

Little Eaton Primary School: Literacy Reception - Long Term Plan

Statutory Guidance from the EYFS Framework for Literacy:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). their progress in interpreting and appreciating what they hear, respond to and observe.



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Potential Themes/Interests	Starting School Autumn Family People who help us Teddy bears	Harvest - Pumpkins Christmas Around the World Celebrations including Diwali	Winter Arctic environments Journeys The world around us Chinese New Year Big School's bird watch	Growing up - babies, generations Health inc. oral health Spring Easter	Life Cycles - butterflies, frogs and owls Our Local Area Gardening	Summer Hot environments Looking after our Environment Mermaids Pirates Seaside
Celebrations & Experiences	Starting School, , Autumn, Black History Month,	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, Science Week Safer Internet Day	, Comic Relief, Mother's Day, Pancake Day, World Book Day, Easter	National Storytelling Week Tiger Tea Party Explore Little Eaton	Father's Day , Fitness Week/ Sports Day, Transition, Assessment
Suggested Texts	Class Teacher to choose stories based upon Children's Interests: • Harry and Bucket Full of Dinosaurs- Starting School • Zog and the Flying Doctors • Titch • Starting School T4W- The Little Red Hen The Poetry Basket- Autumn	Class Teacher to choose stories based upon Children's Interests: • The Smed and the Smoos • The Nativity Story • The Jolly Christmas Postman • I don't like Peas T4W- Elmer Poetry Basket - Autumn	Class Teacher to choose stories based upon Children's Interests: • Whatever Next • Cleversticks • Snow Bear • Goldilocks • Dear Polar Bear • The Magic Paintbrush T4W- How to catch a star Poetry Basket- Spring	Class Teacher to choose stories based upon Children's Interests: • The Bear Hunt • The Tiny Seed • Jaspers Beanstalk • The Wolves Pancakes • Oliver's Vegetables T4W- The Three Little Pigs Poetry Basket- Spring	Class Teacher to choose stories based upon Children's Interests: • Dear Zoo • The Very Hungry Caterpillar • What the ladybird Heard • Oi Frog • Growing Frogs • Monkey Puzzle T4W- Owl Babies Poetry Basket- Summer	Class Teacher to choose stories based upon Children's Interests: • The Fish that Could Wish • Who swallowed Stanley • The Rainbow Fish • Sharing a Shell • Pirates Love Underpants • Pirate Pete T4W- Supertato Poetry Basket- Summer

The Year 1 expectations in Literacy for reference. Where are children going?	Phonics Level 4/5	Phonics Level 5	Phonics Level 5	Phonics Level 5	Phonics Level 5	Phonics level 5
Writing Composition: Understand what a sentence is and recognise sentences in my own writing. Say sentences out loud orally before writing them down. Create a sequence of sentences to create their own text. Re-read sentences carefully to spot any mistakes. Identify mistakes in their sentences when they are orally read to them. Discuss what they have written to an adult and a peer. Vocabulary, Grammar & Punctuation: Understand the use of capital letter and full stop and use them accurately. Create question sentences and use a question mark to punctuate correctly. Mark statement and command sentences with an exclamation mark. Understand that nouns are objects, people, and places. Use capital letters for proper nouns: people, places, days of the week and I. Understand the job of an adjective and start to identify them in sentences. Begin to use adjectives to create simple noun phrases. Use talk to organise events and experiences. Write in the present tense To be able to use the conjunctions “and”, “but” and “because” to create compound sentences. Discuss word meaning of new words. Reading summary: Make simple inferences about the characters and about events. Predict what might happen next from repetitive phrases and/or from what has already been read. Discuss the significance of the title. Identify the events/points from the text. Explain what has just been read to them orally. Answer simple retrieval questions by finding the information in non-fiction and fiction texts. Genres covered in Y1: Instructional - Recipes Narrative - Fairy tale Informative - Fact File						

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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Comprehension Skill Development	Listen and enjoy sharing a range of books. Hold a book correctly, turn pages and handle with care. Know that a book has a beginning and an end. Know that text in English is read top to bottom and left to right.	Experience and respond to different types of books, e.g., story books, factual/real-world books. Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. Make simple inferences to	Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a story that is read to them. Show understanding of some words and phrases in a story that is read aloud to	Correctly sequence stories, drawing on language patterns of stories. Show understanding of many common words and phrases in a story that is read to them. Suggest how an unfamiliar story read to them might end.	Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in text. Know the difference between different types of texts. Make	Play and vocabulary influenced by experience of books. Innovate a known story. Recall the main points and vocabulary in a text in the correct sequence. Say whether they liked or disliked a book, and give a simple
Intent	Know the difference between text and					

