

NET EYFS Literacy Long Term Plan - JEROUNDS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception Phonics/Reading</b>	Read Write Inc (SSP)					
<b>Reception Core Texts</b>	<ul style="list-style-type: none"> <li>- Marvellous me</li> <li>- King of the classroom</li> <li>- This is my house</li> <li>- The family book</li> <li>- Colour Monster</li> <li>- What makes me, me?</li> <li>- Owl babies</li> <li>- Ruby's worries</li> <li>- Guess how much I love you</li> <li>- Family and me</li> <li>- All kinds of families</li> <li>- The great paint</li> <li>- Elmer</li> <li>- Walk in the woods</li> <li>- Squirrel's busy year</li> </ul>	<ul style="list-style-type: none"> <li>- Supertato</li> <li>- A superhero like you</li> <li>- How to catch a star</li> <li>- Little Glow</li> <li>- The jolly Christmas postman</li> </ul>	<ul style="list-style-type: none"> <li>- Handa's Surprise</li> <li>- The Ugly Five</li> <li>- For you are a Kenyan child</li> <li>- Lost and found</li> <li>- The great race</li> <li>- The snail and the whale</li> <li>- Tiddler</li> <li>- Pattern fish</li> </ul>	<ul style="list-style-type: none"> <li>- The three little pigs</li> <li>- Mr Wolf's pancakes</li> <li>- A hero called Wolf</li> <li>- Goldilocks and the three bears</li> <li>- Ghanaian Goldilocks</li> <li>- A chair for baby bear</li> <li>- Jack and the beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>- Dear Earth</li> <li>- Dear Greenpeace</li> <li>- Greta and the giants</li> </ul>	<ul style="list-style-type: none"> <li>- Oliver's vegetables</li> <li>- The train ride</li> <li>- Welcome to our world</li> <li>- Tilda tries again</li> <li>- It's ok to be different</li> <li>- This is our house</li> </ul>
<b>Reception Writing skills (Composition - articulating ideas and structuring them in speech before writing)</b>	<p>Children use language to introduce a storyline or narrative to their play</p> <p><b>Small Steps:</b> <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><b>Small Steps:</b> <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 (<b>Lit, Comprehension ELG</b>)</p> <p>Anticipate – where appropriate – key events in stories (<b>Lit, Comprehension, ELG</b>)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (<b>Lit, Comprehension ELG</b>)</p> <p><b>Small Steps:</b> <i>Writes simple sentences that can be read by themselves and others.</i></p>	

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<b>Reception</b> <b>Writing skills</b> <b>(Transcription - spelling &amp; handwriting)</b>	<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><b>Small Steps:</b>  <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>  <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><b>Small Steps:</b>  <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 <b>(PD, FMS ELG)</b></p> <p>Hold a pencil in preparation for fluent writing – using a tripod grip in almost all cases <b>(PD, FMS ELG)</b></p> <p>Write recognisable letters most of which are correctly formed <b>(Lit, Writing ELG)</b></p> <p>Spell words by identifying sounds and representing sounds with a letter or letters <b>(Lit, Writing ELG)</b></p> <p>Write simple phrases and sentences that can be read by others <b>(Lit, Writing ELG)</b></p> <p><b>Small Steps:</b>  <i>Begins to write using capital letters and full stops correctly.</i></p>
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Pedagogical approaches used at NET:

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