



Reception

Literacy 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 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	
Text type	Stories with familiar settings/Traditional Tales	Letters	Well-loved stories	Stories with a journey	Stories with a similar theme	Well-loved stories
Text (7 story types)	We're going on a Bear Hunt (Voyage and return) Where's my teddy? (Well-loved story) Goldilocks and the Three Bears (Voyage and return)	The Jolly Postman by Janet and Allen Ahlberg (Well-loved author) Letters to Father Christmas (Well-loved story) Lots of examples of different types of 'post'	Whatever next by Jill Murphy (Well-loved story) Goodnight moon by Margaret Wise Brown (Well-loved story) Lullabies for bedtime	Mr Gumpy's outing (Well-loved story) Rosie's Walk by Pat Hutchins (Well-loved story) Little Red Riding Hood (Overcoming the Monster)	Jack and the Beanstalk (Overcoming the Monster) Jasper's Beanstalk (Well-loved author) The Enormous Turnip (Well-loved author)	The Lighthouse Keeper's picnic by Ronda and David Armitage Lucy and Tom at the Seaside by Shirley Hughes

	Information books related to bears					
Writing progression and opportunities (including non-fiction)	<p>Nursery and Reception: 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 (Bears)</p> <p>Reception: -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>Nursery and Reception 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>Nursery: -Explore aspects of Phase 1 phonics through all texts -Giving verbal instructions -Recounting main events in order</p> <p>Reception: 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.</p>	<p>Nursery and Reception 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>Nursery:</p> <p>Reception: -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>Whatever next -Writing a diary entry as Little Bear on the Moon -Writing a list of things to take on journey</p> <p>Goodnight Moon: -Adding rhyming items to pictures. Label rhyming items -Writing own Goodnight story based on photo of their bedroom -Exploring how night time makes us feel</p>	<p>Nursery: -Pre-writing skills continue to be developed -Developing pre-writing shapes -Explore progression in writing, writing from left to right (scribble writing)</p> <p>Reception: -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>All: -Sending a postcard from a place on our journey -Writing a set of directions for a journey Mr Gumpy's Outing: -Creating own journey with different animals</p> <p>Little Red Riding Hood -Wanted poster for the wolf</p>	<p>Nursery -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>Reception: -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>Jack and the Beanstalk: -Describing the Giant -Writing a sorry letter from Jack to the Giant</p> <p>Jasper's Beanstalk: -Write a set of instructions for growing a beanstalk -Keep a bean diary</p> <p>The Enormous Turnip: -Writing a recipe for vegetable soup</p>	<p>Nursery -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>Reception -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>The Lighthouse Keeper's Picnic: -Write a shopping list for picnic -Write a menu -Write a recipe for baking a cake for picnic</p> <p>Lucy and Tom at the Seaside: -Writing on-set-writing a description of the seaside when at the seaside -Writing a leaflet to 'sell' the seaside as a holiday destination</p>

		<ul style="list-style-type: none"> -Giving verbal instructions -Sequencing events chronologically -Generate rhyming strings <p>The Jolly Postman</p> <ul style="list-style-type: none"> -Generating lists of rhyming words (man, bun) -Make birthday card for a character with our focus grapheme of the week (plus name writing practise) -Use emergent writing to 'write' a postcard from a location in Wellington <p>Letters to Father Christmas:</p> <ul style="list-style-type: none"> -Christmas wish list - Writing a letter to Santa <p>Exploring different types of post-Create a 'toy' catalogue or leaflet</p>				
<p>Reading progression and opportunities</p>	<p>Comprehension Nursery</p> <ul style="list-style-type: none"> -Explore new language -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 <p>Reception</p> <ul style="list-style-type: none"> -Revise 5 key concepts of print -Respond to who, what, where and when questions 	<p>Comprehension Nursery</p> <ul style="list-style-type: none"> -Join in with poems and action rhymes and begin to learn them by heart -Recognise front a back cover -Talk about likes and dislikes about book and begin to make links with own experiences -Explore new vocabulary <p>Reception:</p> <ul style="list-style-type: none"> -Revise 5 key concepts of print -Identifying the characters and setting of a familiar book 	<p>Comprehension Nursery</p> <ul style="list-style-type: none"> -Join in with poems and action rhymes and begin to learn them by heart -Begin to 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 <p>Reception</p> <ul style="list-style-type: none"> - Use picture cues to help read and understand a simple text -Predict and anticipate key events based on 	<p>Comprehension Nursery</p> <ul style="list-style-type: none"> -Learn some rhymes by heart -Begin to 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 <p>Reception</p> <ul style="list-style-type: none"> -Retell stories in the correct sequence, draw on 	<p>Comprehension Nursery</p> <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 <p>Reception</p> <ul style="list-style-type: none"> -Correctly sequence a story or event using pictures and/or captions -Respond to questions about how and why something is happening 	<p>Comprehension Nursery</p> <p>Perform poems and action rhymes</p> <ul style="list-style-type: none"> -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 <p>Reception</p> <ul style="list-style-type: none"> -Recall the main points in text in correct sequence, using own words and new vocabulary

