

## Horsley Church of England Primary School: English Reception Long Term Plan



Statutory Guidance from the EYFS Framework for Literacy: 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). their progress in interpreting and appreciating what they hear, respond to and observe.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Cycle A Themes/Interests</b>	Happy to be me (All about Me)  Jurassic Park	Jurassic Park Royal Patrons (Queen Victoria & Queen Elizabeth II) Come and Join the Celebration	Under the Sea	Never Eat Shredded Wheat (Geography)	Let's Play	No Place like Home
<b>Cycle B Themes/Interests</b>	Tell us a story/ Happily ever after Jurassic Park	Jurassic Park Ticket to Ride The Spirit of Christmas	Come fly with me (Arctic Circle)	If you go down into the Woods...	Unity in the Community	Light up the World
<b>Celebrations</b>	Harvest Festival	Bonfire Night Anti-Bullying week Remembrance Advent Christmas	Chinese New Year	Book Week World Book Day Pancake Day Mother's Day Easter	Pentecost	Father's Day Sports Day
<b>Cycle A Suggested Texts</b>	Funny Bones Helping Hands Goldilocks Dinosaur Alas Tog and Leftover	Dinosaur Bones Dinosaur Atlas Victorian Children at Work Victorian schools and children Santa Claus A Christmas Carol	Fidgerty Fish The Rainbow Fish Looking at animals in the Ocean	Seasons Winter Weather, Rain and Us The Easter Story	Dogger The Three Little Pigs Suddenly	Tudor Homes Farmer Duck Dilly and Dibs This is the bear

<b>Cycle B Suggested Texts</b>	Snow White and the Seven Dwarfs Cinderella Dinosaur Atlas	Dinosaur Atlas Tog and Leftover Mr. Gumpy's Outing My Christmas Stocking Santa Claus	Classic Poems 1 Rhymes around the World The Polar Bear Son The Arctic	Pinocchio The Tiny Seed Goldilocks and the Three bears	We're going on a bear hunt Not Now Bernard	The Owl who was afraid of the dark Seasons Weather, Sun and Us This is the Bear and the Picnic Lunch
<b>The Year 1 expectations in Literacy for reference. Where are children going?</b>	<p><b>Writing Composition:</b> Understand what a sentence is and recognise sentences in my own writing. Say sentences out loud orally before writing them down. Create a sequence of sentences to create their own text. Re-read sentences carefully to spot any mistakes. Identify mistakes in their sentences when they are orally read to them. Discuss what they have written to an adult and a peer.</p> <p><b>Vocabulary, Grammar &amp; Punctuation:</b> Understand the use of capital letter and full stop and use them accurately. Create question sentences and use a question mark to punctuate correctly. Mark statement and command sentences with an exclamation mark. Understand that nouns are objects, people, and places. Use capital letters for proper nouns: people, places, days of the week and I. Understand the job of an adjective and start to identify them in sentences. Begin to use adjectives to create simple noun phrases. Use talk to organise events and experiences. Write in the present tense. To be able to use the conjunctions “and”, “but” and “because” to create compound sentences. Discuss word meaning of new words.</p> <p><b>Reading summary:</b> Make simple inferences about the characters and about events. Predict what might happen next from repetitive phrases and/or from what has already been read. Discuss the significance of the title. Identify the events/points from the text. Explain what has just been read to them orally. Answer simple retrieval questions by finding the information in non-fiction and fiction texts.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Comprehension Skills</b>  <b>Intent Vocabulary Implementation</b>	Listen and enjoy sharing a range of books. Hold a book correctly, turn pages and handle with care. Know that a book has a beginning and an end. Know that text in English is read top to bottom and left to right. Know	Experience and respond to different types of books, e.g., story books, factual/real-world books. Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. Make simple inferences	Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a story that is read to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a	Correctly sequence stories, drawing on language patterns of stories. Show understanding of many common words and phrases in a story that is read to them. Suggest how an unfamiliar story read to them might	Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in text. Know the difference between different types of texts.	Play and vocabulary influenced by experience of books. Innovate a known story. Recall the main points and vocabulary in a text in the correct sequence. Say whether they liked or disliked a book, and give a simple

