
















Reception Long Term Plan : OUR LITERACY MILESTONES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	<p>All About me!</p> 	<p>Celebrations</p> 	<p>To Infinity and Beyond!</p> 	<p>The Land Before Time</p> 	<p>How does your Garden Grow?</p> 	<p>All Around the World!</p> 
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. 		<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
General Themes	 All About me!	 Celebrations	 To Infinity and Beyond!	 The Land Before Time	 How does your Garden Grow?	 All Around the World!
Writing	<p>Texts as a Stimulus: 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>Writing assessment - Career's Day focus</p>	<p>Texts as a Stimulus: Look Up! Ning and the Night Spirits 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>Application of phonics and taught CEW</p> <p>Writing assessment - Design a vehicle for Santa</p>	<p>Texts as a Stimulus: 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 lowercase and capital letters correctly</p> <p>Application of phonics and taught CEW</p> <p>Writing assessment - Instructions for baking</p>	<p>Texts as a Stimulus: The Tiny Seed I Will Not Ever Eat a Tomato Tom & the Island of Dinosaurs Poetry Basket</p> <p>Creating own story maps, writing captions, label a picture, instructions, leaflets, writing simple sentences in a letter, thinking bubbles, shopping list writing, applying capital letters, full stops and finger spaces, form lowercase and capital letters, correctly sequence the Easter story</p> <p>Application of phonics and taught CEW</p> <p>Writing assessment - Tom & the Island of Dinosaurs</p>	<p>Texts as a Stimulus: 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, thinking bubbles, sequencing & story retellings, leaflets, instructions, applying capital letters, applying full stops and finger spaces, form lowercase and capital letters correctly</p> <p>Recount – A trip to the farm</p> <p>Application of phonics and taught CEW</p> <p>Writing assessment - The Scarecrow's Wedding</p>	<p>Texts as a Stimulus: 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> <p>Writing assessment - letter to Y1 teacher</p>





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 						



Literacy EYFS into KS1 continued

Writing



English:

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

Pupils should be taught to (transcription):

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



Literacy EYFS into KS1 continued

Writing



English:

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear

Pupils should be taught to (composition):

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing.

Pupils should be taught to (vocabulary, grammar and punctuation):

- develop their understanding of the concepts set out in English Appendix 2 by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.