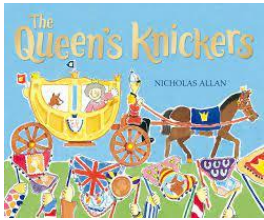





Reception

Literacy Long Term Plan Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Nursery rhymes	Incy Wincy Spider Baa, Baa Back sheep 5 Currant Buns I'm a Little Teapot Miss Polly had a Dolly Humpy Dumpty 5 Little Ducks Jack and Jill		Twinkle, Twinkle, Little Star Head, Shoulders, Knees and Toes 1, 2, 3, 4, 5 Once I caught a fish alive Hickory Dickory Dock 5 Little Speckled Frogs Row, row, row your boat Old Macdonald had a farm Little Bo Peep		The Grand Old Duke of York 5 Little Monkeys Little Miss Muffet Two Little Dickie Birds Wheels on the bus Goosy Goosey Gander Dr Foster Mary, Mary Quite Contrary	
Poet Study	Oh Dear by Michael Rosen 		The Star by Jane Taylor 		Hey Let's Go by James Carter 	
Story time Reading spine	 <p>In Every Street on Every Street Jess Hitchman</p>	 <p>The Queen's Knickers Nicholas Allan</p>	 <p>Frog is a Hero Max Velthuijs</p>	 <p>Hairy Maclary Lynley Dodd</p>	 <p>Dear Zoo Rod Campbell</p>	 <p>My shadow is pink Scott Stuart</p>

<p>Core Texts (7 story types)</p>	<p>We're going on a Bear Hunt-Voyage and return</p> <p>Goldilocks and the Three Bears-Voyage and return</p>  	<p>The Jolly Postman-Well-loved author Dear Father Christmas-Well-loved story</p>  	<p>Whatever Next-Well-loved story</p> <p>The Night Pirates-</p>   	<p>Mr Gumpy's outing-Well-loved story</p> <p>Little Red Riding Hood-Overcoming the Monster</p> <p>On the way home-</p>   	<p>Jack and the Beanstalk-Overcoming the Monster</p> <p>Jasper's Beanstalk-Well-loved author</p> <p>The Enormous Turnip-</p>   	<p>The Lighthouse Keeper's picnic- Lucy and Tom at the Seaside-</p>  
<p>Text Type</p>	<p>Stories with familiar settings/Traditional Tales</p>	<p>Well-loved stories</p>	<p>Well-loved stories</p>	<p>Stories with a journey/ Traditional Tales</p>	<p>Stories with a similar theme</p>	<p>Well-loved stories</p>
<p>Fiction Writing Focus:</p>	<p>Nursery-Pre-writing/drawing skills Gives meaning to marks made Orally retelling stories</p> <p>Reception-Pre-writing/drawing skills Gives meaning to marks made</p>	<p>Nursery-Exploring pre-writing shapes-starting at any point on paper (random scribbling) -Retelling main events in order</p> <p>Reception- Oral retelling of simple stories</p>	<p>Nursery- Exploring pre-writing shapes-writing from left to right (scribble writing) -Retelling main events in order</p> <p>Reception-Write a story with a beginning, middle</p>	<p>Nursery-Explore progression in writing, writing from left to right (scribble writing) -Zigzag book of traditional tale</p> <p>Reception-Write a traditional Tale-Write sentences, including</p>	<p>Nursery- Begin to form symbols that represent letters -Form some recognisable letters in name -Zigzag book of traditional tale</p>	<p>Nursery- Begin to form symbols that represent letters -Form some recognisable letters in name -Setting description</p> <p>Reception-Setting description.</p>

	Create Class text with repeated refrains		and end. Simple sentence writing	full stop and finger spaces	Reception -Write a traditional Tale-Write sentences, including full stop and finger spaces	Sentences starting with a capital letter.
Non-fiction Writing Focus:	<p>Nursery-Pre-writing/drawing skills Gives meaning to marks made</p> <p>Reception: Create page for non-fiction book about Bears using symbols/emergent writing</p>	<p>Nursery-Applying pre-writing shapes to 'write' simple lists, cards and letters. Ascribe meaning to makes made</p> <p>Reception- Writing simple lists, cards and letters using emergent phonic knowledge. Simple captions.</p>	<p>Nursery-Mark-making from left-right (scribble writing), list of things to take to space</p> <p>Reception-A diary entry. Simple sentence writing</p>	<p>Nursery:-Explore progression in writing, writing from left to right (scribble writing)</p> <p>-Wanted Poster</p> <p>Reception-A Wanted Poster A Postcard- Write sentences, including full stop and finger spaces</p>	<p>Nursery-Begin to form symbols that represent letters</p> <p>-Form some recognisable letters in name</p> <p>-Give verbal instructions</p> <p>Reception-An apology letter</p> <p>-A set of instructions for growing a beanstalk</p>	<p>Nursery- Begin to form symbols that represent letters</p> <p>-Form some recognisable letters in name</p> <p>-Give verbal instructions</p> <p>-A postcard</p> <p>Reception</p> <p>-A recipe for a cake</p> <p>-A Postcard</p>
Reception Reading: Word Reading	Little Wandle Phase 2- S, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l Tricky words-is, I, the	Little Wandle Phase 2- ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk -Plural s Tricky words-as, and, has, his, her, go, no, to, into, she, he, of, we, me, be	Little Wandle Phase 3- ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er -Words with double letters -Longer words -Tricky words-was, you, they, my, by, all, are, sure pure	Little Wandle-Review Phase 3 previously taught GPCS -Words with double letters -Longer words -Words with two or more digraphs -Words ending in -ing -Compound words -Words with s /z/ in the middle -Words ending s, es /z/	Little Wandle Phase 4- short vowel CVCC, CCVC, -Longer words -Compound words -Root words ending -ing, -ed, est Tricky words-said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Little Wandle Phase 4- long vowel CVCC, CCVC, CCVCC, CCCVC, CCV, CCVC -Phase 4 words ending s, s /z/, es -Longer words -Root words ending -ing, ed, er, est

