

Reception Literacy long term plan 2019-2020

Autumn 1 8wks	Autumn 2 7wks	Spring 1 6wks	Spring 2 6 wks	Summer 1 5wks	Summer 2 7wks
Settling in	Light and dark/Celebrations	Animals	Spring and growth	Fairytales	Ch interests Trip to farm
<p>Week 1 & 2 staggered starts and settling in Reading spine books read at milk time/ home time every day.</p> <p>Harry and the dinosaurs first day of school. Wk 3</p> <p>Talk4writing Dear Zoo. Wks 4 & 5</p> <p>Talk4writing Little Red Hen. Wks 6 & 7</p> <p>Handas surprise. Wk 8.</p>	<p>Remembrance Wk 1</p> <p>Brown bear Wk 2</p> <p>Owl babies Weeks Wk 3&4</p> <p>Whatever next Week Wk5</p> <p>Peace at last Wk 6</p> <p>Dear Santa Wk 7</p> <p>*Diwali (Christmas performance)</p>	<p>Mr Gumpy's Outing Wks 1 & 2</p> <p>The Gingerbread man. Wks 3 & 4</p> <p>Chicken Licken & rhymes. Wks 5 & 6</p>	<p>The Very Hungry Caterpillar Weeks 1 & 2.</p> <p>The enormous turnip Weeks 3 & 4.</p> <p>Non fiction - growing plants Weeks 5 & 6.</p>	<p>The 3 little pigs Weeks 1 & 2.</p> <p>Goldilocks and the 3 bears. Weeks 3 & 4.</p> <p>The tiger who came to tea. Week 5</p>	<p>Non Fiction - School trip to the farm & hatching ducks.</p> <p>Stories based on children's interests. Cohort dependent.</p> <p>(Superheros, transport, space)</p>

Staff to read other stories to children from the reading spine at milk time/ home time every day.

Daily phonics sessions and individual reading sessions also cover EYFS reading objectives.

Recommended Books:

<u>Nursery</u>	<u>Reception</u>
<p>Where's Spot ✓ Dear Zoo ✓ You Choose ✓ Bear hunt ✓ Brown bear ✓ Jaspers beanstalk ✓ Hungry Caterpillar ✓ Hairy Maclairy ✓ Each peach pear plum ✓ Hug ✓ The train ride ✓</p>	<p>Owl babies ✓ Gruffalo ✓ Handa's surprise ✓ Mr Gumpy's outing ✓ Rosies Walk ✓ Six dinner Sid ✓ Mrs Armitage ✓ Whatever next ✓ On the way home Farmer Duck ✓ Goodnight moon ✓ Shhh ✓</p>
<p>Pie story bank versions</p> <p>The Little Red Hen ✓ The Enormous Turnip ✓ The Gingerbread man ✓ Take a walk little bear ✓ The three bears ✓ The three little pigs ✓</p>	

EYFS Development matters:

Literacy	Reading	Writing
22 – 36 months Autumn Term	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’. 	<ul style="list-style-type: none"> • Distinguishes between the different marks they make.
30 – 50 months Autumn term Spring term	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.
40 – 60+ month Spring/Summer term	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts.

Summer 2

Early Learning Goal Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Early Learning Goal Listening and attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Early Learning Goal – Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Early Learning Goal Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Early Learning Goal - Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.