

NET EYFS Literacy Long Term Plan
2025/2026

Waltham Holy Cross

	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	I'm special I'm me. This is our house The colour monster	Welcome to our world Whatever next/How to catch a star Dear Santa The gingerbread	Lost and found Emergency! People who help us set	We're going on a bear hunt Goldilocks Billy goats gruff	The odd egg Hungry caterpillar Dear zoo	Rainbow fish Commotion in the ocean Hole in the bottom of the sea
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	

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Reception Phonics/Reading	Read, Write, Inc (SSP)					
Reception Core Texts	The paper dolls Owl Babies Pumpkin soup	Room on the broom The way back home What the ladybird heard at Christmas	Supertato You can't call an elephant in an emergency Mog and the VET	The Little Red Hen The Three Little Pigs Jack and The Beanstalk	Dear Dinosaur The Lion Inside The Koala who could	The Bog Baby The Snail and the whale Tiddler
Reception Writing skills <i>(Composition - articulating ideas and structuring them in speech before writing)</i>	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)	

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			<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (Lit, Comprehension ELG)</p> <p>Small Steps:</p> <p><i>Writes simple sentences that can be read by themselves and others.</i></p>
<p>Reception Writing skills (Transcription - spelling & handwriting)</p>	<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>Children use phonic knowledge to write words which match their spoken language</p> <p>Write some common irregular words</p> <p>Small Steps: <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>

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	<i>Writes initial and final sounds in words. Understands that writing is a process from left to right.</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>
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Pedagogical approaches used at NET:

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