<p>Reception Reading: Comprehension</p>	<p>Revise 5 key concepts of print -Respond to who, what, where and when questions linked to text and illustrations -Identify main events, characters & setting -Order and sequence events-simple retelling -Explore the meaning of new words</p> <p>Non-fiction -Understand the purpose of non-fiction books</p>	<p>-Identify 5 key concepts of print -Identifying the characters and setting of a familiar book -Respond to who, what, where and when questions linked to text and illustrations -Use story language and new vocabulary in discussing a story -Explore the meaning of new words</p> <p>Non-fiction -Identify title, contents page, diagrams</p>	<p>- Use picture cues to help understand unknown words and text -Predict and anticipate key events based on illustrations, story content and title -Play is influenced by -Understand and answer 'why' questions -Explore the meaning of new words</p> <p>Non-fiction -Understand the structure of a non-fiction book is different to a fiction book</p>	<p>-Retell stories in the correct sequence, using story mapping to aid -Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events or settings and why -Understand and answer how questions -Explore the meaning of new words</p> <p>Non-fiction -Use pictures and the structure of a non-fiction book to find simple facts or information</p>	<p>-Visualise what they have heard or read through drawing and story mapping -Respond to questions about how and why something is happening -Use new vocabulary in retelling stories, plays and every day speech -Explore the meaning of new words</p> <p>Non-fiction -Know the difference between different types of texts (fiction, non-fiction, rhymes)</p>	<p>Recall the main points in text in correct sequence, using own words and new vocabulary -Talk about themes of simple texts, e.g. perseverance, good-v-evil -Answer why and how questions</p> <p>Non-fiction -Select appropriate text to help answer a question</p>
<p>Nursery Phonics (Children start at different points in year-planning adapted according to children's starting points)</p>	<p>-Recognise their name (supported by picture cues) -Explore good listening skills -Phase 1/Aspect 1-General sound discrimination-environmental sounds -Tuning into sounds -Listening to sounds -Phase 1/Aspect 2-Instrumental sounds-tuning into sounds</p>	<p>-Recognise their name (supported by picture cues) -Revise good listening skills -Listening to sounds -Phase 1/Aspect 2-Instrumental sounds-Listening and remembering sounds -Phase 1/Aspect 3General sound discrimination-Tuning into sounds -Listening and remembering sounds</p>	<p>-Recognise their name (supported by picture cues) -Revise good listening skills -Phase 1/Aspect 3-General sound discrimination-tuning into sounds -Listening and remembering sounds -Phase 1/Aspect 4-Rhythm and Rhyme-Tuning into sounds -Talking about sounds</p>	<p>-Recognise their name (supported by picture cues) -Explore good listening skills -Phase1/Aspect 4-Rhythm and rhyme-revision -Phase 1-Alliteration-Tuning into sounds -Listening and remembering sounds -Talking about sounds</p>	<p>-Recognise their name without picture cue -Explore good listening skills -Phase 1/Aspect 6-Voice sounds -Tuning into sounds -Listening and remembering sounds -Talking about sounds</p>	<p>-Recognise name without picture cue -Revise good listening skills -Revise Aspects 4 and 5 -Phase 1/Aspect 7-Oral blending and segmenting Tuning into sounds, listening and remembering sounds, Talking about sounds</p>

<p>Nursery Reading: Comprehension (Children start at different points in year-planning adapted according to children's starting points)</p>	<ul style="list-style-type: none"> -Hold a book correctly, handle with care, turn pages front to back -Know the difference between text and illustrations -Enjoy joining in with rhymes, songs and poems -Explore new vocabulary 	<ul style="list-style-type: none"> -Join in with poems and action rhymes and begin to learn them by heart -Recognise front and back cover -Talk about likes and dislikes about book and begin to make links with own experiences -Explore new vocabulary 	<ul style="list-style-type: none"> -Join in with poems and action rhymes and begin to learn them by heart -Understand that print carries meaning -Recognise the title of a book -Talk about the feelings of the main characters and make links to own experiences -Explore new vocabulary 	<ul style="list-style-type: none"> -Learn some rhymes by heart -Join in with some repeated refrains -Understand that print carries meaning and I read left-to-right - Listen to stories of increasing length -Explore new vocabulary -Talk about the main character and the setting of a story and make links with own experiences 	<ul style="list-style-type: none"> -Learn some rhymes by heart -Understand that print carries meaning and is read left-to-right - Answer who, what and where questions about a story or illustration -Explore new vocabulary -Join in with repeated refrains 	<ul style="list-style-type: none"> Perform poems and action rhymes -Talk about the 5 key concepts of print -Answer who, what, where, when questions about a story or illustration -Join in with repeated refrains -Explore new vocabulary
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