



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>The Little Red Hen</b> (Traditional tale)  <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)

<p><b>Writing progression and opportunities (including non-fiction)</b></p>	<p><b>Nursery and Reception:</b> Pre-writing skills: -Working with dough and clay to create woodland creatures, building on 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)</p> <p><b>Reception:</b> -Aware that writing communicates meaning -Understands that thoughts can be written down -Attempt to write their name and other 'labels' using emergent writing -Discuss the meanings of the marks they make -Use talk to link ideas, clarify thinking and feelings</p>	<p><b>Nursery and Reception</b> Pre-writing skills: -Making marks using different media -Making own dough and other malleables -Exploring pre-writing shapes-starting at any point on paper (random scribbling) -Early drawing skills</p> <p><b>Nursery:</b> -Explore aspects of Phase 1 phonics through all texts -Giving verbal instructions -Recounting main events in order</p> <p><b>Reception:</b> Write first name-correct letter formation -Form phase 2 letters recognisably -Segment CVC words verbally -Write initial, middle sounds for cvc words -Creating simple recipes based on the phonic sounds that week (continuing to build on alliteration/initial sounds work from week 1) -Use talk to organise and describe events and experiences. Begin to write a simple caption. -Giving verbal instructions -Sequencing events chronologically -Generate rhyming strings</p>	<p><b>Nursery and Reception</b> Pre-writing skills: -Making marks using different media -Making own dough and other malleables -Exploring pre-writing shapes-writing from left to right (scribble writing) -Early drawing skills</p> <p><b>Nursery:</b></p> <p><b>Reception:</b> -Form all the letters of the alphabet, mostly correctly -Use writing in play -Write vc/cvc words that can be read by themselves and others -Write a simple caption or sentence to label -Include spaces between words</p> <p><b>The Winter Bear:</b> -Writing list of Winter clothing/items needed for a wintry journey -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><b>Nursery:</b> -Pre-writing skills continue to be developed -Developing pre-writing shapes -Explore progression in writing, writing from left to right (scribble writing)</p> <p><b>Reception:</b> -Continue to build up knowledge of letter sounds to build words in writing -Write sentences and captions, including full stop and finger spaces</p> <p><b>Home:</b> -Predicting who might live in different types of 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><b>Nursery</b> -Pre-writing skills continue to be developed -Continue to develop pre-writing shapes -Begin to form symbols that represent letters -Form some recognisable letters in name</p> <p><b>Reception:</b> -Show awareness of different audience for writing -Write short sentences with words with known letter-sound correspondence, including a capital letter -Write different text forms for different purposes -Begin to discuss features of own writing</p> <p><b>The Odd Egg:</b> Designing their own odd egg and creature that hatches-describe egg and 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><b>Nursery</b> -Pre-writing skills continue to be developed -Continue to develop pre-writing shapes -Begin to form symbols that represent letters -Form some recognisable letters in name</p> <p><b>Reception</b> -Show awareness of different audience for writing -Write short sentences with words with known letter-sound correspondence, including a capital letter -Write different text forms for different purposes -Begin to discuss features of own writing</p>
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<p><b>Reading progression and opportunities</b></p>	<p><b>Comprehension Nursery</b></p> <ul style="list-style-type: none"> <li>-Explore new language</li> <li>-Hold a book correctly, handle with care, turn pages front to back</li> <li>-Know the difference between text and illustrations</li> <li>-Enjoy joining in with rhymes, songs and poems</li> <li>-Explore new vocabulary</li> </ul>	<p><b>Comprehension Nursery</b></p> <ul style="list-style-type: none"> <li>-Join in with poems and action rhymes and begin to learn them by heart</li> <li>-Recognise front a back cover</li> <li>-Talk about likes and dislikes about book and begin to make links with own experiences</li> <li>-Explore new vocabulary</li> </ul>	<p><b>Comprehension Nursery</b></p> <ul style="list-style-type: none"> <li>-Join in with poems and action rhymes and begin to learn them by heart</li> <li>-Begin to understand that print carries meaning</li> <li>-Recognise the title of a book</li> <li>-Talk about the feelings of the main characters and make links to own experiences</li> <li>-Explore new vocabulary</li> </ul>	<p><b>Comprehension Nursery</b></p> <ul style="list-style-type: none"> <li>-Learn some rhymes by heart</li> <li>-Begin to join in with some repeated refrains</li> <li>-Understand that print carries meaning and I read left-to-right</li> <li>- Listen to stories of increasing length</li> <li>-Explore new vocabulary</li> <li>-Talk about the main character and the setting of a story and make links with own experiences</li> </ul>	<p><b>Comprehension Nursery</b></p> <ul style="list-style-type: none"> <li>-Learn some rhymes by heart</li> <li>-Understand that print carries meaning and is read left-to-right</li> <li>- Answer who, what and where questions about a story or illustration</li> <li>-Explore new vocabulary</li> <li>-Join in with repeated refrains</li> </ul>	<p><b>Comprehension Nursery</b></p> <ul style="list-style-type: none"> <li>Perform poems and action rhymes</li> <li>-Talk about the 5 key concepts of print</li> <li>-Answer who, what, where, when questions about a story or illustration</li> <li>-Join in with repeated refrains</li> <li>-Explore new vocabulary</li> </ul>	
	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Revise 5 key concepts of print</li> <li>-Respond to who, what, where and when questions linked to text and illustrations</li> <li>Listen to stories and comment on main events</li> <li>-Identify main characters and settings</li> <li>-Join in with repeated refrains and anticipate key events</li> <li>-Order and sequence events-simple retelling</li> <li>-Explore new language</li> </ul>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Revise 5 key concepts of print</li> <li>-Identifying the characters and setting of a familiar book</li> <li>-Engage in conversation and answer questions when reading fiction and non-fiction books</li> <li>-Join in with repeated refrains</li> <li>-Use story language and new vocabulary in discussing a story</li> <li>-Perform poems and action rhymes</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Use picture cues to help read and understand a simple text</li> <li>-Predict and anticipate key events based on illustrations, story content and title</li> <li>-Play is influenced by experience of books, and new language is used in context</li> <li>-Begin to answer ‘why’ questions</li> <li>-Recite some rhymes and songs by heart</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Retell stories in the correct sequence, draw on language patterns of stories</li> <li>-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</li> <li>Answer why and begin to answer how questions</li> <li>-Play influenced by experience of books</li> <li>-Innovate a well-known story with support</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Correctly sequence a story or event using pictures and/or captions</li> <li>-Respond to questions about how and why something is happening</li> <li>-Play is influenced by experience of books-gestures, actions used to act out a story, event or rhyme from text or illustrations</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Recall the main points in text in correct sequence, using own words and new vocabulary</li> <li>-Talk about themes of simple texts, e.g. perseverance, good-v-evil</li> <li>-Answer why and how questions</li> <li>-Play influenced by experience of books-act out stories through role-play and using story language</li> <li>-Innovate a known story</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Select appropriate text to help answer a question</li> </ul>
	<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>-Understand the purpose of non-fiction books</li> <li>-Introduced to key features</li> </ul>	<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>-Understand and identify the key features of an information book</li> </ul>	<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>-Understand the structure of a non-fiction book is different to a fiction book</li> </ul>	<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>-Use pictures of the structure of a non-fiction book to find simple facts or information</li> </ul>	<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>-Know the difference between different types of texts (fiction, non-fiction, rhymes)</li> </ul>	<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>-Innovate a known story</li> </ul>	<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>-Select appropriate text to help answer a question</li> </ul>