	<p>the difference between text and illustrations. Recognise some familiar words in print. Enjoy joining in with rhyme, songs and poems. Explain simply what's happening in a picture in a familiar story. Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end. Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. (link to themes and</p>	<p>to answer yes/no questions about texts. Sequence two events from a familiar story, using puppets, pictures from book or role-play. Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations, story sticks, story paths. Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking 'ye' and 'no' questions about texts, model using puppets to act out stories. Talk for writing will be used to</p>	<p>preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). Text, pictures, what, why, how, when, where, like, dislike, rhyme, play. Model using pictures to infer clues about the text. Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.</p>	<p>end. Give an opinion on a book they have read. Recognise repetition of words or phrases in a text. Play influenced by experience of books. Innovate a well-known story with support. Story, order, sequence, retell, end, repeat. Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.</p>	<p>Make inferences to answer a question beginning 'Why do you think...?' Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme. Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me. Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.</p>	<p>justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. Vocabulary, words, recall, retell, next, after that, why, when, like. Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them.</p>
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	books suggested above). Talk for writing will be used to encourage whole class retells.	encourage whole class retells.	Talk for writing will be used to encourage whole class retells.	Talk for writing will be used to encourage whole class retells.	Talk for writing will be used to encourage whole class retells.	Talk for writing will be used to encourage whole class retells.
<p><b>Word Reading Development</b></p> <p><b>Phonics – Essential Letters and Sounds</b></p> <p><b>Intent</b></p> <p><b>Vocabulary Implementation</b></p>	<p>Read individual letters sounds. Blend sounds into words. Read a few common exception words matched to the school’s phonic programme (ELS). Phase 2 sounds. s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss and tricky words is, l, the. Decodable words at, pat, tip, tin, map, sad, pig, got, cat, kit, sock, den, duck, red Phoneme, sound, letter, word, grapheme, blend, digraph, tricky words, speedy sounds, oral blending, sound button, formation, reading, point and sweep, group read. All following Essential Letters and Sounds. Shared/group reads</p>	<p>Read individual letters sounds. Blend sounds into words. Read a few common exception words matched to the school’s phonic programme (ELS). Phase 2 sounds. h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa words with s added at the end and words ending s (z) and tricky words as, and, has, his, her, go, no to, into, she, he of, we, me, be. Decodable words less, huff, vex, yell, jazz, quiz, chill, wish, bang, honk, nail, teeth, light, foam Pseudo words: beff, gock, wint, queem, jaib, vight Digraph, trigraph, catchphrase,</p>	<p>Read letters sounds. Blend sounds into words. Read common exception words matched to the school’s phonic programme (ELS). Phase 3 sounds. oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow Tricky words was, you, they, my, by, all, are, sure, pure. Decodable words cook, charm, curl, scoop, short, frown, join, years, flair, pure, ladder, grow Pseudo Words: zoch, quair, tarsh, goid, plear, fleebow Chunk it up, speedy words, whisper blending, speedy words. All following Essential Letters</p>	<p>Read letters sounds. Blend sounds into words. Read common exception words matched to the school’s phonic programme (ELS). Review Phase 3 sounds. oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow words with double letters, longer words, words with two or more digraphs, words ending ing, compound words, words ending s, words with s in the middle, words ending es (z). Secure spelling so far and review Harder to read and Spell words. Decodable words fan, egg, miss, cow, pure, snow, burn, wait, torch, coast,</p>	<p>Read letters sounds. Blend sounds into words. Read common exception words matched to the school’s phonic programme (ELS). Phase 4. cvcc ccvc ccvcc cccvc and suffix -ed /ed/ /t/ /d/ longer words, compound words, root words ending in ing, ed, t, id, est. Harder to read and spell words said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today. Decodable words painted, bumped, joined, fixes, spotted, dressed, stormed, crushes, blended, stamped, printed, sprained,</p>	<p>Read letters sounds. Blend sounds into words. Read common exception words matched to the school’s phonic programme (ELS). Phase 4. ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e Phase 4 words ending s (z), Phase 4 words ending es, longer words, root words ending in ing, ed. Decodable Words play, shout, tie, dream, joy, bird, clue, lawn, wheel, dolphin, screw, tiptoe, haunt, donkey, quake, athlete Pseudo Words: phid, whem, claup, droy, scabe, fleme Secure spelling and review all taught</p>

