

## EYFS Long Term Plan and Book Map

Term 1							
Theme	What makes me, me?						
Class Texts							
English Stimuli							
Term 1	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">Reading Comprehension</th> <th style="width: 33%; text-align: center;">Word Reading</th> <th style="width: 33%; text-align: center;">Writing</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><b>0-3</b> Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Ask questions about the book and make comments; share their own ideas.</p> <p><b>3&amp;4</b> Have an understanding that print has meaning. Understand that we read English text from left to right and from top to bottom. Understanding the different parts of a book.</p> <p><b>ELG</b> Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary.</p> </td> <td style="vertical-align: top;"> <p><b>0-3</b> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p><b>3&amp;4</b> Develop their phonological awareness: spot and suggest rhymes. Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Rec</b> Read individual letters by saying the sounds for them.</p> </td> <td style="vertical-align: top;"> <p><b>0-3</b> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to.</p> <p><b>3&amp;4</b> Use some of their print and letter knowledge in their early writing. Write some of their name/ all their name. Write some letters accurately.</p> </td> </tr> </tbody> </table>	Reading Comprehension	Word Reading	Writing	<p><b>0-3</b> Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Ask questions about the book and make comments; share their own ideas.</p> <p><b>3&amp;4</b> Have an understanding that print has meaning. Understand that we read English text from left to right and from top to bottom. Understanding the different parts of a book.</p> <p><b>ELG</b> Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary.</p>	<p><b>0-3</b> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p><b>3&amp;4</b> Develop their phonological awareness: spot and suggest rhymes. Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Rec</b> Read individual letters by saying the sounds for them.</p>	<p><b>0-3</b> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to.</p> <p><b>3&amp;4</b> Use some of their print and letter knowledge in their early writing. Write some of their name/ all their name. Write some letters accurately.</p>
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Commented [E1]:

Term 2			
Theme	What do I celebrate and why?		
Class Texts			
English Stimuli			
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Term 3			
Theme	Traditional Tales: Should they change or should they stay the same?		
Class Texts			
English Stimuli			
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 Say a sound for each letter in the alphabet.  
 Read words consistent with their phonic knowledge by sound-blending.

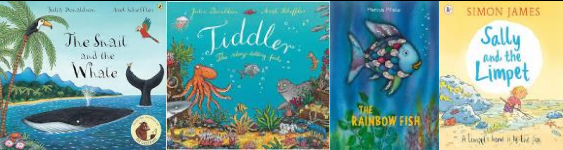
Term 5	
Theme	Minibeasts: What can we find in the grass and under pots?
Class Texts	
English Stimuli	



Term 5	<p><b>Reading Comprehension</b></p> <p><b>Rec</b> Re-read books to build up their understanding and enjoyment Re-read books to build up their confidence and fluency.</p> <p><b>ELG</b> Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary. Anticipate – where appropriate – key events in stories. Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p><b>Word Reading</b></p> <p><b>3&amp;4</b> Develop their phonological awareness: spot and suggest rhymes. Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Rec</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups (digraphs and trigraphs) that each represent one sound and say sounds for them Read a few common exception words (tricky words) Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>ELG</b> Say a sound for each letter in the alphabet. Name at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p><b>Writing</b></p> <p><b>Rec</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p><b>ELG</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences independently.</p>
	<b>Term 6</b>		

**Theme Under the Sea: What does life look like under the sea?**

Class Texts										

English Stimuli			
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