
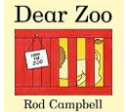

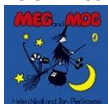
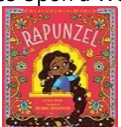
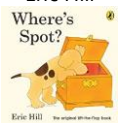

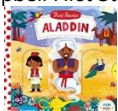



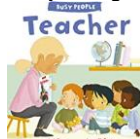


# Hollyfast Primary School – English Long-Term Plan EYFS 2023-2024



Pre-School						
<b>Autumn 1</b> <b>Contemporary Fiction</b> <i>Maisy goes to Nursery</i> Lucy Cousins 	<b>Classic Literature</b> <i>Dear Zoo</i> Rod Campbell 	<b>Non-Fiction</b> <i>Let's Wash our Hands</i> Campbell 	<b>Traditional Tales</b> <i>The Three Little Pigs</i> Axel Sheffler 	<b>Poetry</b> <i>Favourite Nursery Rhymes</i> Ladybird 	<b>Classic Literature</b> <i>Meg &amp; Mog</i> Helen Nicoll 	
<b>Autumn 2</b> <b>Non-Fiction</b> <i>My First Seasons</i> DK 	<b>Traditional Tales</b> <i>Rapunzel</i> Once Upon a World 	<b>Classic Literature</b> <i>Where's Spot?</i> Eric Hill 	<b>Contemporary Fiction</b> <i>'Wow' said the Owl</i> Tim Hoppood 	<b>Traditional Tales</b> <i>Aladdin</i> Campbell First Stories 	<b>Contemporary Fiction</b> <i>Little Owl and the Christmas Star</i> Mary Murphy 	
<b>End of Autumn</b>	<b>Comprehension:</b> <ul style="list-style-type: none"> <li>Engages in short conversations about stories, songs, rhymes and non-fiction books, using the pictures to help them understand and talk about what is happening</li> <li>Joins in with stories and poems</li> <li>Fills in the missing word or phrase in a rhyme or story</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Distinguishes between the different marks they make</li> <li>Uses scribbles and symbols that represent letters when exploring writing</li> </ul>					
<b>Spring 1</b> <b>Classic Literature</b> <i>The Gruffalo</i> Julia Donaldson 	<b>Traditional Tales</b> <i>Cinderella</i> Usborne 	<b>Classic Literature</b> <i>Miffy in the Snow</i> Dick Bruna 	<b>Contemporary Fiction</b> <i>Stomp Dinosaur, Stomp</i> Margaret Mayo 	<b>Non-Fiction</b> <i>Busy People: Teacher</i> Lucy George 	<b>Traditional Tales</b> <i>Little Red Riding Hood</i> Ladybird 	


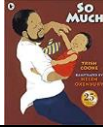
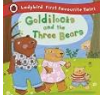
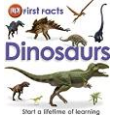






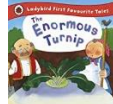

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<p><b>Spring 2</b></p>	<p><b>Contemporary Fiction</b> <i>Lulu loves the Library</i> Anna McQuinn</p> 	<p><b>Classic Literature</b> <i>Kipper's Toybox</i> Mick Inkpen</p> 	<p><b>Poetry</b> <i>The Pirates on the Bus</i> Peter Millett</p> 	<p><b>Contemporary Fiction</b> <i>Oh No George!</i> Chris Haughton</p> 	<p><b>Traditional Tales</b> <i>The Little Mermaid</i> Once Upon a World</p> 	<p><b>Non-Fiction</b> <i>First Festivals: Ramadan</i> Ladybird</p> 
<p><b>End of Spring</b></p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Engages in regular sharing of stories, rhymes, songs and non-fiction books, including longer stories, exploring new vocabulary and remembering much of what happens</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Sometimes gives meaning to their drawings and paintings</li> <li>Uses symbols when exploring writing</li> </ul>					
<p><b>Summer 1</b></p>	<p><b>Traditional Tales</b> <i>Why Elephant has a Trunk</i> Tinga Tinga Tales</p> 	<p><b>Non-Fiction</b> <i>Look &amp; Learn: Patterns!</i> National Geographic</p> 	<p><b>Contemporary Fiction</b> <i>Arlo the Lion who couldn't sleep</i> Catherine Rayner</p> 	<p><b>Poetry</b> <i>Don't Put Your Finger in the Jelly, Nelly!</i> Nick Sharratt</p> 	<p><b>Classic Literature</b> <i>The Very Hungry Caterpillar</i> Eric Carle</p> 	<p><b>Contemporary Fiction</b> <i>The Goggle-Eyed Goats</i> Christopher Corr</p> 
<p><b>Summer 2</b></p>	<p><b>Classic Literature</b> <i>Rosie's Walk</i> Pat Hutchins</p> 	<p><b>Traditional Tales</b> <i>Jack and the Beanstalk</i> Ladybird</p> 	<p><b>Classic Literature</b> <i>We're Going on a Bear Hunt</i> Michael Rosen <i>We've Going on a Bear Hunt</i> Michael Rosen Helen Stebbings</p> 	<p><b>Non-Fiction</b> <i>National Trust: River</i> AK Behl</p> 	<p><b>Traditional Tales</b> <i>The Ugly Duckling</i> Ladybird</p> 	<p><b>Contemporary Fiction</b> <i>Superkid</i> Claire Freedman</p> 
<p><b>End of Summer</b></p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Engages in extended conversations about stories, rhymes, songs and non-fiction texts, answering simple questions and learning new vocabulary</li> <li>Talks about events and characters in stories and suggests how a story might end</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Ascribes meanings to signs, symbols and words that they see in different places</li> <li>Begins to give meanings to the marks they make</li> <li>Beginning to know the purpose of writing in real context</li> </ul>					

