
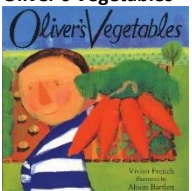
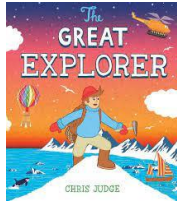


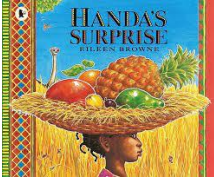
Long Term Literacy Plan - Reception

	Autumn 1 – Let’s Explore	Autumn 2 – Marvellous Machines	Spring 1 – Once Upon a Time	Spring 2 – Ready Steady Grow	Summer 1 – Animal Safari	Summer 2 – On the Beach
A	<p>Books: We’re Going on a Bear Hunt <i>We’re Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury</p>  <p>The Snail and the Whale Julia Donaldson Axel Scheffler</p>  <p>Stick Man Julia Donaldson Axel Scheffler</p>  <p>In Every House, on Every Street Sue Hendra & Paul Linnet</p>  <p>Lost and Found Oliver Jeffers</p> 	<p>Books: Mrs Armitage on Wheels Quentin Blake</p>  <p>Chicken Clicking Jeanne Willis Tony Ross</p>  <p>Room on the Broom Julia Donaldson Axel Scheffler</p>  <p>No-Bot the Robot with No Bottom Sue Hendra & Paul Linnet</p>  <p>Izzy Gizmo Pip Jones Sara Ogilvie</p> 	<p>Books: Goldilocks & the Three Bears Ladybird First Favourite Tales</p>  <p>Little Red Riding Hood Ladybird First Favourite Tales</p>  <p>There Is No Dragon In This Story Nick Buttenworth and Mick Inkpen</p>  <p>Three Billy Goats Gruff Ladybird First Favourite Tales</p>  <p>Goldilocks and Just the One Bear Ladybird First Favourite Tales</p>  <p>Three Little Pigs Ladybird First Favourite Tales</p> 	<p>Books: HOOK: Living Eggs Jack & the Beanstalk Illustrations by Aid Bryan</p>  <p>Jasper’s Beanstalk Nick Buttenworth and Mick Inkpen</p>  <p>Supertato Helen Beal</p>  <p>Oliver’s Vegetables Vivian French</p>  <p>Healthy Foods Alison Harcourt</p> 	<p>Books: The Lion Inside David Almond Joe Flett</p>  <p>Animal Homes Little Kid's First Big Book of Animals</p>  <p>Little Kid’s First Big Book of Animals National Geographic Kids</p>  <p>Little Red and the Very Hungry Lion Max Smith</p>  <p>The Koala who Could David Almond Joe Flett</p> 	<p>Books: Who’s Hiding at the Seaside? Catherine McKean</p>  <p>One is a Snail, Ten is a Crab David Almond Joe Flett</p>  <p>Sally and the Limpet Simon James</p>  <p>Exploring Rock Pools Helen Beal</p>  <p>Clem and Crab Emma Carroll</p>  <p>Creature Features Oceans Nicola Bayly</p> 

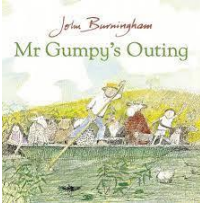
The Great Explorer



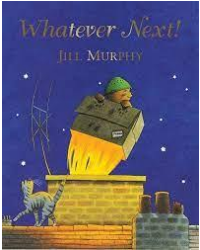
Handa's Surprise



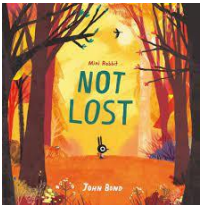
Mr Gumpy's Outing



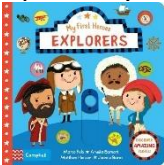
Whatever Next!



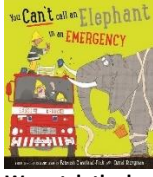
Mini Rabbit Not Lost



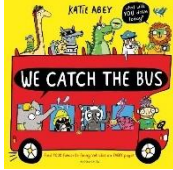
Explorers – My First Heroes



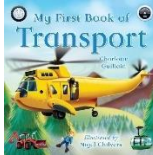
You Can't Call an Elephant in an Emergency



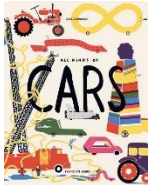
We catch the bus



My First Book of Transport



All Kinds of Cars



Word Reading

Develop their phonological awareness to:

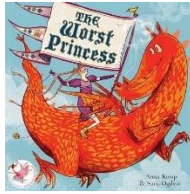
- Spot rhymes in familiar stories and poems.
- Count or clap syllables in a word.
- Recognise words with the same initial sound.

Begin to read individual letters by saying the sounds for them. Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Begin to read CVC words containing known letter-sound correspondences. Can match taught graphemes and phonemes.

Can blend and read cvc words containing taught sounds.

