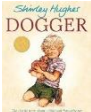







**Brierley English Medium Term Plan: Nursery**

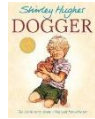
**Reading Spine**

*In addition to the main texts listed below, the following texts are to be used either as extracts or full texts through reading sessions or drop and read sessions.*

Narrative	Classics	Picture books	Poems and rhymes
<p>The Hungry Caterpillar (Eric Carle)</p>  <p>Owl Babies (Martine Waddell)</p>  <p>Dogger (Shirley Hughes)</p>  <p>A range of texts by Julia Donaldson (class author)</p> 	<p>The Three Billy Goats Gruff</p>  <p>Little Red Riding Hood</p>  <p>Hansel and Gretel</p> 	<p>Giraffes Can't Dance (Giles Andreae)</p>  <p>How to Catch a Star by Oliver Jeffers</p> 	<p>1, 2, 3, 4, 5 (Once I caught a fish alive)</p> <p>Five Little Ducks</p> <p>Here We Go Round the Mulberry Bush</p> <p>The Animal Fair</p> <p>Five Little Dragons</p> <p>Five Little Ducks</p>

	Block 1	Block 2	Block 3
<p><b>Genre and final outcomes</b></p>	<p>1. Class author focus (Julia Donaldson) 2. Non-fiction: all about me 3. Narrative: character description /labels 4. Non-fiction: list</p>	<p>1. Non-fiction: letter 2. Non-fiction: list 3. Narrative labels and captions/simple story retell 4. Non-fiction: information writing</p>	<p>1. Narrative: simple retell 2. Narrative: simple retell 3. Non-fiction: information writing</p>
<p><b>Reading</b></p>	<p>Use reading sessions to build up understanding of a text type <b>ahead</b> of starting a new English unit by focusing on text type, language, features, layout, person, tone, purpose and audience. Reading sessions and drop-and-read sessions to also be used to expose children to a range of text types, genres, authors and illustrators which are not linked to the English units. Remember to think about class author and refer to the reading spine.</p>		

**Suggested texts:**



Dogger by Shirley Hughes

**Additional reading which must be covered:**

Books/extracts of books by class author

**Books and rhymes from Little Wandle planning:**

'Where's Lenny?' (linked rhyme: '1, 2, 3, 4, 5 Once I Caught a Fish Alive') (How to videos available)

'Kindness Makes us Stronger' (linked rhyme: 'Five Little Ducks')

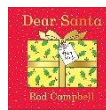
'Monster Clothes' (linked rhyme: 'Here We Go Round the Mulberry Bush')

'Would You Rather' (linked rhyme: 'The Animal Fair')

'LuLu Loves' (linked rhyme: 'Twinkle Twinkle Little Star')

'Amazing' (linked rhyme: 'Five Little Dragons')

