

Literacy Long Term Plan – Reception 2020 - 2021

Communication and Language: Focus in weekly sessions and incorporated into Home School link (Purple Book)

Term	Phonics	Reading Aspects	Writing Skills	Opportunities for Writing	Golden Book Outcomes	Handwriting/Physical Development	Words of the Week/ Communication & Language	Texts Fiction/No-Fiction
Autumn 1	<p>Sounds: s, a, t, p, i, n m, d, g, o, c, k and ck</p> <p>Book Band Pink 1+</p> <p>Sound Books for Use in Class: Book 1 Book 2 Book 3</p> <p>Decodable Books to go home Level 1+ Book Band 1 Pink Pack A Phase</p> <p>-Cats</p>	<p>Recognising name</p> <p>Recognising initial phonemes – particularly those in name.</p> <p>Alliteration</p>	<p>Forming letters from name with some accuracy.</p> <p>Initial phonemes – representing.</p>	<p>-Registers</p> <p>-Cards</p> <p>-Invitations</p> <p>-Name badges</p> <p>-Forms</p> <p>-Child Initiated Writing</p>	<p>-Independent name writing</p> <p>-Identify initial phonemes</p>	<p>Gross Motor:</p> <p>-Air Writing ie streamers, scarves and ribbons.</p> <p>Fine Motor:</p> <p>-Using one-handed tools such as scissors, chunky chalk, tweezers and paint brushes.</p> <p>-Showing preference for a dominant hand.</p>		*Linked to Thematic learning and pupils interests.
Autumn 2	<p>Sounds: ck, e, u, r h, b f, ff l, ll, le and ss</p> <p>Book Band Pink 1+</p> <p>Sound Books for Use in Class: Book 4</p>		<p>Final phonemes – representing</p> <p>Medial phonemes – representing</p>	<p>-Phoneme Frames</p> <p>-Labelling</p> <p>-List</p> <p>-Child Initiated Writing</p>	<p>-Word Building (CVC Words). Recognising phonemes within a word.</p>	<p>Gross Motor:</p> <p>Large mark-making ie painting at an easel, chalking on the floor, mud/water painting etc.</p> <p>Fine Motor:</p> <p>-Discreet Finger Rhymes</p>		

	<p>Book 5 Book 6</p> <p><u>Decodable Books to go home</u> Level 1+ Book Band 1 Pink Pack A Phase</p> <p>-Pop! -Mud! -Big Bad Bug -Hats -A Big Mess</p>		Write CVC words.			-Tripod Grip: Pegging, tweezers, paint brushes and chunky, triangular crayons.		
Spring 1	<p><u>Sounds:</u> j, v, w, x, y, z, zz, qu and ch.</p> <p><u>Book Band</u> Red</p> <p><u>Sound Books for Use in Class:</u> Book 7 Book 8 Book 9</p>		<p>Two word phrases</p> <p>Three word phrases</p> <p>Mixed phrases</p> <p>Finger spaces</p> <p>Full stops</p> <p>CEW: the , two , l, no, go and into</p>		-To write a simple phrase.	<p>Gross Motor:</p> <p>-</p> <p>Fine Motor:</p>		
Spring 2	<p><u>Sounds:</u> j, v, w, x, y, z, zz, qu and ch.</p>		<p>Capital letters- Recognising,</p>	<p>-Instructions -Fact files -Shopping Lists</p>	-To 'hold' and write a simple sentence.			

	<p><u>Book Band</u> Red</p> <p><u>Sound Books for Use in Class:</u> Book 7 Book 8 Book 9</p>		<p>matching and forming.</p> <p>Capital letters for sentences.</p> <p>Capital letters for names.</p> <p>Hold and write a short sentence.</p> <p>CEW: the , two , I, no, go and into</p>	<p>-Menus -Recipes</p>				
Summer 1			<p>Hold and write a sentence.</p> <p>Sentence writing.</p> <p>Re-read writing for sense and meaning</p>	<p>-Narrative -Recounts -Instructions</p>	<p>-To write a simple sentence using a capital letter and a full stop.</p>			
Summer 2			<p>Consolidation of skills</p>	<p>-Narrative -Recounts</p>	<p>-To write phrases and sentences that</p>			

			<ul style="list-style-type: none">-Phonetically plausible attempts at spellings.-Application of phonic knowledge-Use of capital letters and full stops. <p>Assessment</p>		can read by others.			
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