



Long Term Plan for Literacy Reception



Van Gogh Long Term Plan for Writing	Autumn	Spring	Summer
<p>Curriculum</p>	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> I can make patterns with focus on circles, vertical lines and the anti-clockwise movement, using resources in both the inside and outside area I can write the letters in my name with the support of a visual I can hold a pencil with a pincer grip <p><u>Composition</u></p> <ul style="list-style-type: none"> I can orally construct a simple sentence I can make marks to convey meaning <p><u>Spelling</u></p> <ul style="list-style-type: none"> I can write the initial sound in a word with support of a sound mat <p><u>Grammar/Punctuation</u></p> <ul style="list-style-type: none"> I am aware of the components of punctuation; full stop, capital letter, question mark I can identify the capital letter in my name 	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> I can begin to form recognisable letters in letter families I can hold my pencil with a tripod grip <p><u>Composition</u></p> <ul style="list-style-type: none"> I can say what I want to write With support I can write labels and captions I can read back what I have written <p><u>Spelling</u></p> <ul style="list-style-type: none"> With support I can segment words into sounds for writing using sound and spelling banks for support I use sound buttons to support my spelling <p><u>Grammar/Punctuation</u></p> <ul style="list-style-type: none"> I can identify a letter, word and sentence in my reading With support I can use a capital letter for names and the first word in a sentence 	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> I can form most letters with correct formation <p><u>Composition</u></p> <ul style="list-style-type: none"> I can use specific vocabulary in my writing I can write labels, captions and sentences independently for different purposes <p><u>Spelling</u></p> <ul style="list-style-type: none"> I can segment words into sounds for spelling I can write phase 2 and 3 tricky words fluently <p><u>Grammar/Punctuation</u></p> <ul style="list-style-type: none"> I use a capital letter at the beginning of a sentence and a full stop at the end
<p>The detail below highlights the directed learning that takes place in Literacy in Reception. Teachers model daily the structure of sentences and use of vocabulary in all areas of the curriculum in both guided activities and through provision. The teacher ensures that a wide range of tools and experiences are given to the children to develop their fine and gross motor skills to support the development of mark making and then writing. Opportunities are given to children in continuous provision to practise and use the skills that they have been taught both in handwriting and provision</p>			
<p>Handwriting</p>	<ul style="list-style-type: none"> Daily fine motor skills and dough disco Learn to write name. Pre handwriting patterns: Teach Handwriting Scheme and opportunities in provision. Use of a variety of different tools to support early mark making: 	<ul style="list-style-type: none"> Daily fine motor skills and letter formation using Little Wandle; straight line cursive letters, curves to start, top exit letters, tunnel letters Introducing numeral formation Encourage use of tools, including pens and pencils using the correct tripod grip 	<ul style="list-style-type: none"> Daily fine motor skills Daily letter formation using the Little Wandle handwriting sheets: straight line cursive letters, curves to start, top exit letters, tunnel letters Practising numeral formation Formation of capital letters



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	<p>paint brushes, bingo markers, crayons, felt pens, chalk</p> <ul style="list-style-type: none"> Establishing correct tripod pencil grip 		
Vocabulary	Curve, straight line, lower case, upper case		
Composition	<ul style="list-style-type: none"> Circle times, opportunity to talk about experiences and events in their lives Teacher modelling writing in lists, sentences and in phonics 	<ul style="list-style-type: none"> The Story of the Gigantic Turnip: writing a speech bubble, labelling a story map Jasper's Beanstalk: writing simple sentences to order events. JC Units: Jack and the Jellybean stalk, Rosie's Walk: Orally building sentences and vocabulary and teacher modelling the writing of a sentence. End of unit innovation projects in Maestro; labels, lists and simple sentences 	<ul style="list-style-type: none"> Dear Zoo: writing labels JC Units: We're going on a Bear Hunt, Where the Wild Things are, If Sharks disappeared, Rainbow Fish The Snail and the Whale: writing speech bubbles, labels and simple sentences Writing a postcard home Little Red: Labelling a story map End of unit innovation projects for Maestro; labels, lists and simple sentences
Vocabulary	Label, speech bubble, sentence, list, story map		
Spelling	<ul style="list-style-type: none"> Little Wandle Phonics Scheme; Autumn 1 and Autumn 2 	<ul style="list-style-type: none"> Little Wandle Spring 1 and 2 Spring B: Learning to write modelled words and tricky words, using sound buttons where appropriate. Writing a modelled sentence. 	<ul style="list-style-type: none"> Little Wandle Summer 1 and 2: Learning to write modelled words and tricky words, using sound buttons where appropriate. Writing a modelled sentence.
Vocabulary	Phoneme, grapheme, digraph, trigraph, segmenting, blending, decoding, alphabet, sound buttons		
Grammar/Punctuation	<ul style="list-style-type: none"> Identifying punctuation when reading in reading practice sessions, and class reading sessions. 	<ul style="list-style-type: none"> Teacher modelling the use of punctuation in reading and writing Alphabet puzzles and games 	<ul style="list-style-type: none"> Use of capital letters for name and for the first word in a sentence Full stop at the end of the sentence. Alphabet puzzles and games



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	<ul style="list-style-type: none">Identifying a capital letter in their name		
Vocabulary	Letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark		