secure. Read common suffixes. Read & re-read phonic-appropriate books. Read common 'exception' words. Discuss & express views about fiction, non-fiction & poetry. Become familiar with & retell stories. Ask & answer questions; make predictions Begin to make inferences.</p> <p>English Writing Spell by segmenting into phonemes. Learn to spell common 'exception' words. Spell using common suffixes, etc. Use appropriate size letters & spaces. Develop positive attitude & stamina for writing. Begin to plan ideas for writing. Record ideas sentence-by-sentence. Make simple additions & changes after proof-reading.</p> <p>Grammar Use . ! ? , and ' Use simple conjunctions. Begin to expand noun phrases. Use some features of standard.</p> <p>English Speaking & Listening Articulate & justify answers. Initiate & respond to comments. Use spoken language to develop understanding.</p>		
<p>EYFS - These overarching topics can change depending on the children's interests</p>	<p>All About Me Initial sounds and emergent writing</p>	<p>Space Stories facts and fiction</p>	<p>Winter and Arctic Theme Animal facts & Fiction</p>	<p>Traditional Tales Talk for Writing model introduced</p>	<p>Julia Donaldson Stories Encouraging independent narrative and storytelling</p>	<p>Traditional Tales and Pirate Themed Narrative and Factual Writing</p>		
<p>Year 1 Writing</p>	<p>Letter writing Traditional tale Poetry</p>	<p>Lists and captions Narrative Poetry</p>	<p>Non Chron Narrative Narrative</p>	<p>Traditional tale Non fiction Instructions</p>	<p>Narrative ?(topic has changed) ?(topic has changed)</p>	<p>Narrative ?(topic has changed) ?(topic has changed)</p>		
<p>Year 1 Reading</p>	<p>Over the course of the year, the children will be introduced to a range of text types from a variety of authors. These will form the basis of guided reading sessions, teacher-led discussions and focussed comprehension exercises using a range of resources including Read Write Inc, Schofield and Sims, Brilliant and Opening Doors to Famous Poetry and Prose. As a result the children will be encouraged to delve deeper into a range of genres and gain confidence in tackling a variety of question types as the year develops. Through regular one to one and small group guided reading sessions, the children will continue to build on their phonics learning to become proficient decoders as well as developing their inference skills.</p>							



Year 2 Writing	Instructions Retelling a story Non chron report	Historical story Diary (recount) Fire poetry	Traditional story Informal letter ?	Anthony Browne story writing List poem Character description Letter	Recount Life cycles	Explanation text Fact file
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EYFS and KS 1 EXPECTATIONS	EYFS	Year 1	Year 2
Phonics	<ul style="list-style-type: none"> Use phonics to decode straightforward words Read simple sentences Discuss what has been read Use phonics knowledge to write simple words and sentences Learn sounds up to phase 5 	<ul style="list-style-type: none"> Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPC Read common exception words Read common suffixes (-s, -es, -ing, -ed, etc.) Read multisyllable words containing taught GPCs Read contractions and understanding use of apostrophe Read aloud phonically-decodable texts 	<ul style="list-style-type: none"> Phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multisyllable words containing these graphemes Read common suffixes Read exception words, noting unusual correspondances Read most words quickly & accurately without overt Sounding and blending
Trips/enrichment and speakers	Conker Walk Christmas Theatre Trip Hedgehog Rescue Centre Arctic explorer visitor Farm Trip Mystery Reader visitors	Autumn arts trail Matthew trip	Wild place trip (recount) Pizza Express visit (letter) Wildlife documentary visitor
CPD	Project Reception Course Cluster Meetings Cluster Moderation	None	
Cross Curricular		Try to pick guided reading books linked to topic	Link to Great Fire of London topic (term 2) Link to Life Cycles (term 5) Link to Dinosaurs (term 6)
Assessment	Continuous observations of children's play Formal assessment, review & moderation 3 times a year	Regular phonics screening NTS literacy x3 a year	NTS literacy x3 a year SPAG assessment Mock SATS Weekly spellings