



Long Term Plan for Literacy: Reception



Van Gogh Long Term Plan for Writing	Autumn	Spring	Summer
Curriculum	<p><u>Physical Development</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 I can make marks to convey meaning <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> I can orally construct a simple sentence I can tell a past event in order <p><u>Literacy: Writing</u></p> <ul style="list-style-type: none"> I can write the initial sound in a word with support of a sound mat 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>Physical Development</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>Communication and Language</u></p> <ul style="list-style-type: none"> I can say what I want to write I can use vocabulary heard in stories or linked to curriculum areas I can read back what I have written I can use 'and' and 'because' to extend my ideas I can use past tense correctly <p><u>Literacy: Writing</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 say the sounds to support my spelling I am beginning to write some tricky words 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>Physical Development</u></p> <ul style="list-style-type: none"> I can form most letters with correct formation <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> I can write labels, captions and sentences independently for different purposes I can extend my vocabulary by exploring the meaning and sounds of new words <p><u>Literacy: Writing</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 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>			
Handwriting	<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. 	<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 	<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



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	<ul style="list-style-type: none"> Use of a variety of different tools to support early mark making: paint brushes, bingo markers, crayons, felt pens, chalk Establishing correct tripod pencil grip 	<ul style="list-style-type: none"> Encourage use of tools, including pens and pencils using the correct tripod grip 	<ul style="list-style-type: none"> Practising numeral formation Formation of capital letters
Vocabulary	Curve, straight line, lower case, upper case, capital letter		
Composition	<ul style="list-style-type: none"> Circle times, opportunity to talk about experiences and events in their lives Orally constructing sentences to retell events and experiences Traditional Tale focus in the topic 'Once Upon a Time. Using sentence stems in Maths Teacher modelling writing in lists, sentences and in phonics Explanation of key vocabulary in Phonics, Reading Practice Sessions and Maths 	<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. (Recount) How does a bean grow (Explanation) End of unit innovation projects in Maestro; labels, lists and simple sentences Explanation of key vocabulary in Phonics, Reading Practice Sessions and Maths 	<ul style="list-style-type: none"> Dear Zoo: writing labels and lists of animals Writing facts about animals and minibeasts (Non Chronological Reports) Writing a postcard home Little Red: Labelling a story map Little Red and the Hungry Lion Instructions; How to catch Aunty Rosie/Make a jelly End of unit innovation projects for Maestro; labels, lists and simple sentences Explanation of key vocabulary in Phonics, Reading Practice Sessions and Maths
Vocabulary	Label, speech bubble,caption, 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		



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Grammar/ Punctuation	<ul style="list-style-type: none">• Identifying punctuation when reading in reading practice sessions, and class reading sessions.• Identifying a capital letter in their name	<ul style="list-style-type: none">• Teacher modelling the use of punctuation in reading and writing• Capital letters introduced• 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
Vocabulary	Letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark		