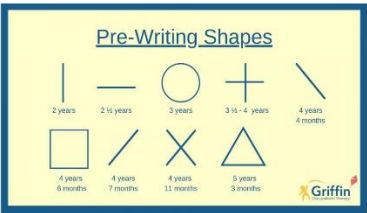

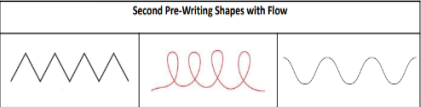



# EHLT Reception Literacy Long Term Plan

| Autumn Term One  | Autumn Term Two  |
|--|--|
| Unit - Nursery rhymes  | Unit - Traditional Tales: Retelling of stories *November: Nursery Rhyme Week   |
| <p align="center"><b>Outcomes of unit</b></p> <p>The majority of Children will be able to ...</p> <ul style="list-style-type: none"> <li>oral blending CVC words</li> <li>read their own name</li> <li>hear and say initial phonemes for words</li> <li>write some or all their name</li> <li>spot and suggest rhyming pairs</li> </ul>  | <p align="center"><b>Outcomes of unit</b></p> <p>The majority of children will be able to ...</p> <ul style="list-style-type: none"> <li>continue a rhyming string</li> <li>spot and suggest alliteration for two word phrases</li> <li>clap out multi-syllabic words</li> <li>start blending CVC words containing taught phonemes</li> <li>write first name</li> <li>identify key events from a familiar story</li> </ul>   |
| <p align="center"><b>Phonics</b></p> <p>Phonemes taught this half term – s a t p i n m d g o c k</p> <p><b>Communication &amp; Language/Comprehension</b><br/>Learn and use new vocabulary throughout the day<br/>Small group work – increase confidence within a social situation (link to PSED), articulate their thoughts in longer sentences<br/>Rhythm and rhyme – listening carefully to rhymes and songs paying attention to how they sound, learn rhymes off by heart (link to ExA&amp;D)<br/>Follow simple instructions<br/>Understand who, what and where questions</p> <p><b>Word Reading</b><br/>Reading own name<br/>Oral blending and segmenting<br/>Initial phonemes being heard in words (taught and not taught for hearing ONLY)</p> <p><b>Mark Making</b><br/>Using a range of different media develop accuracy in emergent mark making ready for early writing<br/>Tracing/copying name</p> <p><b>PD and Handwriting</b><br/>Ready for writing – core skills, co-ordination, balance<br/>Letter formation – forming letters in on name accurately on plain paper: progression from tracing to copying<br/>Scissor work – snips in media and paper</p>  | <p align="center"><b>Phonics</b></p> <p>Phonemes taught this half term - c k e u r h b f ff l ll le ss</p> <p><b>Communication &amp; Language/comprehension</b><br/>Learn and use new vocabulary throughout the day<br/>Small group work – be confident within a social situation (link to PSED), articulate their ideas and thoughts in well-formed sentences.<br/>Engage in story times.<br/>Listen to and talk about stories to build familiarity and understanding.<br/>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.<br/>Follow two step instructions<br/>Understanding why questions<br/>Act out stories.</p> <p><b>Word reading</b><br/>Clap out multi-syllabic words<br/>Segment CVC words saying the individual sounds for words<br/>Begin to blend words with taught phonemes</p> <p><b>Mark Making</b><br/>Using continuous emergent marks<br/>Aiming for a static tripod grip<br/>Draw detailed pictures<br/>Name writing – copying then independent</p> <p><b>PD and Handwriting</b><br/>Ready for writing – arm pivots (shoulder, elbow (and wrist) anti-clockwise movements), finger isolation, preference of dominant hand, hand-eye co-ordination<br/>A static tripod grip should be developed<br/>Letter formation – accuracy in forming on plain paper<br/>Scissor work – snips in paper moving forward, using helping hand to guide paper, cut along a straight line</p>   |
| <p><b>Recording of work during the autumn term</b><br/>Collage of the week, plus x1 emergent write fortnightly<br/>Floor book – context for the week, photos, QR codes, purposeful direct quotes from pupils mix of group and individual work</p>  |  |

Emergent writing books (special writing books – fortnightly to show progression in writing): children give meaning to marks

