









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:	<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. 		<p>Can children confidently demonstrate the ELG skills?</p>	





Reception Long Term Plan : OUR LITERACY LEARNING ACTIVITIES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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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
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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"> • Comprehension • Word Reading 	<p>Practise reading behaviours:</p> <ul style="list-style-type: none"> • Book handling skills • Exploring features of books • Consider the difference between text and picture • Follow print left to right, top to bottom • To locate the title <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 role 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"> • Puppets • props and role play • Freeze frames • thought tunnels <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"> • Puppets • props and role play • Freeze frames • thought tunnels <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"> • Puppets • props and role play • Freeze frames • thought tunnels <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"> • Puppets • props and role play • Freeze frames • thought tunnels <p>Create their own poems</p> <p>RWI Phonics focus: Read pink storybooks</p>
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Reception Long Term Plan : OUR LITERACY VOCABULARY

	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 Vocabulary	Book Text Picture Word Sound Fred Talk Rhyme Poem Pinch Grip Write	Character Setting Retell Beginning Middle End Fred Talk Special friends Ditty Rhyme Poem Grip Finger space Handwriting	Character Setting Retell Beginning Build up Problem Resolution Ending Predict Fred Talk Special Friends Capital letter Finger space Full stop Sentence Retelling Version Poem Capital letter Finger space Full stop Sentence	Beginning Build up Problem Resolution Ending Predict Fred Talk Special Friends Capital letter Finger space Full stop Sentence Retelling Version Checklist Assess Correct	Beginning Build up Problem Resolution Ending Fred Talk Special Friends Capital letter Finger space Full stop Sentence Retelling Version Checklist Assess Correct	Review Compare Beginning Build up Problem Resolution Ending Fred Talk Special Friends Capital letter Finger space Full stop Sentence Retelling Version Checklist Assess Correct
<ul style="list-style-type: none"> • Comprehension • Word Reading • Writing 						



Where will our LITERACY learning take us?

Literacy EYFS into KS1

Word Reading



English:

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ▯ read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.



Literacy

EYFS into KS1 continued

Comprehension



English:

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.