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<b>Reception</b>						
<b>Autumn 1</b>	<p><b>Contemporary Fiction</b> <i>All Are Welcome</i> Alexandra Penfold</p> 	<p><b>Classic Literature</b> <i>So Much!</i> Trish Cooke</p> 	<p><b>Traditional Tales</b> <i>Goldilocks &amp; the Three Bears</i> Ladybird</p> 	<p><b>Non-Fiction</b> <i>First Facts: Dinosaurs</i> DK</p> 	<p><b>Traditional Tales</b> <i>The Magic Porridge Pot</i> Ladybird</p> 	<p><b>Poetry</b> <i>Big Book of Nursery Rhymes</i> Usborne</p> 
<p>Selection of text-based writing opportunities including:</p> <ul style="list-style-type: none"> <li>Own name</li> <li>Draw and label</li> <li>Label an illustration / photograph</li> </ul>						
<b>Autumn 2</b>	<p><b>Contemporary Fiction</b> <i>What's in the witch's kitchen?</i> Nick Sharratt</p> 	<p><b>Classic Literature</b> <i>Funnybones</i> J&amp;A Ahlberg</p> 	<p><b>Non-Fiction</b> <i>First Festivals: Diwali</i> Ladybird</p> 	<p><b>Classic Literature</b> <i>Alfie lends a Hand</i> Shirley Hughes</p> 	<p><b>Traditional Tales</b> <i>The Enormous Turnip</i> Ladybird</p> 	<p><b>Contemporary Fiction</b> <i>Father Christmas Needs a Wee</i> Nicholas Allan</p> 
<p>Selection of text-based writing opportunities including:</p> <ul style="list-style-type: none"> <li>Own name</li> <li>Simple list</li> <li>Story map</li> <li>Labels and captions</li> </ul>						
<b>End of Autumn</b>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>Shares books, rhymes and songs with others, answering simply 'why' questions</li> <li>Retells deeply familiar stories, using some new vocabulary they have met in books</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Knows that phonemes are represented by graphemes</li> <li>Scribes some initial sounds to words</li> <li>Selects graphemes for some phonemes taught so far</li> <li>Forms some lower- and upper-case letters correctly in their own name</li> <li>Can re-read what they have written, with significant adult support</li> <li>Can write some or all of their first name</li> <li>Is beginning to talk about ideas they want to write about</li> </ul>					


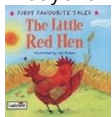

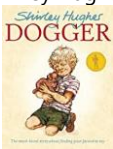

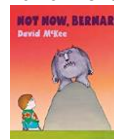
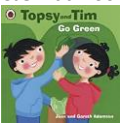