	<p>focusing on words reading, prosody and comprehension. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons, shared reads and story time. Children introduced to Harder to read and spell words to sight read.</p>	<p><b>fluency, segment, segmenting fingers.</b> All following Essential Letters and Sounds Shared/group reads focusing on words reading, prosody and comprehension. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons, shared reads and story time. Children introduced to Harder to read and spell words to sight read. Reading and sound practise and fluency activities in continuous</p>	<p>and Sounds Shared/group reads focusing on words reading, prosody and comprehension. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons, shared reads and story time. Children introduced to Harder to read and spell words to sight read. Reading and sound practise and fluency activities in Continuous Provision.</p>	<p>chest, point, herbs, books, spark, stairs, sport, scoop, wait, three, clear <b>Whisper blending, multi-syllable word, compound word.</b> All following Essential Letters and Sounds Shared/group reads focusing on words reading, prosody and comprehension. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons, shared reads and story time. Children introduced to Harder to read and spell words to sight</p>	<p>strapped, scrolled, splashes Pseudo Words: laig, spown, thurb, zerd, fure, glinked <b>Consonant, vowel, root word, adjacent consonant.</b> All following Essential Letters and Sounds. Shared/group reads focusing on words reading, prosody and comprehension. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons, shared reads and story time. Children</p>	<p><b>tricky words so far.</b> All following Essential Letters and Sounds Shared/group reads focusing on words reading, prosody and comprehension. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons, shared reads and story time. Children introduced to Harder to read and spell words to sight read. Reading and sound practise and fluency activities in continuous provision.</p>
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		provision.		read. Reading and sound practise and fluency activities in continuous provision.	introduced to Harder to read and spell words to sight read. Reading and sound practise and fluency activities in continuous provision.	
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<p><b>Writing Composition Skills</b></p> <p><b>Intent</b></p> <p><b>Vocabulary</b></p> <p><b>Implementation</b></p>	<p>Use talk to organise describe events and experiences.</p> <p>Experiences, events, compose, story maps, hot seat, talk, describe, tell, birthday, roleplay, mums, dads, babies. Once upon a time, and that's the end of the story.</p> <p>Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher. Use of Talk for Writing techniques, drawing story maps</p>	<p>Use talk to link ideas, clarify thinking and feelings.</p> <p>Understands that thoughts and stories can be written down.</p> <p>Roleplay, feelings, happy, sad, story, message, freeze frame, text, label, caption.</p> <p>Listening to stories, joining in with class discussions and repeated refrains, talking to friends or in guided groups including the teacher.</p> <p>Roleplaying with others and acting out stories, modelling writing down ideas as a</p>	<p>Orally compose a simple sentence/caption and hold it in memory before attempting to write it.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read.</p> <p>Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided Literacy tasks.</p>	<p>Orally compose a simple sentence/caption and hold it in memory before attempting to write it.</p> <p>Suddenly, unfortunately, finger spaces.</p> <p>Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided Literacy tasks. Writing activities in the continuous provision.</p>	<p>Write a simple sentence/caption which may include a full stop.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate.</p> <p>Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks. Writing activities in the continuous provision.</p>	<p>Write a simple narrative in short sentences – may include a capital letter and full stop.</p> <p>Full stop, punctuate, end, story, capital letters, finger spaces.</p> <p>Writing activities based around a class story using Literacy planning – retelling and innovating, modelling the use of capital letters, finger spaces and full stops and verbally or pictorially reminding children to use these.</p>
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	and oral retelling of story as a class.	shared input. Children make their own story maps and sequence stories.	Writing activities in the continuous provision.			Writing activities in the continuous provision.
