


# Pilgrim Academy Long Term English Plan 2025 - 2026 The Power of Reading

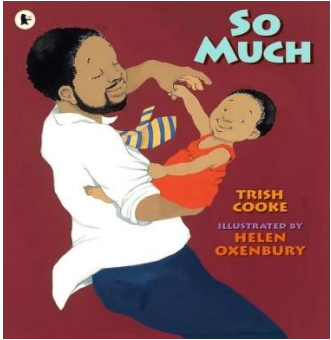


## EYFS - FS2 Cycle B

Terms	FS2 Topic	Books		Links to development matters
Autumn 1	<u>Home is Where the Heart Is</u>	<u>Hello Friend by Rebecca Cobb</u>		<p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Engage in storytimes.</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: o print has meaning o print can have different purposes o we read English text from left to right and from top to bottom o the names of the different parts of a book o page sequencing</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>• Use some of their print and letter knowledge in their early writing</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> </ul>

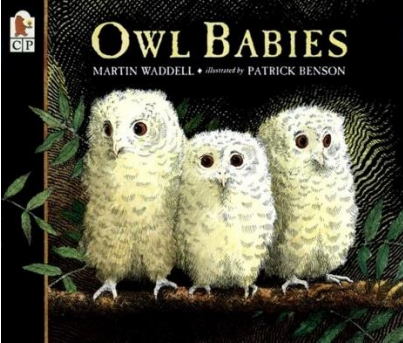
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		<p>So Much by Trish Cooke</p>		<p>C&amp;L</p> <ul style="list-style-type: none"><li>• Enjoy listening to longer stories and can remember much of what happens.</li><li>• Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</li><li>• Describe events in some detail.</li><li>• Engage in story times.</li></ul> <p>Literacy</p> <ul style="list-style-type: none"><li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li><li>• Demonstrate understanding when talking with others about what they have read.</li><li>• Use some of their print and letter knowledge in their early writing.</li><li>• Write some letters accurately.</li></ul> <p>PD</p> <ul style="list-style-type: none"><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</li><li>• Develop their small motor skills so that they can use a range of tools competently.</li></ul>
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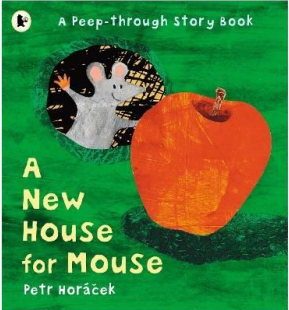
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<p><u>Autumn 2</u></p>	<p><u>Woodland Animals</u></p>	<p><u>Owl Babies by Martin Waddell</u></p>		<p>C&amp;L</p> <ul style="list-style-type: none"><li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</li></ul> <p>Literacy</p> <ul style="list-style-type: none"><li>• Read and understand simple sentences.</li><li>• Use phonic knowledge to decode regular words and read them aloud accurately.</li><li>• Read some common irregular words.</li><li>• Demonstrate understanding when talking with others about what they have read.</li><li>• Use some of their print and letter knowledge in their early writing.</li><li>• Write some letters accurately.</li></ul> <p>PD</p> <ul style="list-style-type: none"><li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li><li>• Handle equipment and tools effectively, including pencils for writing</li></ul>
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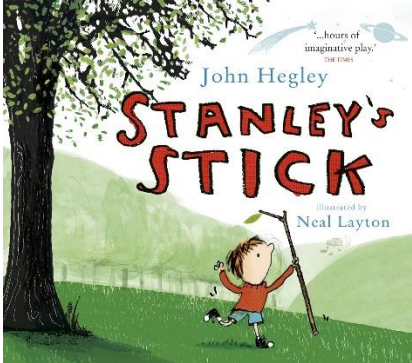
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		<p><u>A New House for Mouse by Petr Horacek</u></p>		<p>C&amp;L</p> <ul style="list-style-type: none"><li>• Describe events in some detail.</li><li>• Engage in storytimes.</li><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li></ul> <p>Literacy</p> <ul style="list-style-type: none"><li>• Use phonic knowledge to decode regular words and read them aloud accurately.</li><li>• Read some common irregular words.</li><li>• Demonstrate understanding when talking with others about what they have read.</li><li>• Use some of their print and letter knowledge in their early writing.</li><li>• Write some letters accurately.</li><li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li></ul> <p>PD</p> <ul style="list-style-type: none"><li>• Show a preference for a dominant hand.</li><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing,</li></ul>
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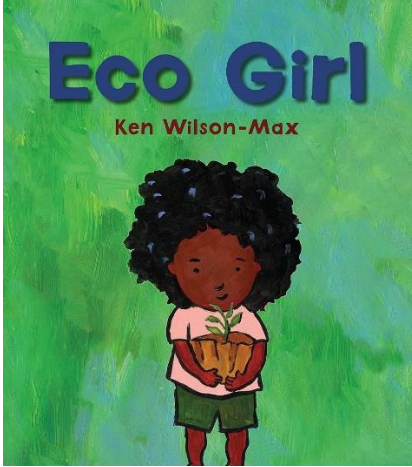
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EYFS - FS2 Cycle B

