

Crawley Green Infant School Long Term English Overview 2024-2025



EYFS	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Big Question	Who am I and where am I from?	Why are there bright lights?	Where can we go?	Can you tell me a story?	How does your garden grow?	What will we discover on safari/underwater?
Book Focus/ Model text	Nursery rhymes Rhyme of the week Owl Babies Harry and the Dinosaurs Go to School Handa's surprise	Diwali story (how to make a samosa) The Best Diwali Ever Bonfire story Hanukkah Bonfire descriptive writing Autumn Walk Seasons Nativity Jesus' Christmas story	Lunar New Year Whatever next? We're going on a bear hunt Journey Oi frog!	Goldilocks Gingerbread man The Ugly Duckling The Odd Egg Little Red Riding Hood Little Red Hen Easter Farm Trip	Jack and the beanstalk Oliver's Vegetables The Enormous Turnip The Tiny Seed	Dear Zoo The Very Hungry Caterpillar Superworm Minibeast fact files Nature Trail Recount of the zoo trip Commotion in the Ocean
Cross Curricular Link	Settling in activities all about me PSED - identifying feelings/emotions UKW fruits	Celebrations Retelling familiar stories Celebrations Science	Geography	Celebrations Traditional Tales	Science	Science
Text Type	Nursery Rhymes Narrative	Sequence Narrative	Journey Narrative	Traditional tales	Instructions Narrative	Narrative Information text
Writing Skills Focus	<ul style="list-style-type: none"> Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can 		<ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, 		<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. 	

	<p>have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <ul style="list-style-type: none"> ● Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother ● Engage in extended conversations about stories, learning new vocabulary. ● Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. ● Write some or all of their name. ● Write some letters accurately. 	<ul style="list-style-type: none"> ● Say some of the words in songs and rhymes. ● Sing songs and say rhymes independently, for example, singing whilst playing. ● Enjoy sharing books with an adult. ● Pay attention and respond to the pictures or the words in a book. ● Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. ● Repeat words and phrases from familiar stories. ● Ask questions about the book. ● Make comments and share their own ideas. ● Develop play around favourite stories using props. ● Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. ● Enjoy drawing freely. ● Add some marks to their drawings, which they give meaning to. For example: "That says mummy." ● Make marks on their picture to stand for their name 	<ul style="list-style-type: none"> ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read some letter groups that each represent one sound and say sounds for them. ● Read a few common exception words matched to the school's phonic programme. ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● 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 letter-sound correspondences using a capital letter and full stop. ● Re-read what they have written to check that it makes sense.
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YEAR 1	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Book Focus/ Model text	Bloom Brown Bear, Brown Bear, What do you see? Farmer Duck Funny Bones Colour poetry How does our body work? Explanation	Recount - firework day The Gruffalo Gruffalo crumble - instructions Poetry - I like	The Three Little Pigs The Three Billy Goats Gruff Mr Wolf's Pancakes Squirrel poetry	Jack and the Beanstalk/Jack's Beanstalk Stinks Dr Fairytale Jasper's Beanstalk - instructions Animals - rhyming poetry Animals - report Recount GFOL day	Stanley's stick The Jolly Postman Zog - report on dragons Seasons themed poetry	Journey Postmouse Clean up! Explanation - How can we look after the planet? Recount trip Poetry appreciation - Benjamin Zefaniah
Cross Curricular Links	Science - human body	Instructions - linked to DT cooking and nutrition	Science - animals	Science - animals History - Great Fire of London	Science - seasons	Clean Up (PSHE, Geography and Science) Trip-Zoo (Science)
Text Type	Narrative - Repeated phrases Poetry - vocab building Explanation	Narrative - Repeated phrases Recount Instructions Poetry - rhyming	Narrative - Traditional tales Poetry - vocab building	Narrative - Traditional tales Instructions Poetry - rhyming Report Recount	Narrative - Contemporary to reflect children's experiences Letter writing Poetry - vocab building	Narrative - Contemporary to reflect children's experiences Explanation Recount Poetry
Writing skills/Focus	<ul style="list-style-type: none"> • Spaces between words • Understand how words can combine to make sentences. 	<ul style="list-style-type: none"> • Spaces between words • Understand how words can combine to make sentences. 	<ul style="list-style-type: none"> • Write simple single clause sentences. • Sequence sentences to form short narratives and non-fiction texts. 	<ul style="list-style-type: none"> • Sequence sentences to form short narratives and non-fiction texts. • Most sentences are demarcated with a capital 	<ul style="list-style-type: none"> • Sequences sentences to form short narratives • Most sentences are demarcated with a capital letter and full stop 	<ul style="list-style-type: none"> • Sequences sentences to form short narratives and non-fiction texts • Most sentences are demarcated with a capital