Vocabulary Implementation	illustrations. Recognise some familiar words in print. Enjoy joining in with rhyme, songs and poems. Explain simply what's happening in a picture in a familiar story. Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end. Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. (link to themes and books suggested above)	answer yes/no questions about texts. Sequence two events from a familiar story, using puppets, pictures from book or role-play. Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations. Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking 'ye' and 'no' questions about texts, model using puppets to act out stories.	them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). Text, pictures, what, why, how, when, where, like, dislike, rhyme, play. Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.	Give an opinion on a book they have read. Recognise repetition of words or phrases in a text. Play influenced by experience of books. Innovate a well-known story with support. Story, order, sequence, retell, end, repeat. Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.	inferences to answer a question beginning 'Why do you think...?' Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme. Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me. Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.	justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. Vocabulary, words, recall, retell, next, after that, why, when, like. Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them.
Word Reading Development Intent Vocabulary Implementation	Re-read books to build up their confidence in word reading and their fluency, understanding and enjoyment. Read books consistent with their phonic knowledge					
	Hear general sound discrimination and be able to orally blend and segment. Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, what can you hear? Support and modelling of hearing initial sounds and using phonics fingers to	Read individual letters sounds. Blend sounds into words. Read a few common exception words matched to the school's phonic programme. Letters, phonemes, read, sounds, tricky words.	Read individual letters sounds. Blend sounds into words. Read a few common exception words matched to the school's phonic programme. Letters, phonemes, read, sounds, tricky words.	Read some digraphs. Read simple phrases and sentences with known letter-sound correspondences and a few exception words. Digraph, read, sounding out, tricky word, CVC, sound buttons.	Read some digraphs. Read simple phrases and sentences with known letter-sound correspondences and a few exception words. Digraph, read, sounding out, tricky word, CVC, sound buttons.	Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense Tricky words, re-read, check, sense, edit, change, adapt, improve. Children shown Phase 4 tricky words to sight read. Children

	break down a word into the phonemes e.g. cat – c/a/t.	During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.	During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.	During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.	During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.	reminded to re-read their work to check for fluently.
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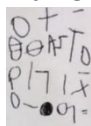
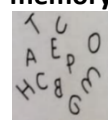
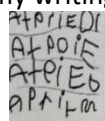
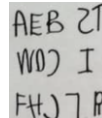
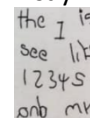
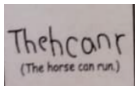
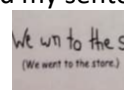
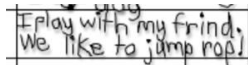
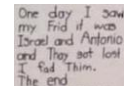
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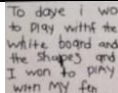
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Phonics Development <i>*Please read alongside whole school scheme*</i> Intent Vocabulary Implementation	Level 1/2: Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees. Support to listen out for and hear sounds in	Level 2: Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know tricky words (the, to, no, go)	Level 2/3: Consolidate learning. Recognise digraphs - ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC. Grapheme, phoneme, blend, sound, say,	Level 3: Consolidate Level 2. Begin Phase 3. Know the grapheme - phoneme correspondence for j, v, w, x, z, zz, qu. Know the consonant digraphs – sh, th, ch, ng. Know vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh. Know tricky words,	Level 3/4: Consolidate Level 2 and 3 skills. Know trigraphs ear, ure, air. Know vowel digraph er. Read tricky words they, her, all, are. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable	Level 4: Consolidate Level 2 and 3 skills. Read CVCC words. Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr. Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read

	the environment such as outside and inside – wind, cars, talking. Listening to stories, poems and teachers modelling sounds. Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t.	Grapheme, phoneme, blend, sound, say, segment During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC and CVC during reading and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.	segment, read, friendly sounds. During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC, CVC and CVCC during reading and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.	the, to, he, she, we, me, be, was, my Write graphemes and digraphs. Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds. During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Writing digraphs and graphemes in writing lessons and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.	words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge. Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, syllable, sentence. During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Write digraphs, trigraphs, graphemes in sentences or captions. Tricky words recapped.	CVC words and segment CVC words for spelling. Read sentences using phonic knowledge, write digraphs and trigraphs. Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, syllable, sentence. Children given sentences to read and write to match the taught graphemes. Children given tricky words to read and write.
Emergent Writing Development Intent Vocabulary Implementation	Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.	Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings,	Use appropriate letters for initial sounds Writing, initial sounds, hear, phoneme, listen, tune in. Children given opportunities during writing lessons and during choosing time to write the initial sounds they can hear, modelling writing initial sounds during shared inputs.	Build words using known letter-sound correspondences in own writing. Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons. CVC writing activities during guided group work and as independent challenges in the classroom, modelled during shared inputs.	Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Writing, sounds, letter sounds, graphemes, phonemes, mark making, roleplay. New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision,	Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop. Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters,

