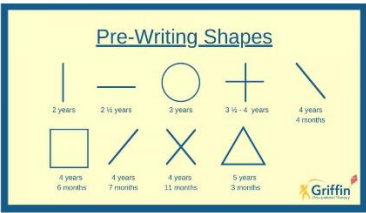

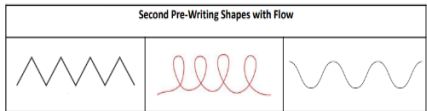



Autumn Term One	Autumn Term Two
Unit - Nursery rhymes	Unit - Traditional Tales: Retelling of stories *November: Nursery Rhyme Week
<p style="text-align: center;"><u>Outcomes of unit</u></p> <p>The majority of Children will be able to ...</p> <ul style="list-style-type: none"> oral blending CVC words read their own name hear and say initial phonemes for words write some or all their name spot and suggest rhyming pairs 	<p style="text-align: center;"><u>Outcomes of unit</u></p> <p>The majority of children will be able to ...</p> <ul style="list-style-type: none"> continue a rhyming string spot and suggest alliteration for two word phrases clap out multi-syllabic words start blending CVC words containing taught phonemes write first name identify key events from a familiar story
<p style="text-align: center;"><u>Phonics</u></p> <p>Phonemes taught this half term – s a t p i n m d g o c k</p> <p>Communication & Language/Comprehension Learn and use new vocabulary throughout the day Small group work – increase confidence within a social situation (link to PSED), articulate their thoughts in longer sentences Rhythm and rhyme – listening carefully to rhymes and songs paying attention to how they sound, learn rhymes off by heart (link to ExA&D) Follow simple instructions Understand who, what and where questions</p> <p>Word Reading Reading own name Oral blending and segmenting Initial phonemes being heard in words (taught and not taught for hearing ONLY)</p> <p>Mark Making Using a range of different media develop accuracy in emergent mark making ready for early writing Tracing/copying name</p> <p>PD and Handwriting Ready for writing – core skills, co-ordination, balance Letter formation – forming letters in on name accurately on plain paper: progression from tracing to copying Scissor work – snips in media and paper</p> <div data-bbox="622 1145 987 1358" style="text-align: center;">  </div>	<p style="text-align: center;"><u>Phonics</u></p> <p>Phonemes taught this half term - ck e u r h b f ff l ll le ss</p> <p>Communication & Language/comprehension Learn and use new vocabulary throughout the day Small group work – be confident within a social situation (link to PSED), articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Follow two step instructions Understanding why questions Act out stories.</p> <p>Word reading Clap out multi-syllabic words Segment CVC words saying the individual sounds for words Begin to blend words with taught phonemes</p> <p>Mark Making Using continuous emergent marks Aiming for a static tripod grip Draw detailed pictures Name writing – copying then independent</p> <p>PD and Handwriting Ready for writing – arm pivots (shoulder, elbow (and wrist) anti-clockwise movements), finger isolation, preference of dominant hand, hand-eye co-ordination A static tripod grip should be developed Letter formation – accuracy in forming on plain paper Scissor work – snips in paper moving forward, using helping hand to guide paper, cut along a straight line</p> <div data-bbox="1877 890 2033 1038" style="text-align: right;">  </div> <div data-bbox="1630 1066 2056 1177" style="text-align: right;">  </div>
<p><u>Recording of work during the autumn term</u> Collage of the week, plus x1 emergent write fortnightly 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
Unit - Phoneme frames	Unit – Labels and lists *March: World Book Day
<u>Outcomes of unit</u>	<u>Outcomes of unit</u>
<p>The majority of children will be able to ...</p> <ul style="list-style-type: none"> hear discrete sounds within a CVC word build a CVC words containing taught phonemes word spell CVC words containing taught phonemes 	<p>The majority of children will be able to ...</p> <ul style="list-style-type: none"> apply phonic knowledge to spell words that are phonetically plausible blend words containing common consonant graphemes
<u>Phonics</u>	<u>Phonics</u>