**Suggested texts:**



Dear Santa by Rod Campbell

The Very Hungry Caterpillar by Eric Carle

**Additional reading which must be covered:**

Examples of simple letters

Other books linked to Christmas

Non-fiction texts about caterpillars and other mini-beasts

**Continue daily short reads and rhymes (in the style of Little Wandle)**



**Suggested texts:**



The Gruffalo by Juli Donaldson

The Three Billy Goats Gruff

What the Ladybird Heard by Julia Donaldson



**Continue daily short reads and rhymes (in the style of Little Wandle)**

Written units in detail	<p><b>Block 1</b></p>
	<p><b>1. Narrative skills: class author focus</b> Two-week author focus. Who is Julia Donaldson? Share facts about Donaldson with the children and extracts/books by her. Encourage children to talk about their favourite books and characters. As a class, make comparisons across books/texts. Focus on consolidating work on writing captions/simple sentences and correct letter formation.</p> <p><b>2. Non-fiction: description about self</b> 'All about me'. Within this unit, children to have the opportunity to talk about themselves (e.g. what they look like and their likes and dislikes). This could be introduced by the teachers describing themselves and children having a homework task where they are given a set of questions to think about/gather photos etc and have the opportunity to talk about themselves and hear about their friends in class. Children could label a photo of themselves/write captions about themselves/write a description of themselves. This unit could be extended by children writing about a friend or family member of their choice. Independent write: children to write a description of themselves (could create a display with photos of the children and a label/caption underneath by the children about themselves)</p> <p><b>3. Narrative: character description (e.g. linked to 'Dogger')</b> Within this unit children could begin by bringing in a favourite teddy of their own. This would provide a speaking and listening opportunity to share their teddy with their friends and describe it. Read the story 'Dogger' and build up language for it. Focus on the part where the boy loses his teddy. How would we feel if we lost our favourite teddy. Children could create wanted posters for the teddy and describe it to help find the teddy. Independent write: children to create a wanted poster for their own teddy or the teddy from the book</p> <p><b>4. Non-fiction: recount (focus on a real-life experience)</b> Create an opportunity for children to experience creating something in the classroom e.g. making a sandwich or decorating a cake. Take photos of the different stages. Children to use the photos to orally retell what they did. Children to reorder the photos correctly. Independent write: children to write a simple recount in the form of steps (could match given photos) to recount what they did.</p>
	<p><b>Block 2</b></p> <p><b>1. Non-fiction: letter (could link to the book 'Dear Santa' by Rod Campbell)</b> This unit could link to Christmas and could be linked to the book 'Dear Santa'. This would provide speaking and listening opportunities where children can talk about what they would like for Christmas. This could build up to children writing a letter to Father Christmas. Children could write a letter and post it to Father Christmas (this could be done as a class). Independent write: to write a letter to Father Christmas (or write a list of what they want)</p> <p><b>2. Non-fiction: list (e.g. a list of what the caterpillar ate in 'The Very Hungry Caterpillar' by Eric Carle)</b> This unit could link to the book 'The Very Hungry Caterpillar' by Eric Carle. Children to become familiar with the book and talk about what the caterpillar eats. Re-read the book a number of times and children begin to join in and remember what the caterpillar eats. Independent write: to write a list of items (e.g. a list of what the caterpillar ate)</p> <p><b>3. Narrative: simple story retell (could focus on the book 'The Very Hungry Caterpillar' by Eric Carle)</b> This unit could continue with the work on 'The Very Hungry Caterpillar' and this time focus on retelling the story. Children to be able to retell the story orally using picture prompts. Move onto children being able to come up with their own ideas of what the very hungry caterpillar could eat and talk about these/draw these/write these. Independent write: to draw and label their own ideas of what the hungry caterpillar</p> <p><b>4. Non-fiction: information texts (e.g. about caterpillars linking to 'The Very Hungry Caterpillar' and moving on to other mini-beasts)</b> Children to be familiar with information texts and understand the difference between fiction and non-fiction. Choose a theme to focus on (this could start with caterpillars linking back to 'The Very Hungry Caterpillar' and moving on to other mini-beasts of interest for example ladybirds in preparation for the next text in block 3) and share a number of non-fiction books about caterpillars with the children. Children to use their knowledge of caterpillars and then other mini-beasts to be able to talk confidently about them before moving on to writing about them. Children could write facts about caterpillars or label a caterpillar. Independent write: to write captions/sentences about a mini-beast</p>

### Block 3

#### **1. Narrative: character description (could focus on the book 'The Gruffalo' by Julia Donaldson)**

Within this unit, children to become familiar with a story (e.g. The Gruffalo' and join in with familiar phrases as it is read out. Children to be able to label parts of the Gruffalo and describe what he looks like to warn other people about him. Children could make up their own monsters and describe them (speaking and listening opportunity to share with their friends).

Independent write: to create a warning poster (e.g. about the Gruffalo)

#### **2. Narrative: simple story retell (could focus on the book 'What the Ladybird Heard')**

Within this unit, children to first become familiar with the story 'What the Ladybird Heard' by Julia Donaldson and be able to orally retell the story and sequence pictures from it. Use roleplay to be able to act out the story. Children could create maps of where the ladybird went and what it heard. If the children enjoy the book you could look at other books in the series.

Independent write: children to write captions/sentences linked to retelling part of the story of 'What the Ladybird Heard'

#### **3. Narrative: simple story retell (could focus on the book 'The Three Billy Goats Gruff')**

Within this unit, children to become familiar with a story and be able to retell is orally before moving on to writing captions/sentences linked to it.

Children could reorder pictures from the story and describe them. This could focus on the book 'The Three Billy Goats Gruff'.

Independent write: to write captions or sentences linked to a familiar story (e.g. 'The Three Billy Goats Gruff')

#### **4. Non-fiction: recount (focus on a real-life experience)**

Create an opportunity for children to experience creating something in the classroom e.g. making a sandwich or decorating a cake. Take photos of the different stages. Children to use the photos to orally retell what they did. Children to reorder the photos correctly.

Independent write: children to write a simple recount in the form of steps (could match given photos) to recount what they did.