				<p>paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
<p>Spring 1</p>	<p><u>If you go down to the woods today</u></p>	<p><u>Stanley Stick by John Hegley</u></p>		<p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• Develop their own narratives and explanations by connecting ideas or events</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>• Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul> <p>PD</p>

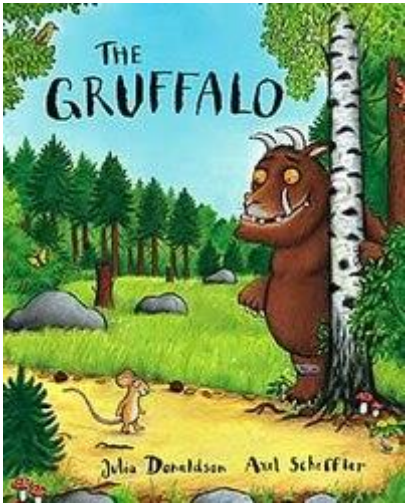
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			<ul style="list-style-type: none"><li>• Use a comfortable grip with good control when holding pens and pencils.</li></ul> UTW <ul style="list-style-type: none"><li>• Explore the natural world around them</li></ul>
	<u>Eco Girl by Ken Wilson-Max</u>		<ul style="list-style-type: none"><li>• Learn &amp; use new vocabulary.</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• Describe events in some detail.</li></ul> Literacy <ul style="list-style-type: none"><li>• Read some letter groups that each represent one sound and say sounds for them.</li><li>• Read a few common exception words matched to the school's phonic programme.</li><li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li></ul> UTW <ul style="list-style-type: none"><li>• Draw information from a simple map.</li><li>• Recognise some environments that are different from the one in which they live.</li></ul>

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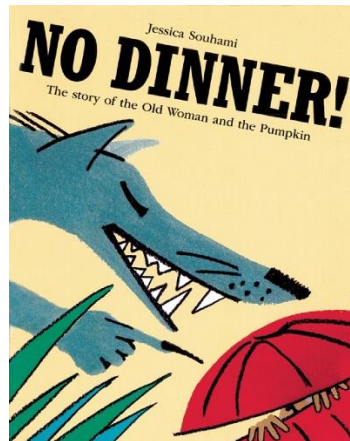
## EYFS - FS2 Cycle B

<p>Spring 2</p>	<p><u>Have you seen the Gruffalo?</u></p>	<p><u>The Gruffalo by Julia Donaldson</u></p>		<p>C&amp;L</p> <ul style="list-style-type: none"><li>• Learn and use new vocabulary.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li><li>• Develop their own narratives and explanations by connecting ideas or events.</li></ul> <p>Literacy</p> <ul style="list-style-type: none"><li>• Read and understand simple sentences.</li><li>• Use phonic knowledge to decode regular words and read them aloud accurately.</li><li>• Write some letters accurately.</li><li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li><li>• Re-read what they have written to check that it makes sense.</li><li>• Use their phonic knowledge to write words in ways which match their spoken sounds.</li><li>• Write some irregular common words.</li></ul>
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## EYFS - FS2 Cycle B

No Dinner by Jessica  
Souhami



- Write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

PD

- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently

CL

- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Develop their own narratives and explanations by connecting ideas or events

Literacy

- Write some letters accurately.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.



