






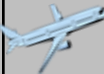



Reception Long Term Plan : OUR LITERACY MILESTONES

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



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