



# Ferndale Primary and Nursery School

## English: Year FS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Reader</b>	<p>A Squash and a Squeeze Dinosaur starts school Let's build a house The Three Little Pigs (different homes) We are all Special The Little Red Hen WE GATHER Together</p> <p>(Non-fiction Harvest, homes, families, senses)</p>	<p>Funny Bones Hansel and Gretel Not Now Noor Rama and Sita Diwali non-fiction text Poetry – Fireworks The Swirling Hijaab A Letter to Santa Handa's Surprise</p>	<p>Jolly Snow We went to find a woolly mammoth The Rainbow Bear The Dinosaur diary Here we go digging for dinosaur bones Fossils/rocks – non fiction Fossils Tell of a Long time ago</p>	<p>Three Billy Goats Gruff Zog Whatever Next? Simon Sock Journey Supertato</p>	<p>These Bees Count The Honey Bee Man Recycling Micheal Recycle Helping to save our planet Little Panda Emily Saves the Planet</p>	<p>The Enormous Turnip Jack and the Beanstalk Where does my Food Come From? How to Catch a Star? A Scientist Like Me? The Hungry Caterpillar Cops and Robbers</p>
<b>Other Core Texts</b>	<b>Where Do We Belong?</b>	<b>How Do People Live Around The World?</b>	<b>Is The Past Key To Our Future?</b>	<b>What's The Story?</b>	<b>How Do We Help Save The Planet?</b>	<b>Can We Investigate?</b>
<p>These will be dipped into as a whole class (either for whole class reading or as a writing stimulus.)</p>	<p>How much I love you Say Please Little Bear The Bad Tempered Ladybird The Selfish Crocodile Don't Be a Bully Billy</p>	<p>Remember, remember 5<sup>th</sup> November – poem Celebrations Around the World - Diwali The Best Diwali Ever A Letter to Santa</p>	<p>Snow Poems The Man on the Moon The Dinosaur who Pooped a Planet Back to Earth with a Bump Aliens Love Underpants</p>	<p>Superkid Don't Wake the Dragon Fairies Are Real / Unicorns Are Real Mythical Creatures</p> <p>Fantasy Stories – Wizards, dragons,</p>	<p>Mad About Minibeasts Recycle and Reuse What a Waste! A Whales Tale</p>	<p>The Gingerbread Man Topsy and Tim Meet the Police Oliver's Vegetables</p> <p>People who help us texts link to police investigations, chef</p>



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	National Poetry Day (October)			fairies, monsters, aliens (Link with response planning from children)		
				World Book Day (March)		
Reading	<ul style="list-style-type: none"> <li>Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG). (Comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG). (Word Reading)</li> </ul>	<ul style="list-style-type: none"> <li>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG). (Comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates, where appropriate, key events in stories (ELG). (Comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>Can read words consistent with his/her phonic knowledge by sound blending (ELG). (Word Reading)</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG). (Word Reading)</li> </ul>
Continuous reading and writing objectives	<ul style="list-style-type: none"> <li>Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment. (Comprehension)</li> <li><b>Anticipates, where appropriate, key events in stories (ELG). (Comprehension)</b></li> <li><b>Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG). (Comprehension)</b></li> <li><b>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG). (Comprehension)</b></li> <li>Reads individual letters by saying the sounds for them. (Word Reading)</li> <li>Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences. (Word Reading)</li> <li>Can read some letter groups that each represent one sound and say the sounds for them. (Word Reading)</li> <li>Can read a few common exception words matched to the school's phonic programme. (Word Reading)</li> <li>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Word Reading)</li> </ul>					



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- **Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG). (Word Reading)**
- **Can read words consistent with his/her phonic knowledge by sound blending (ELG). (Word Reading)**
- **Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG). (Word Reading)**
- Can form lower-case and capital letters correctly. (Writing)
- Is able to spell words by identifying the sounds and then writing the sound with letter/s. (Writing)
- Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (Writing)
- Re-reads what he/she has written to check that it makes sense. (Writing)
- **Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG). (Writing)**
- **Writes recognisable letters, most of which are correctly formed (ELG). (Writing)**
- **Writes simple phrases and sentences that can be read by others (ELG). (Writing)**