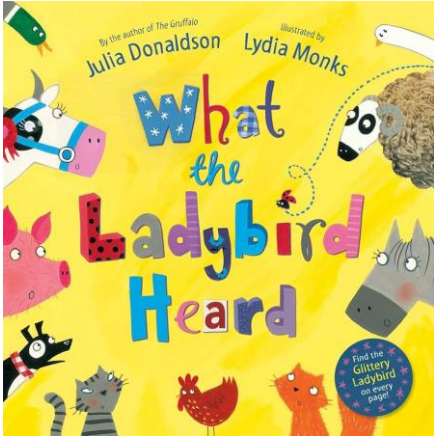
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				<ul style="list-style-type: none"><li>• Re-read what they have written to check that it makes sense.</li><li>• Use their phonic knowledge to write words in ways which match their spoken sound</li></ul>
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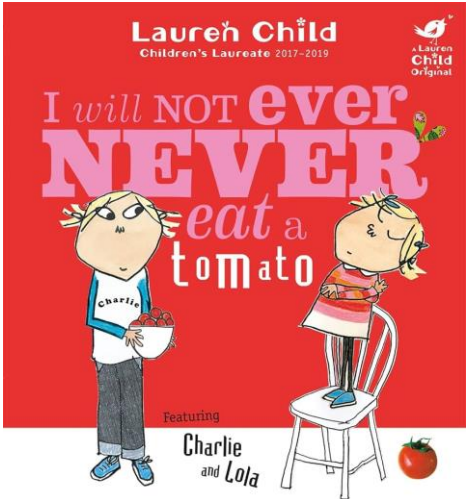
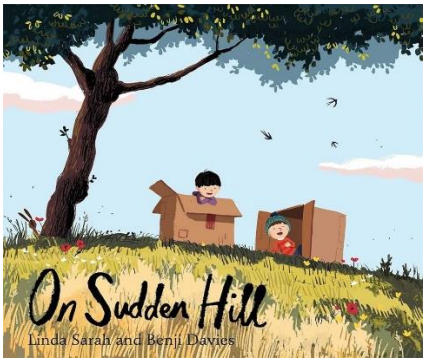
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<p><u>Summer 1</u></p>	<p><u>Farm Life</u></p>	<p><u>What the Ladybird Heard</u> by Julia Donaldson</p>		<p>C&amp;L</p> <ul style="list-style-type: none"><li>• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li></ul> <p>Literacy</p> <ul style="list-style-type: none"><li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li><li>• Re-read what they have written to check that it makes sense.</li><li>• Use their phonic knowledge to write words in ways which match their spoken sounds.</li><li>• Write some irregular common words.</li><li>• Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li></ul>
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		<p><u>I will not never EVER eat a Tomato by Lauren Child</u></p>		<p>C&amp;L</p> <ul style="list-style-type: none"> <li>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> <li>Use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>Write some irregular common words.</li> <li>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> </ul>
<p><u>Summer 2</u></p>	<p><u>Be Awsome, be Brave, Be Adventurous</u></p>	<p><u>On Sudden Hill by Linda Sarah and Benji Davis</u></p>		<ul style="list-style-type: none"> <li>C&amp;L</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Develop their own narratives and explanations by connecting ideas or events</li> </ul>

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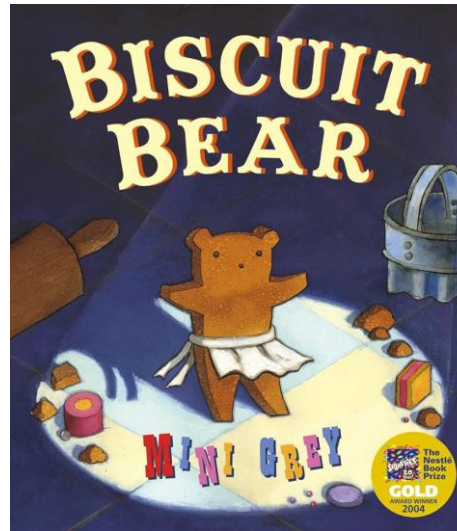
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				<ul style="list-style-type: none"><li>• Literacy</li><li>• Read and understand simple sentences.</li><li>• Use phonic knowledge to decode regular words and read them aloud accurately.</li><li>• Read some common irregular words.</li><li>• Demonstrate understanding when talking with others about what they have read.</li><li>• Use some of their print and letter knowledge in their early writing.</li><li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li><li>• Re-read what they have written to check that it makes sense. Write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.</li></ul> <p>PD</p> <ul style="list-style-type: none"><li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li><li>• Handle equipment and tools effectively, including pencils for writing</li></ul>
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Biscuit Bear by Mini Grey



### C&L

- Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words

### Literacy

- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately
- 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.

### PD

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Handle equipment and tools effectively, including pencils for writing

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## EYFS - FS2 Cycle B

### Early Learning Goals

#### Communication and Language

##### Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

##### Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- 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.

#### Literacy

##### Comprehension ELG

Children at the expected level of development will:

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- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and 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.

### Writing ELG

Children at the expected level of development will:

- 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 that can be read by others.