



Reception

Literacy Long Term Plan Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Nursery rhymes</b>	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	
<b>Text type</b>	Stories with familiar settings	Stories based on a familiar theme	Well-loved stories	Stories with a similar theme	Stories with a simple plot	Well-loved stories
<b>Text</b> (7 story types)	<b>The Gruffalo</b> By Julia Donaldson (Overcoming the monster)  <b>Owl babies</b> by Martin Waddell (well loved stories)  Non-fiction books based on woodland and nocturnal animals	<b>Pumpkin Soup</b> by Helen Cooper  <b>Poetry-Bonfire Night</b>  Non-fiction books based on celebrations (including those from other cultures) and simple recipes	<b>The Winter Bear</b> by Ruth Craft  <b>Lost and Found</b> (Voyage and return)  Information books about Penguins	<b>Home</b> by Carson Ellis (Contemporary picture book) <b>The Three Little Pigs</b> (Overcoming the monster)  Information books about houses	<b>The Odd Egg</b> By Emily Gravett  <b>The very hungry caterpillar</b> By Eric Carle (Well-loved stories)  <b>The Ugly Duckling</b> (Rebirth)	<b>The Tiger who came to tea</b> (Well-loved story)  <b>Handa's Surprise</b> (Stories from other places)
<b>Writing Opportunities</b>	Pre-writing skills: -Working with dough and clay to create woodland creatures, building on	<b>Pumpkin soup:</b> -Creating simple recipes based on the phonic sounds that week	<b>The Winter Bear:</b> -Writing list of Winter clothing/items needed for a wintry journey	<b>Home:</b> -Predicting who might live in different types of	<b>The Odd Egg:</b> Designing their own odd egg and creature that hatches-describe egg and	<b>All stories:</b> -Write a shopping list for tea -Write a menu

<p>(including non-fiction)</p>	<p>dough-disco skills of pinch, splat, roll, squeeze          -Mark-making with different natural media (mud, clay, water, leaves and berries)          -Early drawing skills- exploring how to draw a figure (Gruffalo)          -Ascribe meaning to the marks made</p>	<p>(continuing to build on alliteration/initial sounds work from week 1)          -Giving verbal instructions          -Sequencing events          -Using emergent writing to 'write' labels and captions</p> <p><b>Bonfire Poetry:</b>          -Explore alliteration and further aspects of Phase 1 Phonics (instrumental and body sounds)          -Write or generate simple rhyming strings          -Rehearse performing rhymes and simple poems</p>	<p>-Writing a 'lost' poster for the winter bear</p> <p><b>Lost and Found</b>          -Writing a postcard as the boy when he visits the Antarctic          -Writing a caption for a photo on a blog/social media page</p> <p>Creating an information book about Winter animals</p>	<p>homes-Drawing and labelling</p> <p><b>Three Little Pigs</b>          -'Wanted' Poster for wolf          -Writing own version of story</p> <p>Creating a simple 'report' about their house. (e.g. what it is made from, features, type)</p>	<p>creature with simple sentences.</p> <p><b>The very hungry caterpillar:</b>          -Create their own story...The very hungry...and choose their own animal</p> <p><b>The ugly duckling:</b>          Speech bubbles for characters thoughts</p> <p>Write an information book called Eggs-different animals that lay eggs</p>	<p>-Write a recipe for baking a cake for tea/porridge/fruit salad          -Write a review for one of the things we cook/bake</p>
<p><b>Reading opportunities</b></p>	<p><b>The Gruffalo</b>          -Shows an awareness of rhyme and rhythm          -Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>-Exploring alliteration (Phase 1 phonics)</p> <p><b>Owl babies</b>          -Look at simple story structure          -Begin to explore character's feelings and empathy          -Suggest how the story might end</p> <p>-Looking at the structure of information books</p>	<p>Show an understanding of what has been read by either following instructions or performing actions to match poems</p> <p><b>Bonfire poems:</b>          -Continue to develop awareness of rhythm and rhyme and other aspects of phase 1 phonics (voice and instrumental sounds, alliteration)          -Begin to create rhyming strings</p> <p>Looking for new graphemes in texts</p>	<p>In all texts-picking out the taught HFWs</p> <p>-Can identify the different parts in the story          -Beginning to demonstrate an understanding of what they have read by discussing the story with others</p> <p>-Use the features of an information page (mainly the photos to find simple information about penguins</p>	<p>In all texts-picking out the taught HFWs</p> <p><b>Home:</b>          -Use text to make predictions about who might live in some of the homes          -Asking questions about the illustrations-Who could live in the house          -Reading simple sentences with 'th' and HFWs my/me. <i>This is my house. This is me.</i></p> <p><b>The Three Little Pigs</b>          -Join in with repeated refrains and anticipate key events and phrases in rhymes and stories          -Use vocabulary and forms of speech that are increasingly influenced by their experiences of books when retelling stories</p>	<p>Information books-Using the features of information books to find out about animals that lay eggs</p> <p><b>The Odd Egg:</b>          -Explore character's feelings</p> <p><b>The Very Hungry Caterpillar:</b>          -Read he/was HFWs          -Words of more than one syllable –Wednesday, Sunday etc</p> <p><b>The ugly duckling:</b>          -Use vocabulary and forms of speech that are increasingly influenced by their experiences of books when retelling stories          -Understand the structure of a story          -Make predictions about what might happen</p>	<p>Both stories:          -Describe the main events in stories they have read          -Demonstrate an understanding of what they have read by discussing the story with others          -Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary</p> <p>-Read words of more than one syllable- picnic etc          -Read cvcc/ccvc words</p>

