**Frome Valley Reception Long Term Plan**

**Literacy**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **General Topic Themes** | **All About Me!** | **Bears, Bears Everywhere!** | **Traditional Tales!** | **People Who Help Us!** | **Amazing Animals!** | **Come Outside!** |
| **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) | | | | | |
| **Comprehension -**  **Developing a passion for reading.**  *Links with Crossways Library and planned visits.* | Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print.  Having a favourite story/rhyme.  Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  Sequencing familiar stories through the use of pictures to tell the story.  Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. | Encourage children to record stories through picture drawing/mark making for LAs.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.I. Make the books available for children to share at school and at home. Avoid asking children to read books at home if they cannot yet read - continue to use ORT Picture books. | Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps.  Pie Corbett Actions to retell the story – Story Maps.  Retelling of stories. Editing of story maps and orally retelling new stories.  Non-Fiction Focus Retelling of stories.  Sequence story – use vocabulary of beginning, middle and end.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RW  Enjoys an increasing range of books. | Information leaflets about the emergency services and people who help us.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  World Book Day  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  They develop their own narratives and explanations by connecting ideas or events | Stories from other cultures and traditions.  Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.  Buddies reading stories.  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  Role play area – The Zoo Vet (using prior knowledge of People Who Help us) | Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions  Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Sort books into categories. |
| **Word Reading**  *Children learn phonics through Read Write Inc. They are assessed and later grouped by ability.*  *Consolidation of set 1 sounds and set 2 sounds.*  *Green words*  *Red Ditty books*  *Green books* | **Phonics Sounds:** RWI Set 1 - whole class  **Reading:** Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.  Help children to read the sounds speedily. This will make sound-blending easier  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge | **Phonic Sounds:** RWI Set 1 - whole class  **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.  Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell. | **Phonic Sounds:** RWI  Differentiated groups / Ditties  **Reading:** Rhyming strings, common theme in traditional tales, identifying characters and settings.  Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. | **Phonic Sounds:** RWI  Differentiated groups/ Ditties  **Reading:** Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.  Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’ (known as ‘chunking).  Children should not be required to use other strategies to work out words. | **Phonic Sounds:** RWI  Differentiated groups:  **Reading:** Non-fiction texts, Internal blending (fred in your head), Naming letters of the alphabet.  Distinguishing capital letters and lower case letters. | **Phonic Sounds:** RWI  Differentiated groups  **Reading:** Reading simple sentences with fluency.  Reading CVCC and CCVC words confidently.  End of term assessments  Transition work with Year 1 staff |
| **Writing**  *Texts may vary due to children’s interests*  *Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.* | **Texts as a Stimulus:**  Nursery Rhymes  Label characters  Giraffes Can’t Dance (Wishing tale) – Create an I wish picture / make marks  Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.  Shopping lists,  Writing initial sounds.  Use initial sounds to label characters / images.  Silly soup.  Names Labels.  Lists. | **Texts as a Stimulus:**  We’re Going on a Bear Hunt  Polar Bear, Polar Bear, What do you see?  Name writing,labelling using initial sounds, story scribing. Retelling stories,.  Help children identify the sound that is tricky to spell.  Sequence the story. Writing CVC words.  Writing rhyming words. | **Texts as a Stimulus:**  The Red Riding Hood (Journey story)  Sequence the story  Speech bubbles  The Three Billy Goats Gruff (Defeat Monster)  Create a wanted poster to catch the troll  Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.  Guided writing based around developing short sentences in a meaningful context. | **Texts as a Stimulus:**  Emergency (Awesome Engines)  Mog and The Vee Eee Tee  Non-Fiction - Busy People Series  Writing captions and labels.  Writing simple sentences. Order the Easter story.  Recount – A Visit from the Fire Engine  Writing a questions, using a question mark. | **Texts as a Stimulus:**  Handa’s Surprise (Journey story)  Retell the story in own words / reverse the journey  Describe each animals  Write new version  Hungry Caterpillar - (Cumulative) Describe foods / adjectives  Mini beasts – Non-fiction, fact files.  Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.  Acrostic poems | **Texts as a Stimulus:**  Jasper’s Beanstalk  (Bean growth diary)  Wiggly’s Garden  Story writing  Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts  Using familiar texts as a model for writing your own stories. |