

EYFS Long Term Plan-Literacy

	ELGs- Comprehension <ul style="list-style-type: none"> • 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. 			ELGs-Word Reading <ul style="list-style-type: none"> • 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. 		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School BIG Question	Who Am I?		What is my heritage and culture?		Local History/Geography study	
Year Group Line of Enquiry	Amazing Me!	Let's Celebrate!	People Who Help Us	Ready, Steady, Grow!	Under the sea	Down on the Farm
Quality Text	Grandpa – John Burningham; Owl Babies – Martin Waddell; Wanted: The Perfect Pet – Fiona Robertson Lost and Found – Oliver Jeffers; A Great Big Cuddle: Poems for the Very Young – Michael Rosen and Chris Riddell;	Non-fiction texts about Divali, hannukah, bonfire night, advent, Christmas Binny's Diwali by Thrity Umrigar & Nidhi Chanani	The Three Little Pigs-Trad. What do people do all day? – Richard Scarry A Place called Home – Kate Baker I Love Chinese New Year Eva Wong Nava & Li Xin	Jack and the Beanstalk The Very Hungry Caterpillar The little Red Hen-Trad Where food comes from: Seeds to Bread by Sarah Ridley	Rainbow Fish Pirates Love Underpants Michael Recycle – Ellie Bethel Harry saves the Ocean – Sylva Fae	Farmer Duck What the ladybird heard The Pig in the Pond by Martin Waddell and Jill Barton
Visits and visitors	None this term	<ul style="list-style-type: none"> • Visit - to the church (no cost) • Visit – Corby library and theatre visit, Gruffalo's Child (5/10) Or pantomime. (cost) Visitor from school community to talk about Diwali? (no cost)	<ul style="list-style-type: none"> • Visitors- Police, Fire service, dentist, (no cost) • Visitor from school community to talk about Chinese New Year? (no cost) This term or next term - Visit - Kingswood (cost)	<ul style="list-style-type: none"> • Visit- Stratford Butterfly Farm (cost) 	Princess/mermaid and Pirate Experience Day in school (no cost)	Visit – Farm (West Lodge) (cost)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Comprehension</p>	<p>During the Autumn term children will learn to:</p> <ul style="list-style-type: none"> - listen carefully and understand why listening is important. -Join in at carpet times/story times. -Retell stories using role play and small world resources -Predict what might happen next in a story. 	<p>During the Autumn term children will learn to:</p> <ul style="list-style-type: none"> -Engage in story times and join in with familiar songs and rhymes. -To use some story language when retelling -to talk about the main events in a story. 	<p>During the Spring term children will learn to:</p> <ul style="list-style-type: none"> -Ask questions about what they have heard. -Respond to what others say. -Retell and make up own stories. -Identify fiction and non-fiction texts. 	<p>During the Spring term children will learn to:</p> <ul style="list-style-type: none"> -Ask questions about what they have heard. -Respond to what others say. -Retell and make up stories using vocabulary that has been learnt. -Identify fiction and non-fiction texts remembering key facts. 	<p>During the Summer term children will learn to:</p> <ul style="list-style-type: none"> -Listen attentively. -Respond with questions, comments and actions. -Demonstrate understanding of what has been read to them by using their own words and recent vocabulary. 	<p>During the Summer term children will learn to:</p> <ul style="list-style-type: none"> -Listen attentively. -Respond with questions, comments and actions. - 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. -Demonstrate understanding of what has been read to them by using their own words and recent vocabulary.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Word Reading</p>	<p>RWI end of Aut 1: Read single-letter Set 1 sounds (Teach Set 1 as a whole class to begin)</p> <ul style="list-style-type: none"> -Hear and say initial sounds. -Say the sound for taught letters. -Orally blend and segment words. 	<p>RWI end of Aut 2: Read all Set 1 sounds; blend sounds into words orally.</p> <ul style="list-style-type: none"> -Match the set 1 letters and sounds. -Say the set 1 sounds in CVC words. -Start to blend the sounds together. 	<p>RWI end of Spr 1: Blend sounds to read words; read short Ditty stories.</p> <ul style="list-style-type: none"> -Say the sound when shown sounds represented by more than 1 letter 'special friends': ch/sh/th/qu/ng/nk -Read words with Special friends taught. -Develop speed reading familiar words. -Read 'red' words (tricky words) introduced in the short dittys. -Read short sentences. 	<p>RWI end of Spr 2: Read Red Storybooks.</p> <ul style="list-style-type: none"> -Read some longer words made up of the letter correspondences they know. -Read 'red' words (tricky words taught). -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>RWI end of Sum 1: Read Green Storybooks; read some Set 2 sounds.</p> <ul style="list-style-type: none"> -Say the sound when shown 'Set 2' sounds taught. -Read words with special friends taught. -Build speed reading familiar words (inc longer words) -Read 'red' words (tricky words taught). -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>RWI end of Sum 2: Read Green or Purple Storybooks</p> <ul style="list-style-type: none"> -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.

	ELGs-Writing <ul style="list-style-type: none"> 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. 					
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Literacy

	<p><i>During the Autumn term children will learn to:</i></p> <ul style="list-style-type: none"> -Write their name. -Say the initial sounds in words. -Orally segment single sound CVC words e.g. c-a-t. -Write some initial sounds and words/captions -Write some lower-case letters correctly. 	<p><i>During the Autumn term children will learn to:</i></p> <ul style="list-style-type: none"> -Identify known letters to match initial sounds -Say a simple sentence for writing (oral and count words). - Segment and write simple words. -Write simple captions. -Use some upper-case letters, e.g. for own name, Mum and Dad. 	<p><i>During the Spring term children will learn to:</i></p> <ul style="list-style-type: none"> -Write some upper-case letters. -Write most lower-case letters correctly using a tripod grip. -Say the sound for each grapheme taught. -Write simple captions. 	<p><i>During the Spring term children will learn to:</i></p> <ul style="list-style-type: none"> -Write short sentences. -Use finger spaces between their words. -Read sentences back. 	<p><i>During the Summer term children will learn to:</i></p> <ul style="list-style-type: none"> -Write tricky words (linked to RWI program) -Write simple sentences (plausible phonetic attempts at spelling words) -Spell words using some taught digraphs. -Read their own sentences -Effectively use capital letters and full stops. 	<p><i>During the Summer term children will learn to:</i></p> <ul style="list-style-type: none"> -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.
<p>T4W Use story language and begin to orally retell stories.</p>	<p>T4W Mark marks that have meaning on a story map.</p>	<p>T4W Create simple innovations of a model text.</p>	<p>T4W Create innovations of a model text.</p>	<p>T4W Write for different purposes – fiction and non-fiction</p>	<p>T4W To use key sentence features – full stops, capital letter, finger spaces etc.</p>	

Lower case letters will be modelled and practiced daily in RWI.

Children will be supported to develop an effective pencil grip throughout the year with the tripod grip being continually modelled.