



	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Main Theme	<i>I wonder what is special about me?</i>	<i>I wonder why we celebrate?</i>	<i>I wonder what changes in winter?</i>	<i>I wonder how plants grow?</i>	<i>I wonder who lives there?</i>	<i>I wonder why trees are green?</i>
High quality texts	<p><i>Nursery</i> Owl Babies Where's Spot Hairy McLary The Naughty Bus</p> <p><i>Reception</i> Elmer Funnybones We're going on a Bear Hunt The Button Box</p>	<p><i>Nursery</i> Rosie's Walk Whatever Next! The Billy Goats Gruff</p> <p><i>Reception</i> The Three Little Pigs Room on the Broom Pumpkin soup Sparks in the Sky</p>	<p><i>Nursery</i> The Gingerbread Man Come on Daisy</p> <p><i>Reception</i> Stickman The Gruffalo's Child Lost and Found The Emperor's Egg</p>	<p><i>Nursery</i> Farmer Duck The Tiny Seed Jasper's Beanstalk</p> <p><i>Reception</i> Titch The Little Red Hen Jack and the Beanstalk</p>	<p><i>Nursery</i> The Very Hungry Caterpillar Arrgghh Spider</p> <p><i>Reception</i> The Jolly Postman Dear Zoo</p>	<p><i>Nursery</i> The Snail and the Whale</p> <p><i>Reception</i> Sharing a Shell Billy's Bucket</p>

Literacy						
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>						
Term Specific Nursery Provision	<p><i>Phonics</i> Phase 1 Aspect 1 General sound discrimination Environmental sounds</p> <p><i>Reading</i> Pick up their name card at the start of the session and start to recognise name.</p>	<p><i>Phonics</i> Phase 1 Aspect 2 General sound discrimination Instrumental sounds</p> <p>Phase 1 Aspect 3 General sound discrimination Body Percussion</p> <p><i>Reading</i></p>	<p><i>Phonics</i> Phase 1 Aspect 4 Rhythm and rhyme Rhyming Books Songs and Rhymes</p> <p><i>Reading</i> Engage in conversations about stories and spotting rhymes.</p>	<p><i>Phonics</i> Phase 1 Aspect 5 Alliteration I spy names. Sounds around. Alphabet song</p> <p><i>Reading</i> Recognise words with the same initial sounds.</p>	<p><i>Phonics</i> Phase 1- Aspect 6 Voice Sounds Mouth movements Voice sounds Sound story time.</p> <p>Phase 1-Aspect 7 Oral segmenting & blending</p> <p><i>Reading</i></p>	<p><i>Phonics</i> Phase 1 – Aspect 7 Oral blending and segmenting</p> <p>Introducing set 1 sounds – linking sounds to letters.</p> <p><i>Reading</i></p>



	<p>Understand that print has a meaning.</p> <p>Enjoy songs and rhymes.</p> <p><i>Writing</i> Become aware that writing has meaning. Use drawings and mark making in play.</p> <p><i>Squiggle wiggle</i> Up and down movements</p>	<p>Pay attention to stories respond to some of the stories or words.</p> <p>Enjoy songs and rhymes and copying sounds.</p> <p><i>Writing</i> Mark making used in play for a purpose.</p> <p><i>Squiggle wiggle</i> Upwards and downwards lines</p>	<p><i>Writing</i> Talk about the marks and letters they write, ascribing meaning.</p> <p><i>Squiggle wiggle</i> Side to side lines</p>	<p>Discuss new vocabulary in stories.</p> <p><i>Writing</i> Use some of their print and letter knowledge in early writing attempts.</p> <p><i>Squiggle wiggle</i> Wavy lines</p>	<p>Understand that print can have different purposes.</p> <p>Recognise the different parts of a book.</p> <p><i>Writing</i> Write some or all their name.</p> <p><i>Squiggle wiggle</i> Zig zag lines</p>	<p>Talk about their favourite story with an adult.</p> <p><i>Writing</i> Write some letters accurately.</p> <p><i>Squiggle wiggle</i> Arches</p>
Ongoing provision	<p>Daily story time linked to main theme and children's interests.</p> <p>Provide opportunities in a wide range of ways to encourage mark making in different areas of the provision.</p> <p>Wide range of physical skills development to help children learn to form shapes and letters accurately</p>					
Nursery Curricular Goals	<p>Enjoy listening to and making stories.</p> <p>Write their name</p>					
Term specific Reception provision	<p><i>Read, Write, Inc</i> Teach set 1 sounds. Reading groups Letter formation</p> <p>Baseline Assessment through: <i>Dough disco</i> malleable *Pencil grasp noted.</p> <p><i>Big Moves:</i> core strength and stability.</p>	<p><i>Read, Write, Inc</i> Teach set 1 sounds Read red words (Red ditty level) Reading groups Letter formation, Fred Fingers</p> <p><i>Dough disco</i> continuing weekly. with malleable area now including clay.</p>	<p><i>Read, Write, Inc</i> Recap set 1 sound Teach set 2 sounds Read red words (Red ditty level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases.</p> <p><i>Dough Disco</i> now used as</p>	<p><i>Read, Write, Inc</i> Recap set 1 sound Teach set 2 sounds Read red words (Green level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases.</p> <p><i>Emergent writing:</i></p>	<p><i>Read, Write, Inc</i> Recap set 1 and 2 sounds. Read red words (Green level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases, sentences.</p>	<p><i>Read, Write, Inc</i> Recap set 1 and 2 sounds. Read red words (Green/Purple level) Reading groups Letter formation Fred Fingers</p> <p><i>Emergent writing:</i> Show awareness of the different</p>