	<p>linked to text and illustrations Listen to stories and comment on main events -Identify main characters and settings -Join in with repeated refrains and anticipate key events -Order and sequence events-simple retelling -Explore new language</p> <p>Non-fiction -Understand the purpose of non-fiction books -Introduced to key features</p>	<p>-Engage in conversation and answer questions when reading fiction and non-fiction books -Join in with repeated refrains -Use story language and new vocabulary in discussing a story -Perform poems and action rhymes</p> <p>Non-fiction -Understand and identify the key features of an information book</p>	<p>illustrations, story content and title -Play is influenced by experience of books, and new language is used in context -Begin to answer 'why' questions -Recite some rhymes and songs by heart</p> <p>Non-fiction -Understand the structure of a non-fiction book is different to a fiction book</p>	<p>language patterns of stories -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 Answer why and begin to answer how questions -Play influenced by experience of books -Innovate a well-known story with support</p> <p>Non-fiction -Use pictures of the structure of a non-fiction book to find simple facts or information</p>	<p>-Play is influenced by experience of books-gestures, actions used to act out a story, event or rhyme from text or illustrations</p> <p>Non-fiction -Know the difference between different types of texts (fiction, non-fiction, rhymes)</p>	<p>-Talk about themes of simple texts, e.g. perseverance, good-v-evil -Answer why and how questions -Play influenced by experience of books-act out stories through role-play and using story language -Innovate a known story</p> <p>Non-fiction -Select appropriate text to help answer a question</p>
	<p>Word Reading</p> <p>Nursery -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>Reception: Phase 1/Phase 2 graphemes -Hear general sound discrimination, identify rhythm, rhyme, alliteration</p>	<p>Word Reading</p> <p>Nursery -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>Reception Phase 2 graphemes -Know grapheme/phoneme correspondence of sets 6-9, including qu, ch, sh, th, ng, nk</p>	<p>Word Reading</p> <p>Nursery -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>Reception Phase 3 words and longer words -Consolidate skills as in Autumn term</p>	<p>Word Reading</p> <p>Nursery -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>Reception Phase 3 revision -Consolidate blending and segmenting skills -Revise Phase 3 digraphs and trigraphs</p>	<p>Word Reading</p> <p>Nursery -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>Reception Phase 4 -Consolidate phase 2 and 3 skills -Read CVCC.CCVC, CCVCC, CCCVC, CCVCC WORDS</p>	<p>Word Reading</p> <p>Nursery -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>Reception Phase 4 -Longer vowel sound words -Plural words</p>

	<p>and be able to orally blend and segment simple words</p> <p>-Phase 2 sounds sets 1-5 and HFWs is, the, I</p> <p>-Blend VC and CVC words and segment for spelling</p>	<p>-Blend with known letters for reading VC and CVC words, including words ending with /s/ (plurals)</p> <p>-Orally segment for VC and CVC words for spelling</p> <p>-Know high-frequency common words (and, as, has, his, her, go, no, to, into, she, he, we, me, be, of)</p>	<p>-Learn Phase 3 digraphs and trigraphs</p> <p>-Know tricky words (was, you, they, my, by, all, are, sure, pure)</p> <p>-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>-Revise all previously taught HFWs</p> <p>-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>-Read longer words, compound words and words ending in -ing, -ed, -est</p> <p>-Read tricky words (said, so, have, some, come, like, love, do, were, here, little says, there, when, what, one, out, today)</p>	<p>-Words ending in -ing, -ed, -est</p> <p>-Review all HFWs taught</p>
--	---	--	---	--	---	--