<p><b>Writing opportunities</b> Please state genres. Where possible, please use a book/text as a stimulus for the writing. Please include balance of fiction, non-fiction and poetry across the year. Make sure the writing opportunities excite you as a teacher!</p>	<p>(See Speaking &amp; Listening Opportunities as that is our main focus when they first start)</p> <p>Name Writing – label constructions made</p> <p>Sequenced the story – A Squash and a squeeze</p> <p>I can see... sentence, Giraffe’s can’t dance</p>	<p>Poetry – learning poem to perform (video) – 5<sup>th</sup> November.</p> <p>Retelling Nursery Rhymes</p> <p>Writing a simple sentence and CVC words</p> <p>Letter writing – Santa Christmas Card writing</p>	<p>Poem – Snow, winter</p> <p>Describe how to survive ice age.</p> <p>Identify and write rhyming words</p> <p>Labelling animals</p> <p>Sequence story – The Wolly Mammoth</p> <p>Instructions – how to catch a star</p>	<p>Story – beginning, middle, end</p> <p>Make up their own creature/magical, description</p> <p>describing character.</p> <p>story writing</p>	<p>Fact file about an animal</p> <p>Factual writing – labelling animals</p> <p>Persuasive writing – poster for saving our planet</p> <p>Who am I? riddles</p>	<p>Explain how to ... grow vegetable.</p> <p>Instructions – how to make a gingerbread man. How to catch a star</p>
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<b>Sentence objectives including punctuation</b>	Names Labels Captions	Names Labels Captions Simple sentences Lists	Labels Simple sentences Finger spaces Full stops	Simple sentences Simple connectives - and Finger spaces Full stops	Simple sentences and connectives Finger spaces Full stops Compound sentences Capital letters	Simple sentences and connectives Finger spaces Full stops Compound sentences Capital letters
<b>Key vocabulary</b>  Which vocab will you feed into lessons in context to aid children's writing? Please consider both subject specific vocabulary as well as text-type-specific vocabulary	Letter / sound Word  Emotions (happy, sad, angry, love, excited) Feelings Unique / individual / special  I spy Senses, seeing, hearing, smelling, touching, tasting Characters -  Verbs - squashing, squeezing, dancing, pushing, moving, pulling, eating, running	Letter / sound Word Sentence  Festivals, celebrations Halloween, party, bonfire, fireworks, candles, sparklers, safety  Describing fireworks - adjectives  Diwali, religion, harmony, light, darkness, respect, rangoli, patterns, feast, family, traditions, Rama, Sita, good, evil,	Sound Word Sentence Finger space  Ice Age, glacier, electricity, manmade, natural, dinosaur, history, a long time ago, now, hunt, spear, melt, solid, temperature, extinct, herbivore carnival, survive, habitat	Sound Word Sentence Finger space Full stops  Fantasy, adventure, superhero, rescue, dragon, unicorn, mythical, mermaid, magical, mysterious, pirates, voyage, journey, monsters, beasts, imagination, creation, enchanted  character, setting, order	Word Sentence Finger space Full stops Capital letters Simile  protect, habitat, extinct, endangered, recycle, upcycle, camouflage, forest, pollute, plastic, ocean	Word Sentence Finger space Full stops Capital letters Simile  investigate, problem, occupations, chef, farm, harvest, grow, scientist, experiment, predict, solve,



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	<p>Repetitive language – Funny Bones</p>	<p>Hibernation, nocturnal, weather, habitats, family, forest, woodland, food chain</p> <p>Rhyme and repetitive language</p>				
<p><b><u>Speaking and Listening Opportunities and First Hand Experiences</u></b></p>	<p>Say a sentence about the story/book</p> <p>Make up actions to a story</p> <p>Talk Partners</p> <p>Retell through home corner: A squash and a squeeze</p>	<p>Perform poem/rhymes</p> <p>Act out the story</p> <p>Tell us your dream...</p> <p>Talk Partners</p> <p>Sing nursery rhymes – physically act out and change Jack and Jill</p> <p>Diwali visitor – Q and answer</p> <p>Questions follow visit to the church</p>	<p>Talk time – Questions about how people lived during ice age.</p> <p>Ice Age/Dinosaurs – describing dinosaurs. Explaining what happened during ...</p> <p>Talk Partners</p> <p>Forest: Talking around fire.</p> <p>Explorodome - Light</p>	<p>Talk Partners</p> <p>Dress up day for fairy tale characters</p> <p>Act out familiar stories</p> <p>What rhymes with...</p>	<p>Talk about your favourite part of the trip</p> <p>Describe an animal – Who am I?</p> <p>Talk Partners</p>	<p>Reading sentence out to the class</p> <p>Talk Partners</p> <p>Farm visit – develop vocabulary</p>
<ul style="list-style-type: none"> <li>• Understands how to listen carefully and why listening is important. Learns new vocabulary. (Listening, Attention and Understanding)</li> <li>• Uses new vocabulary through the day. (Listening, Attention and Understanding)</li> </ul>						