	Listen, speak, speaking, writing, mean, explain, what. Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on sheets and in their writing book.	sometimes in clusters like words. Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing. Roleplaying resources, a mark making area or access to paper and writing tools, modelling writing during shared inputs and writing sounds 'out loud'. Children have access to sound boards in the class.			roleplay areas to have writing materials, a range of literacy tasks and writing activities during guided group work drawing on previously read texts.	finger spaces and full stops. Children writing for a range of different purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation – children reminded to include this verbally or pictorially.
Compositional skills Intent Vocabulary Implementation	Use talk to organise describe events and experiences. Experiences, events, Compose, talk, describe, tell, birthday, party, Christmas, roleplay, mums and dads, babies. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher.	Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Roleplay, feelings, happy, sad, story, message, stories, text. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher, Roleplaying with others and acting out stories, modelling writing down ideas as a shared input.	Orally compose a simple sentence/ caption and hold it in memory before attempting to write it. Oral, out loud, sentence, rehearse, repeat, check, re-read. Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.	Orally compose a simple sentence/ caption and hold it in memory before attempting to write it. Oral, out loud, sentence, rehearse, repeat, check, re-read. Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.	Write a simple sentence/caption which may include a full stop. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end. Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.	Write a simple narrative in short sentences – may include a capital letter and full stop. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces. Writing activities based around a class story – retelling and innovating, modelling the use of capital letters, finger spaces and full stops and verbally or pictorially reminding children to use these.
Spelling development	Orally segment sounds in simple	Orally spell VC and CVC words by	Spell to write VC and CVC words	Spell to write VC, CVC and CVCC words	Spell words by drawing on	Make phonetically plausible attempts

Intent Vocabulary Implementation	words. Write their name copying it from a name card or try to write it from memory. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations. 'Robot talk' to segment sounds in words, writing their names on sheets or in books.	identifying the sounds. Write own name. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons. Phonics lessons based on orally segmenting words, writing names on sheets and in books during all activities.	independently using Phase 2 graphemes. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons, spelling. Literacy activities based on writing VC and CVC words. Phonics writing activities writing words with known graphemes.	independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Segmenting, phonemes, graphemes, sounds, sound buttons, tricky words, independent. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.
Handwriting development Intent Vocabulary Implementation	Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles. Weekly handwriting lessons based on shapes and lines, daily reminders and recaps on how to hold a pencil.	Form letters from their name correctly. Recognise that after a word there is a space. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces. Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil.	Show a dominant hand. Write from left to right and top to bottom. Begin to form some recognisable letters Pencil grip, , letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page. Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children writing in a literacy book.	Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders Pencil grip, , letters, formations, trace, copy, formation rhymes, hand, left to right,, lazy letters, tall letters, on the line, under the line. Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children writing in a literacy book on lines.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. Pencil grip, , letters, formations, trace, copy, spaces, correct formations. Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children writing in a literacy	Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Pencil grip,, letters, formations, trace, copy, capital letters, correct, writing. Weekly handwriting lessons based on letter formation progression - to include capital letters, daily reminders and recap on how to hold a pencil, children writing in a literacy book on lines and using

						book on lines and using finger spaces.	finger spaces and capital letters.
Typical Writing development across the Reception Year and beyond.							
	1. Pre writing		2. Letter strings			3. Early developmental spelling	
Early Steps	I explore making marks, but I do not communicate meaning. Random scribbling. 	I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning. 	I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name 	I write random letters with no connection between letters and sounds. I talk about my writing. Writes name from memory 	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. 	I write letters with spaces between them to resemble the idea of words. 	I copy words that I see in the environment around me. I often do not know what the words say. 
Developing Writing Words	I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name	I can hear initial sounds in words and write the letters down to match. c - cat d - dog p - pig	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy sbr - strawberry	I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig	I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into	I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.	I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Plausible attempts Leve; 2, 3 and 4 HF words Adjacent consonants
Developing Writing Sentences	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others. 	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence. 	I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence. 	I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.	I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation. 

							
Text forms and purposes	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	I can write short captions and messages. I can write lists, greeting cards and menus.	I can write captions I can write instructions. I can write postcards.	I can write simple stories with a beginning, middle and end. I can write a letter.	I can write stories with narratives and storytelling language. I can write at length.