

English/Reading Reception Long Term Plan

| Characteristics of Effective Learning | | |
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| Playing and Exploring – Engagement <ul style="list-style-type: none"> • Finding out and exploring ✓ • Playing with what they know ✓ • Being willing to 'have a go' ✓ | Active Learning – Motivation <ul style="list-style-type: none"> • Being involved and concentrating ✓ • Keeping on trying ✓ • Enjoying achieving what they set out to do ✓ | Creating and Thinking Critically – Thinking <ul style="list-style-type: none"> • Having their own ideas (creative thinking) ✓ • Making links (building theories) ✓ • Choosing ways to do things (critical thinking) ✓ |

| Area of English | Knowledge and skills |
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| To read words accurately Working towards meeting ELGs: Reading: Say a sound for each letter in the alphabet and at least 10 digraphs; Reading: Read words consistent with their phonic knowledge by sound-blending; Reading: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Read individual letters by saying the sounds for them. (DM) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (DM) Read some letter groups that each represent one sound and say sounds for them. (DM) Read a few common exception words matched to the school's phonic programme. (DM) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (DM) |
| To understand texts Working towards meeting ELGs: Reading: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Reading: Anticipate - where appropriate - key events in stories; Reading: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher; Being Imaginative and Expressive: Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. | Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (DM) Develop storylines in their pretend play. (DM) |
| Vocabulary: Letters, sounds, graphemes, words, labels, sentences, capital letters, full stops, stories, poems, fiction, non-fiction. | |
| Other areas of the EYFS that English will enable the children to work towards meeting ELGs: Listening, Attention & Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; | |

Make comments about what they have heard and ask questions to clarify their understanding;

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Explain the reasons for rules, know right from wrong and try to behave accordingly;

Building Relationships: Work and play cooperatively and take turns with others;

Form positive attachments to adults and friendships with peers;

Show sensitivity to their own and to others' needs.

Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher;

Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

DM = Development Matters

Bto5 = Birth to Five