<b>Writing Spelling Development</b>  <b>Intent Vocabulary Implementation</b>	Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Write words to match sounds taught: mum, dog, ten, red, kid. Segmenting, segmenting fingers, phonemes, digraph, graphemes, sounds, name, writing, copy, trace, formations. Sound talk to orally blend and develop segmenting skills. Literacy activities.	Write words to match sounds taught – cat, bed, sock, sad, hug, rock, back, had, jam, fix, mess, ship, long etc. Using segmenting fingers. <b>Trigraph.</b> Write simple cvc words to match picture using a variety of resources; mud, glitter, magnetic boards, magnetic letters etc. Activities available in continuous provision. Literacy activities.	Independently write words to match sounds taught –etc. Using segmenting fingers. Begin to write tricky words such as the. Write simple cvc words to match picture using a variety of resources; mud, glitter, magnetic boards, magnetic letters etc. Activities available in continuous provision. Literacy activities.	Independently write words and begin to write sentences to match sounds taught including phase 3. Using segmenting fingers. Add s, es, ing to words. Begin to write sentences in phonic lessons each week. Write simple cvc words to match picture using a variety of resources; mud, glitter, magnetic boards, magnetic letters etc. Activities available in continuous provision. Literacy activities.	Independently write words and sentences to match sounds taught - Phase 4. Using segmenting fingers. Write cvcc, ccvc, ccvcc, cccvcc, longer and compound words. <b>Consonant, vowel, compound word.</b> Write sentences in phonic lessons each week. Write words to match pictures and write captions and sentences using a variety of resources; mud, glitter, magnetic boards, magnetic letters, books etc. Activities available in Continuous Provision	Independently write words and sentences to match sounds taught - Phase 4. Using segmenting fingers. Write cvcc, ccvc, ccvcc, cccvcc, longer and compound words. <b>Consonant, vowel, compound word.</b> Write sentences in phonic lessons each week. Write words to match pictures and write captions and sentences using a variety of resources; mud, glitter, magnetic boards, magnetic letters, books etc. Activities available in Continuous Provision.

<p><b>Writing Handwriting Development</b></p> <p><b>Intent Vocabulary Implementation</b></p>	<p>Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles, squiggle, writing hand, crocodile snap.</p> <p>Daily letter formation lessons during ELS phonics lessons.. Big write activities as a class practising letter formation.</p> <p>Dough Disco sessions to develop hand strength and wrist movement.</p>	<p>Form letters from their name correctly. Recognise that after a word there is a space.</p> <p>Pencil grip, crocodile grip, tripod grip, letter formation, trace, copy, formation rhymes, finger spaces.</p> <p>Daily letter formation lessons and then practise when writing words during ELS phonics lessons. Crocodile snap song to develop correct pencil grip. Big write activities as a class practising letter formation.</p> <p>Dough Disco sessions to develop hand strength and wrist movement.</p>	<p>Show a dominant hand. Write from left to right and top to bottom. Begin to form some recognisable letters.</p> <p>Formation rhymes, hand, left to right.</p> <p>Daily letter formation lessons and then practise when writing words during ELS phonics lessons. Big write activities as a class practising letter formation.</p> <p>Online letter formation on the interactive whiteboard. Write in the context of the Literacy planning.</p>	<p>Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p> <p>Lazy letters, descenders, tall letters, ascenders, chin on the line, under the line.</p> <p>Daily word writing with a focus on letter formation during ELS phonics lessons. Big write activities as a class practising letter formation.</p> <p>Online letter formation on the interactive whiteboard. Write in the context of the Literacy planning. Children begin writing on lines.</p>	<p>Form most lower case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> <p>Letter formation and sentence writing focus during morning challenge. Daily word writing with a focus on letter formation during ELS phonics lessons. Bigwrite activities as a class practising letter formation.</p> <p>Online letter formation on the interactive whiteboard. Write in the context of the Literacy planning. Children write on lines.</p>	<p>Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> <p>Capital letters.</p> <p>Letter formation and sentence writing focus during morning challenge. Daily word writing with a focus on letter formation during ELS phonics lessons. Bigwrite activities as a class practising letter formation.</p> <p>Write in the context of the Literacy planning. Children write on lines using finger spaces and capital letters.</p>
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