

## NET EYFS Literacy Long Term Plan: Harlowbury

Reception Phonics/Reading	Read, Write, Inc
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### Reception Core Texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Paper Dolls	Room on the Broom	Supertato	The Little Red Hen	Dear Dinosaur	The Bog Baby
Owl Babies	The Way Back Home	You Can't Call an Elephant in an Emergency	The Three Little Pigs	The Lion Inside	The Snail and the Whale
Pumpkin Soup	What the Ladybird Heard at Christmas	Mog and the VET	Jack and the Beanstalk	The Koala Who Could	Tiddler

### Reception Writing Skills (Composition): Articulating ideas and structuring them in speech before writing

Autumn	Spring	Summer
<p>Children use language to introduce a storyline or narrative to their play.</p> <p><i>Small Steps:</i> Describes the marks they make and the purpose.</p>	<p>Children use story maps to understand story structure and orally retell familiar stories.</p> <p><i>Small Steps:</i> Emergent and 'play-based' writing opportunities and engagement for different purposes, such as cards, menus, stories, instructions and captions.</p>	<p>Children attempt to write short sentences. They write simple sentences that can be read by themselves and others.</p> <p>Demonstrate understanding by retelling stories with new vocabulary.</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</p>

		<p>play (Lit, Comprehension ELG)</p> <p><i>Small Steps:</i> Writes simple sentences that can be read by themselves and others.</p>
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**Reception Writing Skills (Transcription): Spelling and handwriting**

Autumn	Spring	Summer
<p>Identify and begin writing initial sounds. Holds pencil effectively and forms recognisable letters.</p> <p><i>Small Steps:</i> Holds a pencil confidently with a tripod or modified tripod grasps Mark makes with purpose and defining lines Draws images that are easily identified Writes their name with the correct formation. Writes initial and final sounds in words. Understands that writing is a process from left to right.</p>	<p>Children use phonic knowledge to write words which match their spoken language. Write some common irregular words.</p> <p><i>Small Steps:</i> Writes recognisable letters. -Attempts words using Group A/B. -Begins using finger spaces.</p>	<p>Children begin to show accuracy and care when drawing (PD, FMS ELG) 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><i>Small Steps:</i> Begins to write using capital letters and full stops correctly. Visual Coding</p>

## **Pedagogical Approaches at NET**

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