	<p><i>Squiggle Wiggle</i> coordination, gross and small movements with scarves / chunky crayons or felt tips.</p> <p><i>Squiggle Wiggle</i> handwriting patterns – scarves, chunky crayons, messy play using different textures and items such as cars. Intervention for those children not accessing the Nursery level patterns.</p> <p><i>Emergent writing:</i> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><i>Composition:</i></p>	<p><i>Emergent writing:</i> Copies adult writing behaviour. e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Beginning to form other recognisable letters that have been taught. Using handwriting phrases to support</p> <p><i>Composition:</i> Orally compose a sentence and hold it in memory before attempting to write it.</p>	<p>intervention.</p> <p><i>Emergent writing:</i> Use appropriate letters for initial sounds.</p> <p><i>Composition:</i> Orally compose a phrase and hold it in memory before attempting to write it.</p> <p><i>Spelling:</i> Spell to write VC and CVC words independently using set 1 graphemes.</p> <p><i>Handwriting:</i> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. Focus on modelling and using the tripod finger grasp when writing, painting, chalking etc.</p>	<p>Build words using letter sounds in writing.</p> <p><i>Composition:</i> Use talks to organise describe events and experiences. Begin to write a simple sentence with support.</p> <p><i>Spelling:</i> Spell to write VC, CVC and CVCC words independently using set 1 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p><i>Handwriting:</i> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. Focus on developing a</p>	<p><i>Emergent writing:</i> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><i>Composition:</i> Write a simple sentence with a full stop.</p> <p><i>Spelling:</i> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><i>Handwriting:</i> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly</p>	<p>audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p><i>Composition:</i> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions). Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p><i>Spelling:</i> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more</p>
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	<p>Use talks to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><i>Spelling:</i> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><i>Handwriting:</i> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p><i>Spelling:</i> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><i>Handwriting:</i> Form letters from their name correctly. Recognise that after a word there is a space. Focus on modelling comfortable pen grip</p>	<p>Able to retrace vertical lines and working on improving. anticlockwise movements.</p>	<p>comfortable way of writing – tripod pencil grip, position on paper, writing from left to write. when writing. Anticlockwise movements focussed; children should be able to retrace vertical lines.</p>	<p>orientated. Include spaces between words.</p>	<p>complex unknown words.</p>
Ongoing provision	<p>Daily story time linked to main theme and children's interests. Provide opportunities in a wide range of ways to encourage mark making in different areas of the provision. Wide range of physical skills development to help children learn to form shapes and letters accurately. Big moves, dough disco and other physical interventions used to support children's writing. RML intervention for children who need additional support. Reading books and library changed weekly for parents to support children's reading at home.</p>					
Reception Curricular Goals	<p>Retell a story though play. Read simple sentences and books containing taught sounds. Write a simple story</p>					

EYFS Long Literacy Plan

