

NET EYFS Literacy Long Term Plan
2024/2025

Abbotsweld Primary School

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|---------------------------------------|---|--|---|
| Reception Phonics/ Reading | Read, Write, Inc (SSP) | | | | | |
| Reception Core Texts | Little Miss Muffet <i>Suspense Tale</i> | Humpty Dumpty <i>Losing Story</i> Letter to Santa <i>Non-fiction</i> | Little Red Hen <i>Wishing Tale</i> | We're Going On A Bear Hunt <i>Journey Story</i> The Three Billy Goats Gruff <i>Warning Story</i> | The Enormous Turnip <i>Beating the Monster Story</i> Bean Diary <i>Non-fiction</i> | Elmer <i>Cinderella/Change Story</i> Whatever Next? <i>Journey Story</i> |

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| <p>Reception Writing skills (Composition - articulating ideas and structuring them in speech before writing)</p> | <p>Children use language to introduce a storyline or narrative to their play</p> <p>Small Steps: <i>Describes the marks that they make and the purpose.</i></p> | <p>Children use story maps to understand how stories are structured and use story mapping to orally retell familiar stories</p> <p>Children become increasingly aware of how a sentence is structured</p> <p>Small Steps: <i>Emergent and 'play-based' writing opportunities and engagement for different purposes such as cards, menus, stories, instructions, captions.</i></p> | <p>Children attempt to write short sentences in meaningful contexts</p> <p>Children write simple sentences that can be read by themselves and others</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Lit, Comprehension ELG)</p> <p>Anticipate – where appropriate – key events in stories (Lit, Comprehension ELG)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (Lit, Comprehension ELG)</p> <p>Small Steps: <i>Writes simple sentences that can be read by themselves and others.</i></p> |
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| <p>Reception Writing skills (Transcription - spelling & handwriting)</p> | <p>Correctly identify and begin to write the initial sounds in words</p> <p>Holds pencil effectively and begins to form recognisable letters</p> <p>Small Steps: <i>Holds a pencil confidently with a tripod or modified tripod grasps</i></p> <p><i>Mark makes with purpose and defining lines</i></p> <p><i>Draws images that are easily identified</i></p> <p><i>Writes their name with the correct formation.</i></p> <p><i>Writes initial and final sounds in words.</i></p> <p><i>Understands that writing is a process from left to right.</i></p> | <p>Children use phonic knowledge to write words which match their spoken language</p> <p>Write some common irregular words</p> <p>Small Steps: <i>Writes recognisable letters, most of which are formed correctly.</i></p> <p><i>Attempts to write words using Group A and B.</i></p> <p><i>Begins to use finger spaces to divide words.</i></p> <p><i>Writes simple phrases with scaffolded support.</i></p> | <p>Children begin to show accuracy and care when drawing (PD, FMS ELG)</p> <p>Hold a pencil in preparation for fluent writing – using a tripod grip in almost all cases (PD, FMS ELG)</p> <p>Write recognisable letters most of which are correctly formed (Lit, Writing ELG)</p> <p>Spell words by identifying sounds and representing sounds with a letter or letters (Lit, Writing ELG)</p> <p>Write simple phrases and sentences that can be read by others (Lit, Writing ELG)</p> <p>Small Steps: <i>Begins to write using capital letters and full stops correctly.</i></p> |
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Pedagogical approaches used at NET:

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- Read Write Inc (SSP)
- Talk for Writing
- Visual Coding