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	<ul style="list-style-type: none"> <li>• Engages in story times. (Listening, Attention and Understanding)</li> <li>• Listens to and talk about stories to build familiarity and understanding.</li> <li>• Listens carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learns rhymes, poems and songs.</li> <li>• Engages in non-fiction books. (Listening, Attention and Understanding)</li> <li>• Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• <b>Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peers (ELG). (Listening, Attention and Understanding)</b></li> <li>• <b>Listens attentively and responds to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG). (Listening, Attention and Understanding)</b></li> <li>• <b>Makes comments about what he/she has heard and asks questions to clarify his/her understanding (ELG).</b></li> <li>• Asks questions to find out more and to check he/she understands what has been said to him/her. (Speaking)</li> <li>• Is able to articulate his/her ideas and thoughts in well-formed sentences. (Speaking)</li> <li>• Can connect one idea or action to another using a range of connectives. (Speaking)</li> <li>• Is able to describe events in some detail. (Speaking)</li> <li>• Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen. (Speaking)</li> <li>• Is developing social phrases. (Speaking)</li> <li>• Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words. (Speaking)</li> <li>• Uses new vocabulary in different contexts. (Speaking)</li> <li>• <b>Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from his/her teacher (ELG). (Speaking)</b></li> <li>• <b>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG). (Speaking)</b></li> <li>• <b>Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary (ELG). (Speaking)</b></li> </ul>
<p><b>Previous Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Engages in extended conversations about stories, learning new vocabulary. (Comprehension)</li> <li>• Understands that print has meaning. (Word Reading)</li> </ul>



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|  | <ul style="list-style-type: none"><li>• Understands that print can have different purposes. (Word Reading)</li><li>• Understands that we read English text from left to right and from top to bottom. (Word Reading)</li><li>• Understands the names of the different parts of a book. (Word Reading)</li><li>• Understands page sequencing. (Word Reading)</li><li>• Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes. (Word Reading)</li><li>• Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word. (Word Reading)</li><li>• Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother. (Word Reading)</li><li>• Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page;</li><li>• writes 'm' for mummy. (Writing)</li><li>• Writes some or all of his/her name. (Writing)</li><li>• Writes some letters accurately. (Writing)</li><li>•</li></ul> |
|  | <ul style="list-style-type: none"><li>• Enjoys listening to longer stories and can remember much of what happens. (Listening, Attention and Understanding)</li><li>• Can pay attention to more than one thing at a time, even when it is difficult. (Listening, Attention and Understanding)</li><li>• Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door". (Listening, Attention and Understanding)</li><li>• Understands 'why' questions, like: "Why do you think the caterpillar got so fat?". (Listening, Attention and Understanding)</li><li>• Observation checkpoint: Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?. (Listening, Attention and Understanding)</li><li>• Observation checkpoint: Is able to answer simple 'why' questions?.(Listening, Attention and Understanding)</li><li>• Uses a wider range of vocabulary. (Speaking)</li><li>• Sings a large repertoire of songs. (Speaking)</li></ul>   |



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- Knows many rhymes, is able to talk about familiar books, and can tell along story. (Speaking)
- Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- He/She may have problems saying: -some sounds; r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. (Speaking)
- Uses longer sentences of four to six words. (Speaking)
- Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions. (Speaking)
- Can start a conversation with an adult or a friend and continue it for many turns. (Speaking)
- Uses talk to organise himself/herself and his/her play; "Let's go on a bus...you sit there... I'll be the driver.". (Speaking)
- Observation checkpoint: Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?". (Speaking)
- Observation checkpoint: Can use sentences joined up with words like 'because', 'or', 'and', e.g. "I like ice cream because it makes my tongue shiver". (Speaking)
- Observation checkpoint: Is able to use the future and past tense; "I am going to the park" and "I went to the shop". (Speaking)