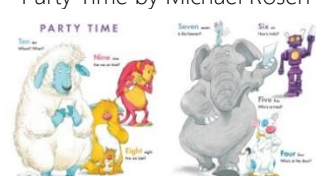
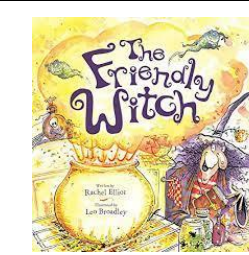
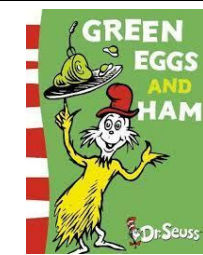
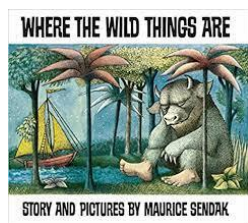
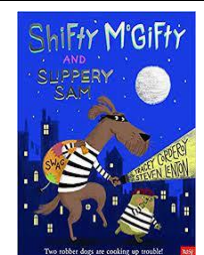
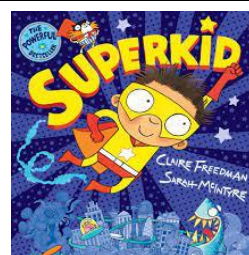
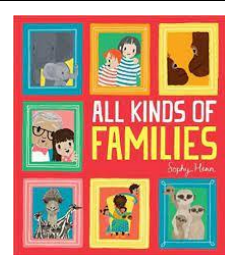
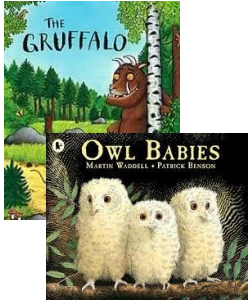
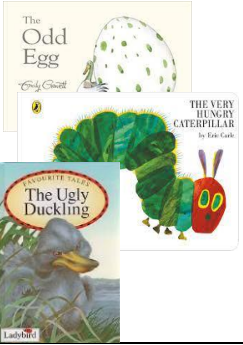
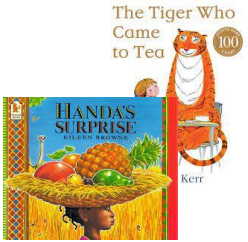




Reception

English Long Term Plan Cycle B

	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: Poems to perform and recite	Party Time by Michael Rosen 		What Turkey doing by John Agard 		The Caterpillar by Christina Rossetti 	
Reading for pleasure: Story Time Reading Spine	 All Kinds of Families Sophy Henn Superkid Claire Freedman Shift McGifty and Slippery Sam Tracey Corderoy Where the Wild Things are Maurice Sendak Green Eggs and Ham Dr Seuss The Friendly Witch Rachel Elliot					
Core Texts	The Gruffalo By Julia Donaldson	The birthday invitation by Lucy Rowland	One Snowy Night by Nick Butterworth	Six Dinner Sid by Inga Moore The Three Little Pias	The Odd Egg By Emily Gravett	The Tiger who came to tea

	Owl babies by Martin Waddell 	The Little Red Hen 	Lost and Found by Oliver Jeffers 		The very hungry caterpillar By Eric Carle The Ugly Duckling 	Handa's Surprise 
7 story types	Overcoming the monster	The Quest	Voyage and Return	Overcoming the monster	Rebirth Comedy	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 (winter)	-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 (food)

Non-fiction Writing Focus	-Explore features of non-fiction texts -Create page for non-fiction book about Owls using symbols/emergent writing	- Lists - Labels (word level) - Verbal instruction	- Lists - Labels and captions (predominantly word level) - Explore features of non-fiction texts - Create page for non-fiction book about penguins- labels and captions	- Wanted poster with labels or simple caption - Non-fiction book about homes with simple labels and captions	- Lists - Simple set of instructions - Non-fiction book about animals that lay eggs	- 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, ck, 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
Reception Reading: Comprehension	- 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	-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	- 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	-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	-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	- 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 Non-fiction -Select appropriate text to help answer a question

	Non-fiction -Understand the purpose of non-fiction books	-Explore the meaning of new words Non-fiction -Identify title, contents page, diagrams	Non-fiction -Understand the structure of a non-fiction book is different to a fiction book	-Explore the meaning of new words Non-fiction -Use pictures and the structure of a non-fiction book to find simple facts or information	Non-fiction -Know the difference between different types of texts (fiction, non-fiction, rhymes)	
Nursery Phonics (Children start at different points in year-planning adapted according to children's starting points)	-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	-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	-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	-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	-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	-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
	2 year olds-See EYFS LTP for key texts and rhymes					
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