	<ul style="list-style-type: none"> • Write simple single clause sentences. • begin to plan orally • orally rehearse sentences • form lower case letters correctly 	<ul style="list-style-type: none"> • Write simple single clause sentences. • Sequence sentences to form short narratives and non-fiction texts. • Some sentences are demarcated with a capital letter and full stop • begin to use some time adverbs • orally plan sentences • orally rehearse sentences • begin to edit sentence punctuation • form lower case letters correctly 	<ul style="list-style-type: none"> • Some sentences are demarcated with a capital letter and full stop • Use a capital letter for names of people, places, the days of the week, and the personal pronoun • begin to plan pictorially • edit sentence punctuation • form upper and lower case letters correctly 	<p>letter and full stop</p> <ul style="list-style-type: none"> • Use a capital letter for names of people, places, the days of the week, and the personal pronoun • Join words and clauses using and • use some time adverbs • Some evidence of question marks and exclamation marks • plan writing pictorially • read back sentences and begin to edit for sense 	<ul style="list-style-type: none"> • Use a capital letter for names of people, places, the days of the week, and the personal pronoun • Join words and clauses using and • Some evidence of question marks and exclamation marks • read back sentences and edit for sense 	<p>letter and full stop</p> <ul style="list-style-type: none"> • Use a capital letter for names of people, places, the days of the week, and the personal pronoun • Join words and clauses using and • use time adverbs • Some evidence of question marks and exclamation marks • read back sentences and edit for sense
Reading quest texts	Using english text as focus	Using english text as focus Additional texts: Non-fiction text fireworks	Using english text as focus Additional texts: Non-fiction text animals	Using english text as focus Additional texts: Non-fiction text GFOL	Using english text as focus Additional texts: Non-fiction text seasons	Using english text as focus

YEAR 2	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Book Focus/ Model text	Emily Brown Narrative How to get home Explanation text 10 things in my backpack Poetry	Meerkat Mail Narrative Recount – Mosque Report Ernest Shackleton non-chronological report	Rapunzel Traditional Tales Vlad and Florence Nightingale Report	Victorians day/trip Recount True story of the Three Little Pigs Traditional Tales Happiness Poetry	Last Stop on Market Street Narrative Monsters Explanation	How the Zebra got his Stripes Creation myths Izzy Gizmo Instructions Blue Balloons and Rabbit Ears Poetry School trip Recount
Cross Curricular Links	Explorers - Geography, History		Victorians - History		Carnival - Geography, History	
Text Type	Narrative Explanation text Poetry	Narrative Non chronological report Report	Traditional Tales Report	Recount Traditional Tales Poetry	Narrative Explanation	Creation Myths Instructions Poetry Recount
Writing / skills focus	<ul style="list-style-type: none"> Write sentences about 	<ul style="list-style-type: none"> Write sentences about 	<ul style="list-style-type: none"> Consider what he/she is going to write 	<ul style="list-style-type: none"> Record real events Write poetry 	<ul style="list-style-type: none"> Build stamina for writing 	<ul style="list-style-type: none"> Record real events Write poetry

	<p>personal experiences and those of others</p> <ul style="list-style-type: none"> • Write poetry • Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about • Use coordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon • Use commas to separate items in a list 	<p>personal experiences and those of others</p> <ul style="list-style-type: none"> • Record real events • Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about • Make simple corrections to his/her own writing by evaluating their writing with the teacher and other pupils • Use coordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses • Use expanded noun phrases for description and specification 	<p>before beginning by writing down ideas and/or key words, including new vocabulary</p> <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher • Use coordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses • Use expanded noun phrases for description and specification e.g. the blue 	<ul style="list-style-type: none"> • Build stamina for writing • Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary • Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Use commas to separate items in a list 	<ul style="list-style-type: none"> • Read aloud what he/she has written with appropriate intonation to make the meaning clear • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman • Form adjectives using suffixes such as -ful, -less • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest • Use apostrophes to mark where letters are missing in spelling and to mark singular 	<ul style="list-style-type: none"> • Build stamina for writing • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name
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		e.g. the blue butterfly, plain flour, the man in the moon ●	butterfly, plain flour, the man in the moon		possession in nouns e.g. the girl's name	
Reading quest books	Using english text as focus: Emily Brown How to get home	Meerkat Fact File Meerkat Mail My Mosque Ernest Shakleton fact file Grandads Secret Giant by David Litchfield	Rapunzel traditional tale Rapunzel by Bethan Woolvin Florence Nightingale fact file Vlad and Florence Mary Seacole information text The Lion Inside	Victorian school day text Traditional Three Little Pigs True Story of the Three Little Pigs A First Poetry Book Pie Corbett & Gaby Morgan The Whale who wanted more	Tuesday by David Weisner Last Stop on Market Street Dr Xargle's Book of Earthlets Jeanne Willis - Monsters: An owner's guide	How the Camel got his Hump How the Zebra got his Stripes Izzy Gizmo Izzy Gizmo and the Invention Convention - A First Poetry Book Pie Corbett & Gaby Morgan