<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><u>Communication & Language/Comprehension</u> Learn and use new vocabulary throughout the day 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 Talk about the feelings of characters within a story Predict what might happen next</p> <p><u>Word Reading</u> Segment 3 and 4 letter words saying the individual sounds for words Blend 3 and 4 letter words Read a few common exception words matched to the school's phonic programme.</p> <p><u>PD and Handwriting</u> Ready for writing – wrist pivot (anti-clockwise motions), control in marking making and early writing developing a dynamic tripod grip Letter formation –forming lower case letters of the alphabet on wide lined paper Scissor work – cutting along a curved line, then cutting a circle using a continuous cut</p>	<p>Phonemes taught this half term – sh th ng, dge ve wh cks tch nk (<i>revise and stretch – previously taught phonemes represented by alternative graphemes</i>) (<i>any encoding and decoding should only included taught phonemes to date</i>)</p> <p><u>Communication & Language/Comprehension</u> Learn and use new vocabulary throughout the day 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 Engage with non-fiction text as a group Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 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><u>Word Reading</u> Blend words containing taught digraphs Read a few common exception words matched to the school's phonic programme. Begin to read a simple sentence</p> <p><u>Early writing</u> Lists Labels for names of things in pictures Labels for parts of a diagram</p> <p><u>PD and Handwriting</u> Ready for writing – accuracy in pencil control and dynamic tripod grip Letter formation – accuracy in forming lower case letters of the alphabet on wide lined paper Scissor work – cutting along a zig-zag line, then cutting a square manipulating the paper being guided</p>
 <p style="font-size: small;">Dynamic Tripod Grasp</p>	
<u>Recording of work during the spring term</u>	
<p>x1 practice and x1 in literacy book per week plus x1 emergent write fortnightly Individual literacy books 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 align="center">Unit – simple phrases</p>	<p align="center">Unit – sentence work</p>
<p align="center"><u>Outcomes of unit</u></p> <p>The majority of children will be able to ...</p> <ul style="list-style-type: none"> • read simple phrases made up within known letter-sound correspondences • read some common exception words 	<p align="center"><u>Outcomes of unit</u></p> <p>The majority of children will be able to ...</p> <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words • Write simple phrases and sentences that can be read by others.
<p align="center"><u>Phonics</u></p> <p>Phonemes taught this half term — ai ee igh oa oo oo ar or ur (any encoding and decoding should only included taught phonemes to date)</p> <p><u>Comprehension</u> Learn and use new vocabulary throughout the day Re-tell a story discussing main key events and characters in detail (role-play) Know the three key parts of a story – beginning, middle and end</p> <p><u>Word Reading</u> Re-read matched to phonic ability books to build confidence in word reading, fluency enjoyment and understanding</p> <p><u>Early writing</u> Begin to leave finger spaces between most words Begin to recognise capital letters and be aware of the grapheme phoneme correspondence Write a simple phrase e.g. pig on a wig, cat on a mat etc</p> <p><u>PD and Handwriting</u> Ready for writing – accurately forming lower case letters on lines with ascenders and descenders, begin to form capital letters Accuracy in dynamic tripod grip Scissor work – cutting out complex shapes</p>	<p align="center"><u>Phonics</u></p> <p>Phonemes taught this half term – ow oi ear air er er us ue ure ture (any encoding and decoding should only included taught phonemes to date)</p> <p><u>Comprehension</u> Learn and use new vocabulary throughout the day 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</p> <p><u>Word Reading</u> 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.</p> <p><u>Early writing</u> Write a simple sentence e.g it is s a ..., this is a ..., he has a ... etc Write most sentences starting with a capital letter and finishing with a full stop. Begin to leave finger spaces between words</p> <p><u>PD and Handwriting</u> Ready for writing – handwriting on lines: accurate formation of lower and upper case letters with ascenders and descenders Control and accuracy in the use of a dynamic tripod grip</p>
<p><u>Recording of work during the summer term</u> x2 per week in literacy book plus x1 emergent write fortnightly Individual literacy books Emergent writing books (special writing books – fortnightly to show progression in writing): children use knowledge of print in independent writing</p>	

EHLT Reception Literacy Long Term Plan