

MEADOWS FIRST SCHOOL LONG TERM PLAN LITERACY PROGRESSION Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Marvellous Me		Around the World & Beyond		All Creatures Great and Small	Once Upon a Tale
Core Texts	The Family Book We are here together The colour Monster	Ten Little Superheroes Greta Thunberg David Attenborough	Ouch in My Pouch Slowly Slowly Said the Sloth The Emperors Egg	Aliens love underpants Whatever Next Pattern Fish (Eric Carle books)	Aaargh Spider! Tyranosaurus Drip What the Ladybird Heard	Ten Little princesses Little Red
PRIME AREA Communication and Language	New vocabulary is identified and discussed (see specific Kos and also vocab listed below) Key vocabulary for each area of learning is recapped frequently Opportunities for role play of familiar stories is modelled and left out for children to explore on their own. Daily opportunities for modelling and scaffolding language and children talking about experiences shared via email (link with home)					
	LO: give attention to what others say and respond appropriately, while engaged in another activity LO: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. LO: Listens and responds to ideas expressed by others in conversation or discussion. Link to PSED- (Jigsaw)- self identity 'good listening' games Directions/instructions Nursery Rhymes WELLCOM screening Vocabulary: Emotional links to colours- naming emotions, pumpkins, squash and vegetable names,	LO: They answer 'how' and 'why' questions about their experiences and in response to stories or events LO: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Link to PSED- (Jigsaw) I am special Speaking clearly Singing rhymes/ songs *Singing of Christmas Carols and songs are learned for performance Vocabulary: Hero, trait, characteristic Remembrance, charity, service, environment, green, climate, protect, respect, Nativity, Ornament, bauble, decorate, festive.	ELG: Make comments about what they have heard and ask questions to clarify their understanding LO: Listens and responds to ideas expressed by others in conversation or discussion Link to PSED- Jigsaw Dreams & Goals Where in Britain would you like to go? attention & concentration. Daily singing of nursery rhymes and other simple songs. Vocabulary: resolution, Maps routes journey, Features Britain - Tower of London, Big Ben Words of movement: dawdle, Waddle Flipper Penguin Antarctica Arctic Ocean Polar Lunar year China	LO: Explains own knowledge and understanding and asks appropriate questions of others. ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Link to PSED- Jigsaw keeping safe and healthy Questions - how and why about where they want to go? Daily singing of nursery rhymes and other simple songs. Vocabulary: Possums, Wallaby Wombat, dingoes Australia Nocturnal prey Marsupial Predator Canopy, rainforest, habitat, endangered, Amazon, Solar, planet, moon, buggy	ELG: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: 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 Link to PSED- Jigsaw Relationships Daily singing of nursery rhymes and other simple songs. vocabulary: Foal, calf, lamb, kid Head, thorax, abdomen Dinosaur names, herbivore, carnivore. Other vocab (e.g.palaeontologist)	ELG: 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. ELG: offer explanations for why things happen making use of recently introduced vocabulary from stories non fiction rhymes and poems when appropriate Link to PSED- Jigsaw I am unique/ changes and transition Daily singing of nursery rhymes and other simple songs. vocabulary. Palace castle turret adventure charming tiara enchantment character
PRIME AREA PD (fine motor)	pencil grip/ dough disco <u>resources such as:</u> trays with nuts, bolts threading/ cutting/ buttons/ pipe cleaners/ playdoh/ shaving foam, sand, rolls of paper	Letter formation/ dough disco <u>resources such as</u> hole punches, stampers, different size paint brushes, split pins, tweezers pasta correct pencils and grips to support grip- consider left handers, LO: Handles tools, objects, construction and malleable materials safely and with increasing control. LO: Uses a pencil and holds it effectively to form recognisable letters,	handle tools effectively Letter formation/ dough disco <u>resources such as</u> Tearing paper, progressing to more firm materials like modelling clay LO: Handles tools, objects, construction and malleable materials safely and with increasing control.	5 a Day Dough Disco/ pencil control / correct letter formation <u>resources such as</u> A variety of card, paper, shapes, pictures and materials to cut. Range of tools for writing including chalk, charcoal, biros, wax, stencils LO: Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	Correct letter orientation. <u>resources such as:</u> activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games, ELG: Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	<u>resources such as:</u> activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
WRITING	Daily handwriting sessions using mnemonic introduced with each new grapheme taught - Phoneme frames used for segmenting when spelling. Daily writing opportunities in continuous provision with accessible phoneme and grapheme mats aligned to Little Wandle Expectation for weekly focus writing activities in phonics or topic Expectation for daily practise of taught phonemes during phonics lesson Expectation for daily handwriting session first thing (linked to taught phonemes and modelled graphemes – using 'writer') Pencil grip supported through progression and letter formation Letter mat in continuous provision (using Little Wandle mnemonics) Themed word mats for each term					

