

English LTP – 2022-2023	Term 1		Term 2		Term 3
Stimulus themes /topics	This is me	Light and dark	People who help us	Lifecycles	Fabulous flavours/ Guilty as charged
Reading for pleasure (class read aloud book)	The Proudest Blue Wow Goes the Owl	The Gruffalo Gruffalo's Child Stick Man Nativity Story	Duck in a Truck Ugly Five Little Red Riding Hood Supertato and the Evil Pea	Oi Cat Non-Fiction Books about life –cycles The Easter Story	Recipe Books Cake! Kitchen Disco Handa's Hen The Real story of The Three Little Pigs Wolf Won't Bite
Guided Reading Text Drivers	The colour monster The colour monster starts school 10 little fingers and 10 little toes	Owl babies Night monkey/day monkey Whatever next	Oi Frog Oi Dog Non-fiction book based on people who help us	The ugly duckling The very hungry caterpillar	Jack and the beanstalk Gorilla loves vanilla Handa's surprise The three little pigs Goldilocks and the three bears
1:1 reading focus	We can begin to segment VC/CVC words. We can talk about pictures in books discussing is happening in the book and what might happen next?	We can begin to segment and blend VC/CVC words independently. Blend sounds into words, so that they can read short words made up of known letter – sound correspondences.	We can segment and blend VC/CVC words independently We can begin to read some common exception words We can read some letter groups that each represent one sound and say sounds for them	We can recognise newly taught common exception words We can recognise some common exception words by sight Ensure we put our finger underneath where we are reading to track	We can re sentences to back to build fluency. We can discuss what has happened in a story. We can begin to answer questions based around a text. We can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

					We can read words consistent with their phonic knowledge by sound-blending
Sentence, grammar and punctuation skills linked to reading models and writing journey	We can begin to hear initial sounds. We can give meaning to the marks I make.	We can hear and say initial sounds in words. We can write my name.	We can form lower-case and capital letters correctly. We can link letters and sounds of the alphabet. We can use some clearly identifiable letters in the alphabet in a correct sequence.	We can write short sentences with words with known sound-letter correspondences using a capital letter and full stop. We can re-read what we have written to check that it makes sense. We can write labels and captions.	We can write recognisable letters, most of which are correctly formed. We can write simple phrases and sentences that can be read by others.
Handwriting Fine motor skills Gross motor skills	We can use our core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. We have developed the foundations of a handwriting style which is fast, accurate and efficient. Implementation: <ul style="list-style-type: none"> ➤ Gross motor – jumping, skipping, and hopping. ➤ Mark making 	We can revise and refine fundamental movement skills that we have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. We can combine different movements with ease and fluency. We can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Implementation: <ul style="list-style-type: none"> ➤ Runner bean game ➤ OT program ➤ Mark making ➤ Construction 	We can progress towards a more fluent style of moving, with developing control and grace. We can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Implementation: <ul style="list-style-type: none"> ➤ Fine motor morning activities. <ul style="list-style-type: none"> – Tweezers, threading. ➤ Pencil control sheets. 	We can engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. We can develop and refine a range of ball skills including; throwing, catching, kicking, and passing, batting, and aiming. Implementation: <ul style="list-style-type: none"> ➤ Bats and ball out during continuous provision. ➤ Letter formation sheets. 	Gross motor skills: We can negotiate space and obstacles safely, with consideration for themselves and others. We can demonstrate strength, balance and coordination when playing. We can move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine motor skills: We can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

	<ul style="list-style-type: none"> ➤ Gorilla sitting 	<ul style="list-style-type: none"> ➤ Junk modelling ➤ Playdough 	<ul style="list-style-type: none"> ➤ Shape cutters/utilensils on playdough table. 		<p>We can use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>We are beginning to show accuracy and care when drawing.</p> <p>Implementation:</p> <ul style="list-style-type: none"> ➤ Obstacle course in garden. ➤ Playdough – squeezing, pinching. ➤ Stacking crates ➤ Mark making ➤ Letter formation sheets
<p>Communication and language Talk: skills, opportunities and outcomes</p>	<p>We understand how to listen carefully and why listening is important.</p> <p>We can engage in story time.</p> <p>We can learn rhymes, poems and songs.</p> <p>Implementation:</p> <ul style="list-style-type: none"> ➤ Small groups ➤ Stories that reflect on our current PLODS/Topics. ➤ Role play ➤ Turn taking ➤ Singing time 	<p>We can learn new vocabulary. We can ask questions to find out more and understand what has been said to us.</p> <p>We can listen to and talk about stories to build familiarity and understanding.</p> <p>We can retell a story once we have developed a deep familiarity of the text, some as exact repetition and some in their own words.</p> <p>Implementation:</p> <ul style="list-style-type: none"> ➤ Story time ➤ Small group listening 	<p>We can use new vocabulary throughout the day.</p> <p>We can describe events in some detail.</p> <p>We can develop social phrases.</p> <p>We can use new vocabulary in different contexts.</p> <p>We can listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>We can articulate our own ideas and thoughts in well-formed sentences.</p> <p>We can connect one idea or action to another using a range of connectives.</p> <p>We can use talk to help work out problems and organise thinking and activities, and try to explain how things work and why they might happen.</p> <p>Implementation:</p> <ul style="list-style-type: none"> ➤ Joining in and turn taking when 	<p>We can listen attentively and respond to what we hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>We can make comments about what we have heard and ask questions to clarify our understanding.</p> <p>We can hold conversations when engaged in back-and-forth exchanges with our teacher and peers.</p>

	<ul style="list-style-type: none"> ➤ All staff to use Makaton to support communication for all children ➤ Cued articulation 	<ul style="list-style-type: none"> ➤ Retelling stories using backwards maps/ storyboards. ➤ Adults modelling asking questions. ➤ All staff to use Makaton to support communication for all children ➤ Cued articulation 	<p>We can engage in non-fiction books.</p> <p>We can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Implementation:</p> <ul style="list-style-type: none"> ➤ Story time ➤ Visits from police, vet, and nurse to engage children – Introducing new vocabulary. ➤ Singing time ➤ Role play ➤ Listening to oral instructions. ➤ All staff to use Makaton to support communication for all children ➤ Cued articulation 	<p>speaking and listening.</p> <ul style="list-style-type: none"> ➤ Describing changes and lifecycles of animals. ➤ Recounting events of a trip. ➤ Listening to oral instructions. ➤ All staff to use Makaton to support communication for all children ➤ Cued articulation 	<p>We can participate in small group, class and one-to-one discussions, offering our own ideas, using recently introduced vocabulary.</p> <p>We can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p> <p>We can express our ideas and feelings about our experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from our teacher.</p> <p>We can produce speech that is clear and easy to understand. We can use language to reason and persuade.</p> <p>Implementation:</p> <ul style="list-style-type: none"> ➤ Re-telling stories ➤ Answering how and why questions ➤ Listening to oral instructions. ➤ Problem solving ➤ Recounting events from school trips.
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Spelling Application and teaching	<p>We can begin to form letters correctly.</p> <p>We can write our own name</p>	<p>We can use our “Fred Fingers” to help us hear and write sounds in words initial and final sounds in words.</p>	<p>We can use my “Fred Fingers” to help me hear and write sounds in words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>We can spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>We can correctly spell some common exception words</p>	<p>We can spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>We can write simple phrases and sentences that can be read by others.</p>