

Reception Literacy Long Term Plan

Autumn Term	Spring Term	Summer Term
<p><u>Books and Stories</u></p> <p>Little Red Riding Hood The Nativity</p>	<p><u>Books and Stories</u></p> <p>Jack and the beanstalk The Easter Story</p>	<p><u>Books and Stories</u></p> <p>Hansel and Gretel Dogger</p>
<p><u>Comprehension</u></p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> - Identify book cover and title -Character identification -Joining in with repeated refrains - Knows the difference between picture and print <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Introduce new vocabulary from the story -Character description (verbal) -Setting description (verbql) -Orders 3 pictures from a story -Verbally retells the story -Acts out the story with puppets 	<p><u>Comprehension</u></p> <p><u>Previous Learning</u></p> <p>See previous box</p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Predict what happens next -Answer questions about what they have read -Looks at non-fiction books -Describes what happened in the beginning of the story and what might happen next? - Describes what happened in the middle of the story and what might happen next? Describes what happened at the end of the story and what might happen next? -Describes the characters emotions 	<p><u>Comprehension</u></p> <p><u>Previous Learning</u></p> <p>See previous box</p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Anticipates what might happen next before reading it -Uses new vocabulary from the story when discussing the story -Uses and understands new vocabulary from the story - Joins in with stories, rhymes, non-fiction texts and poems -Verbally retells the story in greater detail -Can predict what might after the end of the story -Can talk confidently about the beginning, middle and end of the story
<p><u>Word Reading</u></p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> -Distinguish between different sounds -Distinguish between different initial sounds - Follows a rhyming string -Develops an awareness of alliteration <p><u>New Learning</u></p> <ul style="list-style-type: none"> - Read initial sounds from RWInc scheme -Developing CVC word blending -Fred talk CVC words -to read name 	<p><u>Word Reading</u></p> <p><u>Previous Learning</u></p> <p>See previous box</p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> - Read all individual letters of the alphabet -CVC word blending -Read CVC words - Developing decoding and reading simple sentences -Introduce common exception words 	<p><u>Word Reading</u></p> <p><u>Previous Learning</u></p> <p>See previous box</p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Read their own writing back to themselves and others -Use phonic knowledge to attempt to read longer words -Reads simple sentences that matches phonic knowledge -Reads some common exception words
<p><u>Writing</u></p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> -Developing name writing - Straight line pattern - Curved line pattern -Can draw recognisable people -Can tell people what their marks mean <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Developing correct pencil grip -Handwriting practise following RWInc scheme and Writing Activity Plan -Initial sounds labelling linked to Little red riding hood if possible -Initial and final sounds -Developing CVC words 	<p><u>Writing</u></p> <p><u>Previous Learning</u></p> <p>See previous box</p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Developing correct pencil grip -Forming letters mostly correctly Beginning to show awareness of capital letters, finger spaces and full stops and uses them sometimes in own 'writing'. -Writes left to right and top to bottom -Handwriting practise following RWInc scheme and Writing Activity Plan -CVC word labelling -CVC word captions -Developing CVC word sentence writing (simple sentence) e.g. I am big, it is red -Begins to use some plausible attempts at words. 	<p><u>Writing</u></p> <p><u>Previous Learning</u></p> <p>See previous box</p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Effective pencil grip (mostly dynamic tripod grip) -Letter are recognisable (may not all be formed correctly but are recognisable) - Handwriting practise following RWInc scheme and Writing Activity Plan - Plausible attempts at words using phonic scheme -CVC word and plausible attempts at sentence writing (simple sentence) e.g. I am big, it is red -May writing a beginning, middle and end sentence. -Developing an extended story using story scribing -Uses finger spaces full stops and capital letters

<p><u>Provision/ideas for writing:</u></p> <ul style="list-style-type: none"> -Story scribing -Writing for a purpose (drawing a map) -A wanted poster for The Wolf -Labelling little red riding hood -Christmas list 	<p><u>Provision/ideas for writing</u></p> <ul style="list-style-type: none"> -Story scribing -Writing for a purpose (shopping list for Jack, wish list of what he wants to spend his money on, instructions of how to grow a beanstalk, bean diary) -Labelling the Easter story -Writing the Easter Story (simple sentence/story scribing) 	<p><u>Provision/ideas for writing</u></p> <ul style="list-style-type: none"> -Story scribing -Writing for a purpose (instructions, story writing) -Writing own stories (simple sentence/story scribing) -Lists -Missing poster for the children -Labelling their favourite toy

Comprehension	Word Reading	Writing	Provision
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