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| **C:\Users\vikki.harris\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BD03C6E3.tmpC:\Users\vikki.harris\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BD03C6E3.tmpEnglish Long-term planner - Reception** |
| **Term** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **A1** | **The Colour Monster Goes to School** | **Let’s Make Faces** | **Super Duper You!** | **Arrgghhh! There’s a Spider Inside you!** | **Owl Babies** | **Oi Frog** | **Incredible You** |  |
| **A2** | **Gruffalo** | **The Gruffalo’s Child** | **Stick Man** | **There’s an Elf in Your Book** | **The Little Reindeer** | **Betty and the Yeti** | **Pig the Elf** |  |
| **Sp1** | **Jack and the Incredibly Mean Stalk** | **The Giant’s Loo Roll** | **The Three Billy Goats Fluff** | **Goldy Luck and the Three Pandas** | **Little Red Gliding Hood** | **Mr Wolf’s Pancakes** |  |
| **Sp2** | **The Very Hungry Caterpillar** | **The Teeny Weeny Tadpole** | **Aaaarrgghh Spider!** | **Twist and Hop Minibeast Bop** | **Superworm** |  |
| **Su 1** | **Can I be Your Dog?** | **Jack and the Flum Flum Tree** | **My Mum Is a Super Mum** | **Supertato** | **The Snail and the Whale** |  |
| **Sum 2** | **Dear Dinosaur** | **The Dinosaur That Pooped a Planet** | **Barry the Fish with Fingers** | **The Odd Egg** | **Zog** |
| **Focus**  | **Sentence structure using a wide variety of texts and experiences of narratives, poetry, retell and non-fiction.** |
| **English Curriculum -Writing Outcomes Reception** |
| **15 core Texts**  | **Term** | **Skill** | **Composition** | **Key words** | **Letter formation** |
| The Way Back Home- *Oliver Jeffers*Arrrgghhh Spider- *Lydia Monks*Lost and Found- *Oliver Jeffers*The Odd Egg- Emily GravettStar in the Jar- *Sam Hay*Supertato- Sue HendraLittle Red-*Bethan Woollvin*The Extraordinary Gardner- *Sam Broughton*The Storm Whale-*Benji Davies*Superworm- *Jill Murphy*We are going on a Bear Hunt- *Michael Rosen*Room on the broom/ Gruffalo/Superworm- *Julia Donaldson*There’s an Elf in your Book– Tom FletcherOwl Babies -Martin WaddellCan I be your Dog? – Troy Cummings | **Autumn** | **1** | **Hold a pencil correctly** | **Copy letters****Begin to write CVC words** | **Learn to read and begin to write Reception key words – I the go to into n** | **Form letters correctly – c a d g o q** |
| **2** | Begin to use finger spaces | **Copy letters****Begin to write CVC words****Begin to construct short phrases/sentences using CVC words** | Learn to read and begin to write Reception key words – he she we be me was you  | Form letters correctly –l i t j u y  |
| **Spring** | **1** |  | **Copy letters****Write CVC words****Begin to construct short phrases/sentences using CVC words.** | Learn to read and begin to write Reception key words - they are all her my | Form letters correctly –r b n h m k p |
| **2** |  | **Copy letters****Write CVC words****Begin to construct short phrases/sentences using CVC words.**Begin to use diagraphs. | said do so have like some come | Form letters correctly –r b n h m k p |
| **Summer** | **1** |  | **Copy letters****Write CVC words****Begin to construct short phrases/sentences using CVC words.**Independently use diagraphs. | Learn to read and begin to write Reception key words –little one were what when out | Form letters correctly –v w x k |
| 2 | Independently construct sentences.Independently read back the work. | **Copy letters****Write CVC words****Begin to construct short phrases/sentences using CVC words.**Independently use diagraphs. | Learn to read and begin to write Reception key words – Mr Mrs people looked asked could | Form letters correctly –s e f |

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| **Reception** |
| **ELG: Writing**Children at the expected level of development will: 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. | **Development Matters - Writing**Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.Re-read what they have written to check that it makes sense. |
| **ELG: Fine Motor Skills** Children at the expected level of development will:Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all casesUse a range of small tools, including scissors, paint brushes and cutleryBegin to show accuracy and care when drawing. | **Development Matters – Fine Motor Skills**Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.Develop the foundations of a handwriting style which is fast, accurate and efficient. |
| **ELG: Comprehension** Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabularyAnticipate – where appropriate – key events in storiesUse and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **ELG: Word Reading**Children at the expected level of development will: 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. | **Development matters – Reading**Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to the school’s phonic programme.Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.Re-read what they have written to check that it makes sense. |
| Phonics |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **RWI -** Read single-letter Set 1 sounds | **RWI -** Read all Set 1 sounds; blend sounds into words orally | **RWI -** Blend sounds to read words; read short Ditty stories | **RWI -** Read Red Storybooks | **RWI -** Read Green Storybooks; read some Set 2 sounds | **RWI -** Read Green or Purple Storybooks |