

















# Reception Long Term Plan : OUR LITERACY MILESTONES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	 <b>All about me!</b>	 <b>Celebrations</b>	 <b>To Infinity and Beyond!</b>	 <b>The Land Before Time</b>	 <b>How does your Garden Grow?</b>	 <b>All Around the World</b>
<b>Literacy:</b> <ul style="list-style-type: none"><li>Comprehension</li><li>Word Reading</li></ul> 	<ul style="list-style-type: none"><li>To engage in extended conversations about stories, learning new vocabulary.</li><li>To understand the five key concepts about print:<ul style="list-style-type: none"><li>- print has meaning</li><li>- the names of the different parts of a book</li><li>- print can have different purposes</li><li>- page sequencing</li><li>- we read English text from left to right and from top to bottom</li></ul></li></ul>	<ul style="list-style-type: none"><li>To engage in extended conversations about stories, learning new vocabulary.</li><li>To develop their phonological awareness, so that they can:<ul style="list-style-type: none"><li>- spot and suggest rhymes</li><li>- count or clap syllables in a word</li></ul></li><li>To recognise words with the same initial sound, such as money and mother</li><li>To read individual letters by saying the sounds for them.</li><li>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li></ul>	<ul style="list-style-type: none"><li>To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment..</li><li>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li><li>To read some letter groups that each represent one sound and say sounds for them.</li><li>To read a few common exception words matched to the school's phonic programme.</li><li>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li></ul>	<ul style="list-style-type: none"><li>To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment..</li><li>To read some letter groups that each represent one sound and say sounds for them.</li><li>To read a few common exception words matched to the school's phonic programme.</li><li>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li></ul>	<ul style="list-style-type: none"><li>To demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</li><li>To anticipate key events in stories (ELG)</li><li>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</li><li>To say a sound for each letter in the alphabet and at least 10 digraphs. (ELG)</li><li>To read words consistent with their phonic knowledge by sound-blending. (ELG)</li><li>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)</li></ul>	<ul style="list-style-type: none"><li>To demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</li><li>To anticipate key events in stories (ELG)</li><li>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</li><li>To say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</li><li>To read words consistent with my phonic knowledge by sound-blending (ELG)</li><li>To read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. (ELG)</li></ul>
Checkpoints	<ul style="list-style-type: none"><li>Listen to a story and comment on the events.</li><li>Name the characters from a familiar story.</li><li>Identify the characters and setting of a familiar book.</li><li>Join in with the repeated refrain from a familiar story.</li><li>Begin to use language from the story when discussing it.</li><li>Identify an object when given the initial sound.</li><li>Say the initial sound in a given word.</li><li>Clap the syllables in a word.</li><li>Blend CVC words verbally.</li></ul>		<ul style="list-style-type: none"><li>Sequence a familiar story using images or objects.</li><li>Tell the story to another person using the book or images.</li><li>Make a simple prediction based on the events of a story so far.</li><li>Use the language from a story within role play and discussions.</li><li>Say a sound for each letter in the alphabet</li><li>Blend and read VC/CVC words.</li></ul>		Can children confidently demonstrate the ELG skills?	










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<ul style="list-style-type: none"> <li>Writing</li> </ul> 	<ul style="list-style-type: none"> <li>To use one-handed tools and equipment.</li> <li>To use a comfortable grip with good control when holding pens and pencils.</li> <li>To show a preference for a dominant hand.</li> <li>To write some letters accurately</li> <li>To write some or all of their name</li> <li>To 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.</li> </ul>	<ul style="list-style-type: none"> <li>To write all of their name</li> <li>To spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>To use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</li> <li>To form lower-case and capital letters correctly.</li> <li>To write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>	<ul style="list-style-type: none"> <li>To write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>	<ul style="list-style-type: none"> <li>To write recognisable letters, most of which are correctly formed. (ELG)</li> <li>To spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)</li> <li>To write simple phrases and sentences that can be read by others. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>To hold a pencil effectively in preparation for fluent writing – using the tripod grip. (PD ELG)</li> <li>To write recognisable letters, most of which are correctly formed. (ELG)</li> <li>To spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)</li> <li>To write simple phrases and sentences that can be read by others. (ELG)</li> </ul>
Checkpoints	<ul style="list-style-type: none"> <li>Attempt to write their name in a way that they or others can recognise.</li> <li>Discuss the marks they make, e.g. "this is a car"</li> <li>Write their name with correct formation.</li> <li>Form Phase 2 letters recognisably.</li> <li>Segment CVC words verbally.</li> <li>Write the initial and middle sounds for a CVC word.</li> </ul>		<ul style="list-style-type: none"> <li>Form all letters of the alphabet.</li> <li>Write VC/CVC words that can be read by themselves or others.</li> </ul>		Can children confidently demonstrate the ELG skills?	