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<b>Spring 1</b>	<b>Contemporary Fiction</b> <i>Juniper Jupiter</i> Lizzy Stewart 	<b>Traditional Tales</b> <i>The Emperor's New Clothes</i> Lesley Sims 	<b>Non-Fiction</b> <i>Winter</i> Harriet Brundle 	<b>Classic Literature</b> <i>Peace at Last</i> Jill Murphy 	<b>Traditional Tales</b> <i>The Great Race</i> Emily Hiles 	<b>Classic Literature</b> <i>One Snowy Night</i> Nick Butterworth 
	<b>Writing to inform</b> Phrase/sentence about a superhero	<b>Writing to describe</b> Phrase/sentence about the Emperor / his clothes	<b>Writing to inform</b> Phrase/sentence about winter	<b>Writing to narrate</b> Phrase/sentence about a part of the story	<b>Writing to describe</b> Phrase/sentence about an animal in the race	<b>Writing to narrate</b> Sentence to accompany a picture from the story
<b>Spring 2</b>	<b>Non-Fiction</b> <i>Why do we need trees?</i> Usborne 	<b>Classic Literature</b> <i>A Dark Dark Tale</i> Ruth Brown 	<b>Contemporary Fiction</b> <i>The Detective Dog</i> Julia Donaldson 	<b>Poetry</b> <i>Whizz Bang Orangutan</i> John Foster 	<b>Contemporary Fiction</b> <i>Whiffy Wilson, the wolf who wouldn't wash</i> Caryl Hart 	<b>Traditional Tales</b> <i>Chicken Licken</i> Ladybird 
	<b>Writing to instruct</b> Sentence about how to plant a tree	<b>Writing to narrate</b> Sentence about the story	<b>Writing to recount events</b> Sentence about a visit e.g. to the library	<b>Writing to inform</b> Sentence about food they do / don't like [link to cabbage poem]	<b>Writing to describe</b> Sentence about Whiffy Wilson	<b>Writing to narrate</b> Sentence in role as Chicken Licken – speech bubble
<b>End of Spring</b>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Shares books, rhymes and songs with others, answering questions about 'when' and 'how'</li> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Retells familiar stories using recently learnt vocabulary</li> <li>• Uses vocabulary found in a range of texts, increasingly exploring meaning</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Writes first name mostly correctly and with a capital letter</li> <li>• Articulates ideas, structuring them in speech, before writing, with some adult support</li> <li>• Beginning to write simple phrases and short sentences using phonic knowledge and some common exception words taught with adult support</li> <li>• Selects graphemes for phonemes taught so far</li> <li>• Beginning to form most lower-case letters correctly</li> <li>• Can re-read what they have written, with adult support</li> <li>• Writes 'letter groups' which have spaces in between, to resemble words in play</li> </ul>					

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<b>Summer 1</b>	<b>Contemporary Fiction</b> <i>The Most Exciting Eid</i> Zeba Talkhani 	<b>Traditional Tales</b> <i>Little Red Hen</i> Ladybird 	<b>Poetry</b> <i>What is Pink?</i> Christina Rossetti 	<b>Classic Literature</b> <i>Dogger</i> Shirley Hughes 	<b>Non-Fiction</b> <i>Mad about Sharks</i> Ladybird 	<b>Classic Literature</b> <i>Not Now Bernard!</i> David McKee 
	<b>Writing to recount events</b> 1 <sup>st</sup> person recount in role as main character	<b>Writing to narrate</b> Sentences retelling the story	<b>Writing poetry</b> Own colour poem	<b>Writing to describe</b> Sentences to describe own special toy	<b>Writing to inform</b> Sentences about sharks	<b>Writing to describe</b> Sentences to describe a monster
<b>Summer 2</b>  <i>Writing to describe</i> Sentences to describe places in the story	<b>Contemporary Fiction</b> <i>Topsy &amp; Tim Go Green</i> J&G Adamson 	<b>Contemporary Fiction</b> <i>Clean Up!</i> Nathan Bryon 	<b>Traditional Tales</b> <i>The Three Billy Goats Gruff</i> Ladybird 	<b>Non-Fiction</b> <i>Ten things I can do to help my world</i> Melanie Walsh 	<b>Classic Literature</b> <i>The Tiger who came to Tea</i> Judith Kerr 	<b>Traditional Tales</b> <i>The Hare &amp; the Tortoise</i> Brian Wildsmith 
	<b>Writing to instruct</b> Sentences about how to make something using recycled materials	<b>Writing to describe</b> Sentences to describe the island in the story	<b>Writing to narrate</b> Sentences about the story	<b>Writing to inform</b> Sentences about how to help look after the world	<b>Writing to narrate</b> Own ** who came to tea story	<b>Writing to recount events</b> 1 <sup>st</sup> person sentences sports day
<b>End of Summer</b>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>Asks questions to check understanding about what has been read</li> <li>Re-tells short stories they have heard in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary</li> <li>Talks about some of the new knowledge and vocabulary learnt from books</li> <li>Becomes more confident with anticipating key events in stories</li> </ul> <b>ELG:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary <b>ELG:</b> Anticipate, where appropriate, key events in stories <b>ELG:</b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play					
	<b>Writing</b> <ul style="list-style-type: none"> <li>Writes first and second name, mostly correctly</li> <li>Writes simple phrases and sentences using phonic knowledge and learnt common exception words</li> <li>Articulates ideas, structuring them in speech before writing</li> <li>With prompting, writes texts to communicate meaning, for an increasingly wide range of purposes</li> <li>Becomes more consistent with forming lower-case letters and beginning to use capital letters correctly</li> <li>Can re-read what they have written, with some adult support</li> </ul>					

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|  | <ul style="list-style-type: none"><li>• Forms lower-case and capital letters mainly correctly</li></ul> <p><b>ELG:</b> Write recognisable letters, most of which are correctly formed</p> <p><b>ELG:</b> Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p><b>ELG:</b> Write simple phrases and sentences that can be read by others</p> |
|--|--|