

NET EYFS Literacy Long Term Plan
2025/2026

Katherines Primary Academy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Phonics/Reading	Foundational phonological knowledge (sound discrimination, rhyme, alliteration, language patterns, oral blending & segmenting) leading to introduction of Read, Write, Inc (SSP)					
Nursery Core Texts	The colour Monster Mums are magnificent This is our house	Whatever next! The Gingerbread man Dear Santa Little Owl and the Christmas Star	Lost and Found Emergency People that Help Us	Goldilocks We're going on a bear hunt Billy Goats Gruff	The Odd Egg The very hungry caterpillar Dear Zoo	Rainbow Fish Commotion in the Ocean Hole in the bottom of the sea Worrysaurus
Nursery Writing skills (Composition – articulating ideas and structuring them in speech before writing)	Children ascribe meaning to the marks that they make when drawing, painting or mark making	Children can talk about the main story setting, characters and events Children use talk to connect ideas, explain what is happening and anticipate what might happen next	Children write their own name and begin to write other things such as simple words or phrases Children re-tell and enact familiar stories			
Nursery Writing skills (Transcription – spelling & handwriting)	Differentiate sounds in the environment and instruments	Hear and say the initial sounds in words	Orally segment and blend sounds in simple words Holds pencil in a tripod grip with sufficient pressure and control to make marks including vertical lines and anti-clockwise circles Can copy some letters from their name			
Reception Phonics/Reading	Read, Write, Inc (SSP)					
Reception	Pumpkin Soup	Room on the Broom	Supertato	Little Red Hen	Dear Dinosaur	Bog Baby

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Core Texts	The Paper Dolls Owl babies	How to Catch a Star Little Glow	You can't call an Elephant in an emergency Mog and the Vet	Oliver's Vegetables Jack and the Beanstalk	The Lion Inside There is a tiger in the Garden	Snail and the Whale Tiddler The Paper Dolls
Reception Writing skills (Composition - articulating ideas and structuring them in speech before writing)	Children use language to introduce a storyline or narrative to their play Small Steps: <i>Describes the marks that they make and the purpose.</i>	Children use story maps to understand how stories are structured and use story mapping to orally retell familiar stories Children become increasingly aware of how a sentence is structured Small Steps: <i>Emergent and 'play-based' writing opportunities and engagement for different purposes such as cards, menus, stories, instructions, captions.</i>	Children attempt to write short sentences in meaningful contexts Children write simple sentences that can be read by themselves and others 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) Anticipate – where appropriate – key events in stories (Lit, Comprehension ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (Lit, Comprehension ELG) Small Steps:			

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			<i>Writes simple sentences that can be read by themselves and others.</i>
Reception Writing skills (Transcription - spelling & handwriting)	<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:</p> <p><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:

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