	<p>LO: Gives meaning to marks they make as they draw, write and paint</p> <p>Name writing task Marvellous Me – I can..... Mark making as appropriate Expectation for focus writing activities in phonics or topic – alternate weeks</p>	<p>LO: Children use their phonic knowledge to write words in ways which match their spoken sounds LO: Writes own name and other things such as labels, captions. Begin to develop effective handwriting skills Activities: Thank you letters to visitors from emergency services My hero is..... Activities: Write a poster about how to be green Activities: Writing about the first Christmas</p>	<p>LO: Children use their phonic knowledge to write words in ways which match their spoken sounds. LO: Attempts to write short sentences in meaningful contexts. Activities: letter formation, applying phonics, finger spaces and captions Write name, address etc on a passport, My favourite places Story retell of The Chinese New Year Write 2 facts about Emperor penguins</p>	<p>LO: They begin to write simple sentences which can be read by themselves and others. Activities: Write about Australian animals/ Rainforest poem, senses Free writing about Rainforests Write a space report Write a space story Talk for writing introduced for Whatever Next!</p>	<p>LO: Children use their phonic knowledge to write words in ways which match their spoken sounds. LO: They write simple sentences which can be read by themselves and others. Activities: retelling the story of What the ladybird heard Farm trip retell – favourite part Non-fiction minibeast writing Aaaarrgghh Spider themed writing Dinosaur writing – Guess my Dinosaur Dinosaur writing _ where to take a dinosaur</p>	<p>ELG: Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others LO: Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>
	<p>Little Wandle: Teach new grapheme and letter formation. Oral blending and segmenting. Independent segmenting. Introduce tricky words. Practise and apply</p>			<p>ELG: Say a sound for each letter in 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</p>		
PHONICS	<p>Silly soup, Bertha the Bus, I spy, Metal Mike, Mrs Browning has a box – initial sounds/ oral blending games</p> <p>Satp, inmd, gock, eurck, hbfl TW: I</p>	<p>Repeat oral blending games such as Mrs Browning has a bag/ silly soup/ Simon says hands on ‘h-ea-d’ ff ll ss j, v w x y, z zz qu, words with s /s/ added at the end (hats sits) and with s /z/ added at the end (bags)</p> <p>ch, sh th ng nk TW: as, and has his her, go no to into, she he of, we me be</p>	<p>ai ee igh oa, oo oo ar or, ur ow oi ear, air er words with double letters: dd mm tt bb rr gg pp ff TW: was you they my by all are sure pure</p>	<p>review Phase 3: er air words with double letters longer words, words with two or more digraphs longer words words ending in –ing, compound words longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</p>	<p>read and write using short vowels CVCC, read and write using short vowels CVCC CCVC, read and write using short vowels CVCC CCCVC CCCVC longer words, read and write using longer words compound words, read and write using root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est TW: said so have like some come love do were here little says there when what one out today</p>	<p>long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVC Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ root word ending in: –er, –est longer words</p>
READING	<p>Daily story sessions (using familiar traditional tales and core texts (see list)) – daily reading (DEAR) – children vote from story basket for favourite story -that have been read previously to build up their repertoire independent reading from book corner in continuous provision for enjoyment - Opportunities for role play of familiar stories is modelled and left out for children to explore on their own – children change books weekly – children take home star books and phonic book Books are phonetically decodable and aligned to LW where possible – with additional access to ecollins little wandle library Little Wandle GROUP reading (3x a week) or individual reading as needed – Re-reads books to build up confidence in word reading, fluency and understanding and enjoyment Enhanced book corner to reflect theme/ topic with books displayed – to include non fiction books</p>					
	<p>ELG: Begins to demonstrate an understanding of what has been read by retelling stories and narratives using own words and recently introduced vocabulary Activities: Shows awareness of rhyme and alliteration through songs/ games book corners inviting core texts develop basket of favourite books Phonics play - pick a picture game on IWB and computer Non fiction texts to support themes displayed in classroom – Autumn/ harvest themes</p>	<p>LO: Knows that information can be retrieved from books and computers LO: They use phonic knowledge to decode regular words and read them aloud accurately LO: Can segment the sounds in simple words and blend them together and knows which letters represent some of them Activities: Phase 3 words and pictures matching game. *Introduction of ‘voting for favourite story’, chn vote on story for the day. Winter/ Christmas/ Diwali themes</p>	<p>LO: Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. LO: Begins to read words and simple sentences Activities: Library visit (town) chn vote on story for the day. Stories used that have been read previously to build up their repertoire *Non-fiction texts are used to further children’s knowledge of ‘Winter/ Arctic animals’ themes</p>	<p>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Activities: Reading a range of books by Eric Carle Non fiction space books Reading non-fiction and fiction about space/ under the sea/ dinosaurs/ rainforests chn vote on story for the day. enhanced book corner – dinosaurs / puppets/ role play</p>	<p>LO: Children read and understand simple sentences. LO: Children read some common irregular words. LO: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Activities: Non fiction texts to support themes displayed in classroom – farm / minibeasts Eid/ Vasaikhu chn vote on story for the day.</p>	<p>ELG: 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, non-fiction, rhymes and poems and during role-play. Activities: chn vote on story for the day. (fairy tales) enhanced book corner</p>