


# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	TICKET TO RIDE!	AMAZING ANIMALS!	COME OUTSIDE!	FUN AT THE SEASIDE!
<p>LITERACY</p> <p>COMPREHENSION - DEVELOPING A LOVE OF READING</p> <p>Children will visit the library weekly</p> <p>WORD READING</p> <p>Children will be working in different groups for Phonics</p>	<p><b>Key vocab:</b> <i>N Concept Cat – small, big, rough, large smooth,</i> <b>Topic</b> –powers, feelings, calm, feelings, friend, describing words, food/ingredients</p> <p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Phonic Sounds:</b> <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p><b>Key vocab:</b> <i>N Concept Cat – most, less, night, day, same</i> <b>Topic</b> – light, celebrations, describing words, food/ingredients,</p> <p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p> <p><b>Phonic Sounds:</b> <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p>	<p><b>Key vocab:</b> <i>N Concept Cat – old, new, heavy, light, some, same</i> <b>Topic</b> –food/ingredients,</p> <p>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p> <p><b>Phonic Sounds:</b> <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p><b>Key vocab:</b> <i>N Concept Cat –different, a bit, short, long, near, quick</i> <b>Topic</b> – light, celebrations, describing words, food/ingredients,</p> <p>Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p> <p><b>Phonic Sounds:</b> <b>Reading:</b> Story structure–beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words.</p>	<p><b>Key vocab:</b> <i>N Concept Cat – after before, first, between, front, last</i> <b>Topic</b> –Frog life cycle, seasonal changes, animals and habitats</p> <p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters Pajamarama Day</p> <p><b>Phonic Sounds:</b> <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.</p>	<p><b>Key vocab:</b> <i>N Concept Cat – through, under, on, next to, empty, full, over</i> <b>Topic</b> – positional language/prepositions. revisit colour.</p> <p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p> <p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Reading simple sentences with fluency. Reading CCVC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>

We will provide experiences which build on children’s existing knowledge and understanding in order to challenge, stimulate and extend their learning and development



# RECEPTION LITERACY OBJECTIVES – ADAPTED FROM DM 2021

	AUTUMN	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Comprehension	To know some graphemes and phonemes. (Set 1)	To be able to blend sounds to read words.	To know the sounds for each letter in the alphabet and at least 5 digraphs	To know the sounds for each letter in the alphabet and at least 10 digraphs.	To be able to form lower-case and capital letters correctly.	To be able to write sentences using adjectives, nouns and connectives.
Word Reading	To be able to correctly form the graphemes and say the phonemes to match.  To begin to know some tricky red words.	To be able to segment and write words.  To begin to be able to write some short captions, labels, and sentences with adult support.	To be able to read and write some CVCC words.  To know and be able to read a few common exception words matched to the school's phonic programme.	To be able to read words consistent with their phonic knowledge.  To be able to read simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To be able to segment and spell words and write simple phrases and sentences that can be read by others.	To be able to consistently use capital letters, finger spaces and full stop.
Writing	To begin to be able to blend some CVC words.  To be able Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  To be able anticipate (where appropriate) key events in stories.  To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	To begin to be able to read some short sentences.  Begin to be able to write CVC and CVC words.  To begin to be aware of sentence structure (capital letters, finger spaces and full stops)  To be able to participate in shared writing experiences in whole class writing sessions and story maps.  To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To be able to anticipate (where appropriate) key events in stories.  To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  To be able to talk about story structures.  To be able to talk about characters, settings, authors and illustrators	To be able to read words consistent with their phonic knowledge.  To be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  To be able to write recognisable letters, most of which are correctly formed.  To be able to segment and Spell words when writing independently.  To be able to write sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.  To begin to be able to draw and innovate story maps from well-known stories.  To be able to demonstrate understanding of what has been read to them.	To be able to segment and spell words.  To begin to be able to talk about connectives in sentence writing.  To be able to re-read these books and build up their confidence in word reading, fluency, understanding and enjoyment.  To be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  To be able to write sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.  To begin to be able to draw and innovate story maps from well-known stories.	To be able to read words, sentences and stories consistent with their phonic knowledge, including some common exception words.  To be able to draw and innovate story maps from well-known stories.  To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  To be able to anticipate (where appropriate) key events in stories  To be able to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.	To be able to re-read what they have written to check that it makes sense.  To demonstrate understanding of what they have read by retelling and answering comprehension questions. understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  To be able to read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others.  To be able to introduce narratives in their own writing and story maps.

Progression determined by regular phonic assessments.

Sentence reading and writing to be included in phonics lessons weekly

### **ELG**

**Comprehension-** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

**Word Reading-** Say a sound for each letter of the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing-** Write recognisable letters, most of which are correctly formed.

Spell words by identifying the sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.