

NET EYFS Literacy Long Term Plan
2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Phonics/Reading	Read, Write, Inc (SSP)					
Reception Core Texts	The Colour Monster Have you filled a bucket? Owl Babies	Funny Bones Supertato How to catch a star	The Little Red Hen Jack and the Beanstalk Oliver's Vegetables	The Giant Jam Sandwich Super worm Goldilocks and the three bears	Greta and the Giants The Koala Who Could The Growing Story	The Mega Magic Teacher Swap (look at year 1 book)
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: Describes the marks that they make and the purpose.		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)	

NET EYFS Literacy Long Term Plan
2025/2026

			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: <i>Writes simple sentences that can be read by themselves and others.</i>
Reception Writing skills (Transcription - spelling & handwriting)	Correctly identify and begin to write the initial sounds in words Holds pencil effectively and begins to form recognisable letters Small Steps: <i>Holds a pencil confidently with a tripod or modified tripod grasps</i> <i>Mark makes with purpose and defining lines</i> <i>Draws images that are easily identified</i>	Children use phonic knowledge to write words which match their spoken language Write some common irregular words Small Steps: <i>Writes recognisable letters, most of which are formed correctly.</i> <i>Attempts to write words using Group A and B.</i>	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) Write recognisable letters most of which are correctly formed (Lit, Writing ELG) Spell words by identifying sounds and representing sounds with a letter or letters (Lit, Writing ELG)

NET EYFS Literacy Long Term Plan
2025/2026

	<i>Writes their name with the correct formation.</i> <i>Writes initial and final sounds in words.</i> <i>Understands that writing is a process from left to right.</i>	<i>Begins to use finger spaces to divide words.</i> <i>Writes simple phrases with scaffolded support.</i>	Write simple phrases and sentences that can be read by others (Lit, Writing ELG) Small Steps: <i>Begins to write using capital letters and full stops correctly.</i>
--	--	--	--

Pedagogical approaches used at NET:

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