



Literacy Long Term Plan



Literacy

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Reading: Word Reading and Comprehension</u></p> <p>*Understand the key concepts about print - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - left to right and from top to bottom.</p> <p>* Continue to develop phonological awareness - rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting.</p> <p>*Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.</p> <p>*Read individual letters by saying the sounds for them - Phase 2 phonics.</p> <p>*Begin to read a few common exception words - Phase 2 (e.g. I, the).</p>	<p><u>Reading: Word Reading and Comprehension</u></p> <p>* Continue to develop phonological awareness - rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting.</p> <p>* To develop one to one correspondence when reading- tracking.</p> <p>* To be aware of when to continue to read onto a new line - return sweep.</p> <p>*Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.</p> <p>*Read individual letters by saying the sounds for them - Phase 2 phonics.</p> <p>* Know some names of letters of the alphabet.</p> <p>*Blend sounds into words, so that they can read short words made up of known GPCs - Phase 2 VC and CVC.</p> <p>*Begin to read a few common exception words - Phase 2 (e.g. go, she).</p> <p>*Begin to read simple phrases/sentences - Phase 2 graphemes.</p>	<p><u>Reading: Word Reading and Comprehension</u></p> <p>* Continue to develop phonological awareness - rhythm & rhyme; oral blending and segmenting.</p> <p>*Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>* To know where the beginning and of a sentence is.</p> <p>*To become aware of full stops at the end of sentences when reading.</p> <p>* To know when sentences do not make sense.</p> <p>*Know the names of letters of the alphabet.</p> <p>*Begin to match lower case letter and capital letters.</p> <p>* Begin to read letter groups that represent one sound and say the sounds correctly.</p> <p>* Blend sounds into words to read simple words containing known Phase 3 graphemes.</p> <p>*Read some common exception words - Phase 3 (e.g. was, you).</p> <p>*Read simple phrases / sentences - known Phase 3.</p>	<p><u>Reading: Word Reading and Comprehension</u></p> <p>* Continue to develop phonological awareness - rhythm & rhyme; oral blending and segmenting.</p> <p>*Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>*Begin to anticipate some key events in stories.</p> <p>*Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>* To know when sentences do not make sense.</p> <p>*Know the names of letters of the alphabet.</p> <p>* Begin to read letter groups that represent one sound and say the sounds correctly.</p> <p>* Blend sounds into words to read simple words containing known Phase 3 graphemes.</p> <p>*Read some common exception words - Phase 3.</p> <p>*Read aloud sentences containing known Phase 3 sounds and common exception words.</p>	<p><u>Reading: Word Reading and Comprehension</u></p> <p>*Retell stories and narratives using taught vocabulary.</p> <p>*Predict events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>*Say the sound for each letter of the alphabet and for at least 10 digraphs.</p> <p>* Securely know the names of most letters of the alphabet.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p>	<p><u>Reading: Word Reading and Comprehension</u></p> <p>*Anticipate-where appropriate-key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>*Say the sound for each letter of the alphabet and for at least 10 digraphs.</p> <p>* Securely know the names of most letters of the alphabet.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p>

<p>Writing</p> <ul style="list-style-type: none"> *Understand directionality of print - Where to start writing (top to bottom) - Which way to continue writing (left to right) - Concept of a word and a letter - Correct orientation of letters and words. *Write name correctly using a capital letter to start. * Use some of their print and letter knowledge in their early writing - letters from name, squiggles, shapes. * Begin to form lower-case letters correctly. * Hear and say the initial sound in words. * Orally segment CVC words. 	<p>Writing</p> <ul style="list-style-type: none"> *Understand directionality of print - Concept of a word and a letter - Correct orientation of letters and words - Where to go next (return sweep). * Begin to form lower-case letters correctly. * Continue a rhyming string e.g. at, en. * Begin to spell some Phase 2 common exception words e.g. I, the. * Orally segment CVC words. * Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs. * Orally rehearse what is to be written. * Begin to leave spaces between words. * Begin to write labels, lists and captions. * Begin to reread what they have written. 	<p>Writing</p> <ul style="list-style-type: none"> * Form most lowercase letters with the correct formation. * Begin to form capital letters correctly. * Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants. * Spell Phase 2 common exception words. * Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Phase 2 and some Phase 3. *Write captions and begin to write simple sentences using known GPCs (full stop, capital letter, word spacing). * Orally rehearse caption or sentence before writing. * Begin to write a variety of fiction and non-fiction captions or sentences e.g. message, speech bubbles, instructions, factual captions. 	<p>Writing</p> <ul style="list-style-type: none"> * Form lowercase and capital letters correctly. * Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants. * Continue a rhyming string e.g. ng, ow. * Begin to spell Phase 3 common exception words. * Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs from Phases 2 and 3. *Write captions and begin to write simple sentences using known GPCs (full stop, capital letter, word spacing). * Orally rehearse caption or sentence before writing. * Re-read what they have written to make sure it makes sense. 	<p>Writing</p> <ul style="list-style-type: none"> *Write recognisable letters (lower case letters and capital letters) most of which are correctly formed. * Spell words by identifying the sounds and representing the sound with letter/s, using taught GPCs from Phases 2 and 3. *Develop oral rehearsal of sentences - hold sentence in memory. * Spell Phases 2 and 3 common exception words. *Write short sentences using a capital letter at the beginning of a sentence and full stop at the end of the sentence. *Write sentences for a range of purposes (e.g. letters, stories, instructions) that can be read by themselves and others. 	<p>Writing</p> <ul style="list-style-type: none"> *Write recognisable letters (lower case letters and capital letters) most of which are correctly formed. * Spell words by identifying the sounds and then representing the sound with letter/s, using taught GPCs from Phases 2 and 3 with some use of Phase 4. *Develop oral rehearsal of sentences - hold sentence in memory. * Securely spell Phases 2 and 3 common exception words. *Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. *Write sentences for a range of purposes (e.g. postcards, recipes, stories) that can be read by themselves and others.
<p>Phonics focus: Phase 2 graphemes</p>	<p>Phonics focus: Phase 2 graphemes including words ending in 's' ('s' e.g. hats) and 'z' ('z' e.g. his), consonant digraphs</p>	<p>Phonics focus: Phase 3 graphemes</p>	<p>Phonics focus: Phase 3 graphemes including longer words with two or more digraphs, words ending in 'ing', compound words</p>	<p>Phonics focus: Phase 4 - short vowels CVCC and CCVC, root words ending in 'ing', 'ed', 'est'</p>	<p>Phonics focus: Phase 4 - long vowel sounds CVCC, CCVC, CCCVC and CCVCC</p>

LITERACY EARLY LEARNING GOALS

Comprehension • 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, nonfiction, rhymes and poems and during role play.

Word Reading • 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.

Writing • 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.