

## Reception Literacy Long Term Plan

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

<p><b><u>Provision/ideas for writing:</u></b></p> <ul style="list-style-type: none"> <li>-Story scribing</li> <li>-Writing for a purpose (drawing a map)</li> <li>-A wanted poster for The Wolf</li> <li>-Labelling little red riding hood</li> <li>-Christmas list</li> </ul>	<p><b><u>Provision/ideas for writing</u></b></p> <ul style="list-style-type: none"> <li>-Story scribing</li> <li>-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)</li> <li>-Labelling the Easter story</li> <li>-Writing the Easter Story (simple sentence/story scribing)</li> </ul>	<p><b><u>Provision/ideas for writing</u></b></p> <ul style="list-style-type: none"> <li>-Story scribing</li> <li>-Writing for a purpose (instructions, story writing)</li> <li>-Writing own stories (simple sentence/story scribing)</li> <li>-Lists</li> <li>-Missing poster for the children</li> <li>-Labelling their favourite toy</li> </ul>

Comprehension	Word Reading	Writing	Provision
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