| Spring Term One  | Spring Term Two  |
|--|--|
| <p align="center"><b>Unit - Phoneme frames</b></p>   | <p align="center"><b>Unit – Labels and lists *March: World Book Day</b></p>  |
| <p align="center"><b>Outcomes of unit</b></p> <p>The majority of children will be able to ...</p> <ul style="list-style-type: none"> <li>hear discrete sounds within a CVC word</li> <li>build a CVC words containing taught phonemes word</li> <li>spell CVC words containing taught phonemes</li> </ul>  | <p align="center"><b>Outcomes of unit</b></p> <p>The majority of children will be able to ...</p> <ul style="list-style-type: none"> <li>apply phonic knowledge to spell words that are phonetically plausible</li> <li>blend words containing common consonant graphemes</li> </ul>   |
| <p align="center"><b>Phonics</b></p> <p>Phonemes taught this half term – j v w x y z zz qu ch <i>(any encoding and decoding should only included taught phonemes to date)</i></p> <p><b>Communication &amp; Language/Comprehension</b><br/>Learn and use new vocabulary throughout the day<br/>Small group work – ask questions to find out more and check understanding, describe events in detail, connect one idea to another using a range of connectives<br/>Talk about the feelings of characters within a story<br/>Predict what might happen next</p> <p><b>Word Reading</b><br/>Segment 3 and 4 letter words saying the individual sounds for words<br/>Blend 3 and 4 letter words<br/>Read a few common exception words matched to the school's phonic programme.</p> <p><b>PD and Handwriting</b><br/>Ready for writing – wrist pivot (anti-clockwise motions), control in marking making and early writing developing a dynamic tripod grip<br/>Letter formation –forming lower case letters of the alphabet on wide lined paper<br/>Scissor work – cutting along a curved line, then cutting a circle using a continuous cut</p> <div data-bbox="891 1114 1025 1129" data-label="Caption"> <p align="center">Dynamic Tripod Grasp</p> </div>  | <p align="center"><b>Phonics</b></p> <p>Phonemes taught this half term – sh th ng, dge ve wh cks tch nk<br/><i>(revise and stretch – previously taught phonemes represented by alternative graphemes)</i><br/><i>(any encoding and decoding should only included taught phonemes to date)</i></p> <p><b>Communication &amp; Language/Comprehension</b><br/>Learn and use new vocabulary throughout the day<br/>Larger group work – ask questions to find out more and check understanding, describe events in detail, connect one idea to another using a range of connectives<br/>Engage with non-fiction text as a group<br/>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br/>Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen</p> <p><b>Word Reading</b><br/>Blend words containing taught digraphs<br/>Read a few common exception words matched to the school's phonic programme.<br/>Begin to read a simple sentence</p> <p><b>Early writing</b><br/>Lists<br/>Labels for names of things in pictures<br/>Labels for parts of a diagram</p> <p><b>PD and Handwriting</b><br/>Ready for writing – accuracy in pencil control and dynamic tripod grip<br/>Letter formation – accuracy in forming lower case letters of the alphabet on wide lined paper<br/>Scissor work – cutting along a zig-zag line, then cutting a square manipulating the paper being guided</p> |
| <p><b>Recording of work during the spring term</b><br/>x1 practice and x1 in literacy book per week plus x1 emergent write fortnightly<br/>Individual literacy books<br/>Floor book for practice lessons – group photos and context for the week</p>   |  |

Emergent writing books (special writing books – fortnightly to show progression in writing): children use knowledge of print in independent writing

| Summer Term One   | Summer Term Two  |
|---|--|
| <p style="text-align: center;"><b>Unit – simple phrases</b></p>   | <p style="text-align: center;"><b>Unit – sentence work</b></p>   |
| <p style="text-align: center;"><b><u>Outcomes of unit</u></b></p> <p>The majority of children will be able to ...</p> <ul style="list-style-type: none"> <li>• read simple phrases made up within known letter-sound correspondences</li> <li>• read some common exception words</li> </ul>   | <p style="text-align: center;"><b><u>Outcomes of unit</u></b></p> <p>The majority of children will be able to ...</p> <ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>   |
| <p style="text-align: center;"><b><u>Phonics</u></b></p> <p>Phonemes taught this half term — ai ee igh oa oo oo ar or ur<br/>(any encoding and decoding should only included taught phonemes to date)</p> <p><b><u>Comprehension</u></b><br/>Learn and use new vocabulary throughout the day<br/>Re-tell a story discussing main key events and characters in detail (role-play)<br/>Know the three key parts of a story – beginning, middle and end</p> <p><b><u>Word Reading</u></b><br/>Re-read matched to phonic ability books to build confidence in word reading, fluency enjoyment and understanding</p> <p><b><u>Early writing</u></b><br/>Begin to leave finger spaces between most words<br/>Begin to recognise capital letters and be aware of the grapheme phoneme correspondence<br/>Write a simple phrase e.g. pig on a wig, cat on a mat etc</p> <p><b><u>PD and Handwriting</u></b><br/>Ready for writing – accurately forming lower case letters on lines with ascenders and descenders, begin to form capital letters<br/>Accuracy in dynamic tripod grip<br/>Scissor work – cutting out complex shapes</p> | <p style="text-align: center;"><b><u>Phonics</u></b></p> <p>Phonemes taught this half term – ow oi ear air er er us ue ure ture<br/>(any encoding and decoding should only included taught phonemes to date)</p> <p><b><u>Comprehension</u></b><br/>Learn and use new vocabulary throughout the day<br/>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary<br/>Anticipate – where appropriate – key events in stories<br/>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p><b><u>Word Reading</u></b><br/>Say a sound for each letter in the alphabet and at least 10 digraphs;<br/>Read words consistent with their phonic knowledge by sound-blending;<br/>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b><u>Early writing</u></b><br/>Write a simple sentence e.g it is s a ..., this is a ..., he has a ... etc<br/>Write most sentences starting with a capital letter and finishing with a full stop.<br/>Begin to leave finger spaces between words</p> <p><b><u>PD and Handwriting</u></b><br/>Ready for writing – handwriting on lines: accurate formation of lower and upper case letters with ascenders and descenders<br/>Control and accuracy in the use of a dynamic tripod grip</p> |
| <p><b><u>Recording of work during the summer term</u></b><br/>x2 per week in literacy book plus x1 emergent write fortnightly<br/>Individual literacy books<br/>Emergent writing books (special writing books – fortnightly to show progression in writing): children use knowledge of print in independent writing</p>   |  |

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