The Worst Princess



Word Reading

Develop their phonological awareness to:

- Able to complete a rhyming string.
- Begin to sound buttons to identify how many sounds are in a word.
- Can supply words with the same initial sound for phase 2 single sounds.

Recognise all taught sounds, including some digraphs. Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.

Begin to predict what might happen next in a story.

Begin to use modelled vocabulary during role play for example in the Small World.

Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story. Retell or make up own stories using vocabulary that has been learnt.

Identifies non-fiction texts, remembering facts.

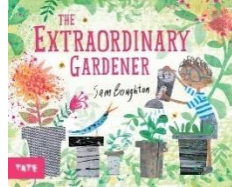
Writing

Form lowercase letters and capital letters correctly

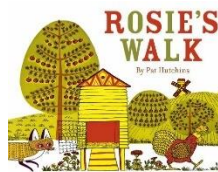
Diary of a Farmer



The Extraordinary Gardener



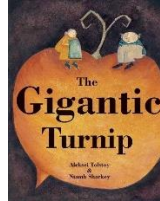
Rosie's Walk



Little Red Hen



The Gigantic Turnip

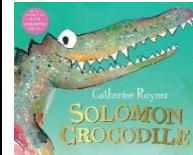


Word Reading

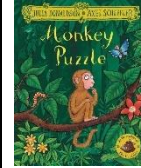
Develop their phonological awareness to:

- Able to complete a rhyming string.
- Begin to sound buttons to identify how many sounds are in a word.
- Can supply words with the same initial sound for phase 2 single sounds.

Solomon Crocodile



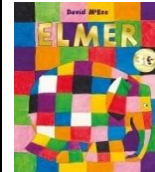
Monkey Puzzle



How Many Legs?



Elmer



ELG Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension

Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.

ELG Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

The Pirates are Coming



ELG Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension

Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.

ELG Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Writing

Use a capital letter at the beginning of a sentence and a full stop at the end. Use finger spaces most of the time. Is able to write their first name and starting to write their surname independently.

ELG Writing

Write recognisable letters, most of which are correctly formed.

<p>Word Reading Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Spot rhymes in familiar stories and poems. • Count or clap syllables in a word. • Recognise words with the same initial sound. <p>Begin to read individual letters by saying the sounds for them. Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Begin to read CVC words containing known letter-sound correspondences. Can match taught graphemes and phonemes. Can blend and read cvc words containing taught sounds. Can read taught tricky words.</p> <p>Comprehension Has a love of stories and listens attentively to story time. Asks questions about stories. Repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story. Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Is able to talk about the main events in the story and predict what might happen. Can retell a story using role play or small world resources, using some story language.</p> <p>Writing Spell words by identifying the sounds and then writing the sound with letter/s. Writes cvc words using the sounds taught. Says a simple sentence for writing (oral and count words). Writes some lower case letters correctly. Uses some upper case letters e.g. for own name, Mum and Dad. Write own name.</p> <p>Physical Development Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p> <p>Writing Spell words by identifying the sounds and then writing the sound with letter/s. Writes cvc words using the sounds taught. Says a simple sentence for writing (oral and count words). Writes some lower case letters correctly.</p>	<p>Can read taught tricky words.</p> <p>Comprehension Has a love of stories and listens attentively to story time. Asks questions about stories. Repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story. Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Is able to talk about the main events in the story and predict what might happen. Can retell a story using role play or small world resources, using some story language.</p> <p>Writing Spell words by identifying the sounds and then writing the sound with letter/s. Writes cvc words using the sounds taught. Says a simple sentence for writing (oral and count words). Writes some lower case letters correctly. Uses some upper case letters e.g. for own name, Mum and Dad. Write own name.</p> <p>Physical Development Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>	<p>Is starting to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop. Begin to use capital letters, finger spaces and full stops in independent writing. Read sentences back to an adult. Writes cvc words and labels using taught sounds. Spells some high frequency tricky words.</p> <p>Physical Development Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>	<p>Recognise all taught sounds, including some digraphs. Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p> <p>Comprehension Answer questions about a text that has been read to them. Begin to predict what might happen next in a story. Begin to use modelled vocabulary during role play for example in the Small World. Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story. Retell or make up own stories using vocabulary that has been learnt. Identifies non-fiction texts, remembering facts.</p> <p>Writing Form lowercase letters and capital letters correctly. Is starting to write short sentences with words with known sound-letter correspondences, using a capital letter and a full stop. Begin to use capital letters, finger spaces and full stops in independent writing. Read sentences back to an adult. Writes cvc words and labels using taught sounds. Spells some high frequency tricky words.</p> <p>Physical Development</p>	<p>Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Writing Use a capital letter at the beginning of a sentence and a full stop at the end. Use finger spaces most of the time. Is able to write their first name and starting to write their surname independently.</p> <p>ELG Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> <p>ELG Fine Motor Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> <p>ELG Fine Motor Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>
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	<p>Uses some upper case letters e.g. for own name, Mum and Dad. Write own name.</p> <p>Physical Development Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>			<p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>		
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NB: Books are subject to change depending on children's interests within each topic