	<p><b>Word Reading</b></p> <p><b>Nursery</b>  -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><b>Reception: Phase 1/Phase 2 graphemes</b>  -Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words</p> <p>-Phase 2 sounds sets 1-5 and HFWs is, the, I  -Blend VC and CVC words and segment for spelling</p>	<p><b>Word Reading</b></p> <p><b>Nursery</b>  -Recognise their name (supported by picture cues)  -Explore 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><b>Reception Phase 2 graphemes</b>  -Know grapheme/ phoneme correspondence of sets 6-9, including qu, ch, sh, th, ng, nk  -Blend with known letters for reading VC and CVC words, including words ending with /s/ (plurals)  -Orally segment for VC and CVC words for spelling  -Know high-frequency common words (and, as, has, his, her, go, no, to, into, she, he, we, me, be, of)</p>	<p><b>Word Reading</b></p> <p><b>Nursery</b>  -Recognise their name (supported by picture cues)  -Explore 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><b>Reception Phase 3 words and longer words</b>  -Consolidate skills as in Autumn term  -Learn Phase 3 digraphs and trigraphs  -Know tricky words (was, you, they, my, by, all, are, sure, pure)  -Blend and segment known sounds for reading and spelling VC, CVC, words with double letters and longer words (including plurals of words adding s)</p>	<p><b>Word Reading</b></p> <p><b>Nursery</b>  -Recognise their name (supported by picture cues)  -Explore good listening skills  -Phase 1/Aspect 4-Rhythm and rhyme-revision  -Phase 1-Alliteration-Tuning into sounds  -Listening and remembering sounds  -Talking about sounds</p> <p><b>Reception Phase 3 revision</b>  -Consolidate blending and segmenting skills  -Revise Phase 3 digraphs and trigraphs  -Revise all previously taught HFWs  -Continue to apply knowledge of blending and segmenting skills to Phase 2 and 3 sentences , including reading words with 2 digraphs, plurals, words ending in -ing and compound words</p>	<p><b>Word Reading</b></p> <p><b>Nursery</b>  -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><b>Reception Phase 4</b>  -Consolidate phase 2 and 3 skills  -Read CVCC.CCVC, CCVCC, CCCVC, CCVCC WORDS  -Read longer words, compound words and words ending in -ing, -ed, -est  -Read tricky words (said, so, have, some, come, like, love, do, were, here, little says, there, when, what, one, out, today)</p>	<p><b>Word Reading</b></p> <p><b>Nursery</b>  -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><b>Reception Phase 4</b>  -Longer vowel sound words  -Plural words  -Words ending in -ing, -ed, -est  -Review all HFWs taught</p>
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