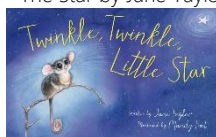
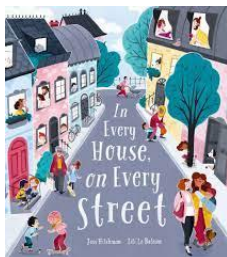
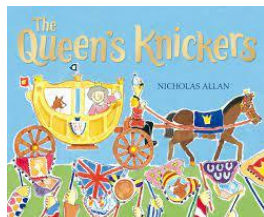
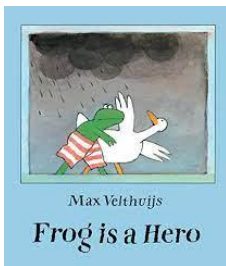
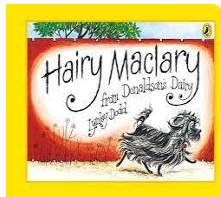
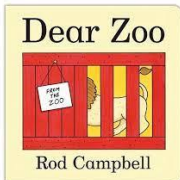
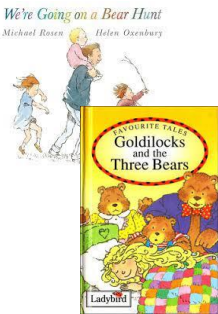
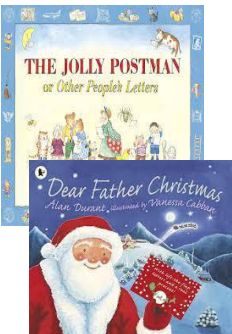
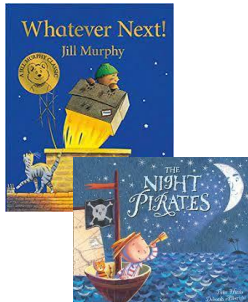
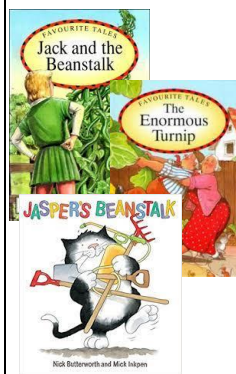




Reception

English 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 Humpty 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	
Shared Reading:	Oh Dear by Michael Rosen		The Star by Jane Taylor		Hey Let's Go by James Carter	
Poems to perform and recite						
Reading for pleasure:	 In Every Street on Every Street Jess Hitchman  The Queen's Knickers Nicholas Allan  Frog is a Hero Max Velthuis  Hairy Maclary Lynley Dodd  Dear Zoo Rod Campbell  My shadow is pink Scott Stuart					

Core Texts	We're going on a Bear Hunt Goldilocks and the Three Bears 	The Jolly Postman Dear Father Christmas- 	Whatever Next The Night Pirates- 	Mr Gumpy's outing Little Red Riding Hood- On the way home 	Jack and the Beanstalk- Jasper's Beanstalk The Enormous Turnip- 	The Lighthouse Keeper's picnic What the ladybird heard at the seaside- 
7 Story Types	Voyage and return	The Quest	The Quest	Overcoming the monster Comedy	Rags to riches	Comedy
Early Writing skills	Pre-writing shapes:  -Random scribbling -Scribble writing from left to right -Form symbols that represent letters -Form some recognisable letters in name moving from left to - Gives meaning to marks made					

Fiction Writing Focus:	-Oral retelling of stories -Explore story language -Join in with repeated refrains -Sequence main events -Story mapping -Create Class text with repeated refrains, using early marks	-Oral retelling of stories -Explore story language -Join in with repeated refrains -Sequence main events -Story mapping -Oral speech bubbles (talking tins) to explore character feelings	-Oral retelling of stories -Explore story language -Join in with repeated refrains -Sequence main events -Story mapping -Word list poem on a theme (night)	-Oral retelling of stories -Explore story language -Join in with repeated refrains -Sequence main events -Story mapping -Class text of a traditional tale with labels and captions/ simple sentence if ready	-Oral retelling of stories -Explore story language -Join in with repeated refrains -Sequence main events -Story mapping -Zigzag book (no more than 3 pages) with labels or simple sentences	-Oral retelling of stories -Explore story language -Join in with repeated refrains -Sequence main events -Story mapping -Word list poem on a theme (beach)
Non-fiction Writing Focus:	-Explore features of non-fiction texts -Create page for non-fiction book about Bears using symbols/emergent writing	- Lists - Labels (word level)	- Lists - Labels and captions (predominantly word level) - Explore features of non-fiction texts - Create page for non-fiction book about night labels and captions	Wanted poster with labels or simple caption	- Lists - Simple set of instructions - Label parts of a plant (diagram in non-fiction book)	- Simple set of instructions - A Postcard
Reception Reading: Word Reading	- Little Wandle Phase 2- S, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l - Tricky words-is, l, 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

Nursery Reading: Comprehension (Children start at different points in year-planning adapted according to children's starting points)	-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	-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	-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	-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	-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	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
	2 year olds-See EYFS LTP for key texts and rhymes					