# Reception Long Term Plan : OUR LITERACY LEARNING ACTIVITIES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	 <b>All about me!</b>	 <b>Celebrations</b>	 <b>To Infinity and Beyond!</b>	 <b>The Land Before Time</b>	 <b>How does your Garden Grow?</b>	 <b>All Around the World</b>
Literacy EP	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)					
<ul style="list-style-type: none"> <li>Comprehension</li> <li>Word Reading</li> </ul> 	<p>Practise reading behaviours:</p> <ul style="list-style-type: none"> <li>Book handling skills</li> <li>Exploring features of books</li> <li>Consider the difference between text and picture</li> <li>Follow print left to right, top to bottom</li> <li>To locate the title</li> </ul> <p>Sharing our favourite stories and begin to talk about the characters</p> <p>Share poems that rhyme and make up actions</p> <p>Begin to identify words that rhyme</p> <p>RWI Phonics focus: To read single letter set 1 sounds</p>	<p>Talking about events and characters in a story and completing roll on the wall</p> <p>Teacher in tole for characters</p> <p>Hot-seating games</p> <p>Join in with rhymes and stories. Begin to fill in missing words from well-known rhymes</p> <p>Practise Fred Talk and segment in order to read and spell vc and cvc words</p> <p>Practise using 1:1 correspondence when reading words</p> <p>Word investigations for tricky words to, no, go, the l , into</p> <p>RWI Phonics focus: To read all set 1 sounds and to blend sounds into words orally</p>	<p>Class and group discussions to show interest and answer simple questions about a text</p> <p>Retelling our favourite stories using drama conventions:</p> <ul style="list-style-type: none"> <li>Puppets</li> <li>props and role play</li> <li>Freeze fames</li> <li>thought tunnels</li> </ul> <p>Reciting poems by heart</p> <p>To read with 1-1 correspondence</p> <p>Begin to recognise some common irregular words</p> <p>RWI Phonics focus: Blend sounds to read sounds and read short Ditty stories</p>	<p>Children describe their thoughts and feelings when talking about what they have read</p> <p>Making predictions about what might happened next</p> <p>Retelling our favourite stories using drama conventions:</p> <ul style="list-style-type: none"> <li>Puppets</li> <li>props and role play</li> <li>Freeze fames</li> <li>thought tunnels</li> </ul> <p>Reciting poems by heart</p> <p>RWI Phonics focus: To recognise set 2 sounds Green storybooks</p>	<p>Begin to consider if their reading makes sense and looks right and re-read when necessary</p> <p>Making predictions about what might happened next and answer questions about the text</p> <p>Retelling our favourite stories using drama conventions:</p> <ul style="list-style-type: none"> <li>Puppets</li> <li>props and role play</li> <li>Freeze fames</li> <li>thought tunnels</li> </ul> <p>Create their own poems</p> <p>RWI Phonics focus: To recognise set 2 sounds Purple storybooks</p>	<p>Use reading area independently to read and retell favourite stories</p> <p>Complete book reviews</p> <p>Retelling our favourite stories using drama conventions:</p> <ul style="list-style-type: none"> <li>Puppets</li> <li>props and role play</li> <li>Freeze fames</li> <li>thought tunnels</li> </ul> <p>Create their own poems</p> <p>RWI Phonics focus: Read pink storybooks</p>



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Writing	<p><b>Texts as a Stimulus:</b> The Colour Monster Let's Build a House Poetry Basket</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label images. Writing for a purpose in role play</p>	<p><b>Texts as a Stimulus:</b> Look Up! I am Henry Finch Poetry Basket</p> <p>Name writing, labelling, simple captions using phonics, retelling stories, design a story mountain, write a thought bubble, design a vehicle for Santa</p> <p>Writing tricky words such as I, to, the, no, go, into. Writing CVC words</p> <p>PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b> The Magic Paintbrush Little Red Poetry Basket</p> <p>Writing simple captions, retelling stories, writing in role, thank you letters, instructions, adverts, information posters, beginning to use finger spaces, form lower-case and capital letters correctly</p> <p>PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b> The Tiny Seed I Will Not Ever Eat a Tomato How to Grow a Dinosaur Poetry Basket</p> <p>Creating own story maps, writing captions, label and statements, character descriptions, writing simple sentences in a letter, list writing, applying capital letters, full stops and finger spaces, form lower-case and capital letters correctly sequence the Easter story</p> <p>PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b> Weirdo The Night Pirates The Scarecrow's Wedding Poetry Basket</p> <p>Labelling posters, writing messages for badges, letter writing, writing in role, write a leaflet, write a 'how to' guide, character descriptions, story retellings, applying capital letters, applying full stops and finger spaces, form lower-case and capital letters correctly</p> <p>Recount – A trip to the farm</p> <p>PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b> Oi Frog Izzy Gizmo The Queen's Hat Poetry Basket</p> <p>Writing captions and labels, write alternative story versions, rhyming words and sentences, writing letters of advice, lists, labelled diagrams</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentences that can be read by others. (ELG)</p>

