

	EYFS Long term English Planning
Text Structure	<p>Fiction: To entertain Expected:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG comprehension) 2. Invent, adapt and recount narratives and stories with peers and teachers. (ELG Im and Ex) <p><i>Once upon a time</i> <i>First / Then / Next</i> <i>Finally,.....happily ever after</i></p> <p>Introduce:</p> <ol style="list-style-type: none"> 3. Planning Tool –Story map /story mountain 4. Whole class retelling of story 5. Understanding of beginning/ middle / end 6. Use within verbal retelling – <i>but...so...</i>
	<p>Non-fiction: To inform Expected:</p> <ol style="list-style-type: none"> 1. Write simple factual sentences based around a theme and using taught vocabulary 2. Verbalise and write names, captions and labels using taught vocabulary 3. Participate in a small group, class or 1:1 offering own ideas using introduced vocabulary (ELG Sp) 4. Offer explanations as to why things happen – using vocabulary from stories, non-fiction, poetry (ELG Sp) <p>Introduce:</p> <ol style="list-style-type: none"> 5. Factual writing closely linked to a story 6. Lists 7. Diagrams 8. Message
Sentence Construction	<p>Expected:</p> <ol style="list-style-type: none"> 1. Say the meaning of marks made 2. Write simple sentences 3. Say a simple sentence, write and read it back to check it makes sense. 4. Write short sentences with words with known letter-sound correspondence using a capital letter and full stop. (Lit) 5. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (ELG Sp) <p>Introduce:</p> <ol style="list-style-type: none"> 6. Simple Conjunction: <i>and but because</i> 7. Repetition for rhythm in stories: e.g. <i>He walked and he walked</i> 8. Repetition in description e.g. <i>a lean cat, a mean cat</i>
Word – language	<p>Introduce / model correct use of verbally:</p> <ol style="list-style-type: none"> 1. Determiners: <i>the / a, my, your, an, this, that, his, her, their, some, all</i> 2. Prepositions: <i>up, down, in, into, out, to, onto</i> 3. Adjectives e.g. <i>old, little, big, small, quiet</i> 4. Simple plurals 5. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG Sp)
Punctuation	<p>Introduce:</p> <ol style="list-style-type: none"> 1. Finger spaces 2. Full stops 3. Capital letters
Handwriting	<p>Expected:</p> <ol style="list-style-type: none"> 1. Use core strength to achieve a good posture (PD) 2. Develop fine motor skills to use pencils for drawing and writing (PD)

	<ul style="list-style-type: none"> 3. Develop foundations of a handwriting style which is fast, accurate and efficient (PD) 4. Write recognisable letters, most of which are correctly formed. (ELG Lit) 5. Hold a pencil effectively in preparation for fluent writing – using the tripod grip for almost all children (ELG PD)
Spelling	<p>Expected:</p> <ul style="list-style-type: none"> 1. Plausible phonetic attempts at letters, including phase 2 and phase 3 phonemes. 2. Use of initial sound for spelling new words. 3. Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG wr)
terminology	<p>Expected:</p> <ul style="list-style-type: none"> 1. Letter 2. Word 3. Capital letter 4. Full stop <p>Introduce:</p> <ul style="list-style-type: none"> 5. Finger spaces 6. Sentence