

Reception Long-Term Plan September 2021

Emily Matthews and Katie Manderville

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy: Phonics	<p>Following Letters and Sounds Phase 1 and 2</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> -Read some individual letters by saying the sounds for them. -Orally blend cvc words -Read cvc words containing phase 2 graphemes. -Read the common exception words: the, to. -Recognise a few familiar words by sight, such as their name or an advertising logo -Begin to say letter names. <p><u>Spelling</u></p> <ul style="list-style-type: none"> -Spot and suggest rhymes - Begin to count or clap syllables in a word - Recognise words with the same initial sound (alliteration) -Orally segment cvc words -Gives meaning to the marks they make. -Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. -Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. -Write some or all of their name. -Can point to the correct phase 2 grapheme when an adult says the phoneme. 	<p>Following Letters and Sounds Phase 2 and 3</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Read all individual letters by saying the sounds for them. -Read all consonant digraphs by saying the sound for them -Read simple cvc words and begin to read short captions -Read common exception words: no, go, I, into, he, she, we, me, be, was -Read some Phase 2 HFWs -Begin to read some uppercase letters -Begin to know letter names of all letters of the alphabet <p><u>Spelling</u></p> <ul style="list-style-type: none"> -Segment to spell simple cvc words using letters that can be physically manipulated. -Begin to spell words by writing with a pencil -Spell common exception words: the to no go -Spell Phase 2 HFWs -Write the letters they are learning, attempting to form them correctly. 	<p>Following Letters and Sounds Phase 3</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> -Read some vowel digraphs -Read cvc words and short sentences, including words with digraphs. -Recognise uppercase letters -Read common exception words: my, you they -Read more Phase 3 HFWs -Know letter names of all letters of the alphabet <p><u>Spelling</u></p> <ul style="list-style-type: none"> -Segment to spell cvc words, including ones with phase 3 digraphs, often using a pencil and forming letters clearly. -Begin to write captions and labels -Enjoys making texts to communicate meaning, such as greetings cards and tickets. -Spell the common exception words: the, to, no, go -Spell more Phase 3 HFWs 	<p>Following Letters and Sounds Phase 3</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> -Read all Phase 3 digraphs and trigraphs -Read cvc words and sentences, including words with digraphs. -Begin to read their own written words. -Attempt to read some longer words that can be phonetically decoded. -Begins to recognise written names of peers and siblings. -Read common exception words: her all are -Read all Phase 3 HFWs <p><u>Spelling</u></p> <ul style="list-style-type: none"> - Segment to spell cvc words, including ones containing digraphs, and writing the word with a pencil. -Say and then write a short sentence containing phase 3 graphemes and HFWs. - Write all letters of the alphabet, forming most correctly. -Begin to form uppercase letters correctly 	<p>Following Letters and sounds Phase 4</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> -Read words containing more than 3 sounds (cvcc, ccvc, ccvcc) -Read simple polysyllabic words -Read a sentence containing: words with digraphs; words with four sounds; some polysyllabic words; and phase 4 HFW words. -Read their own written words. -Read common exception words: said, so, have, like, come, come, were, there, little, one -Read some phase 4 HFWs -Form uppercase letters correctly <p><u>Spelling</u></p> <ul style="list-style-type: none"> -Segment to spell words with four or more graphemes (cvcc, ccvc, ccvcc) - Count or clap syllables in words. -Attempt to spell simple polysyllabic words. -Write a sentence containing: words with digraphs and trigraphs; words with four or 	<p>Following Letters and Sounds Phase 4 and Recap</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> --Read more than one sentence containing: words with digraphs; words with four sounds; some polysyllabic words; and phase 4 HFW words. -Read aloud a sentence they have written. - Read common exception words: do, when, out what. -Read all phase 4 HFWs <p><u>Spelling</u></p> <ul style="list-style-type: none"> -Write more than one sentence containing: words with di and trigraphs; words with four or more sounds; simple polysyllabic words; and Phase 4 HFWs -Spell common exception words: my her -Confidently spell HFWs from phases 2-4. -Use a capital letter at the beginning of a sentence and a full stop at the end. -Say letter names when describing digraphs,

	<p>-Begin to write some phase 2 letters accurately. -Enjoys drawing and writing on paper, screen and different textures. -Begin to know the letter names of letters covered.</p> <p><u>Activity and resource ideas</u> -Sing rhyming and rhythmic songs. -Play oral blending and segmenting games (puppets, pipes, toy sorting) -Wide range of art and craft resources -Manipulative letter resources -Tricky word IWB games -Name labels around the provision and lots of name reading/writing practise -Demonstrate sound buttons -Demonstrate 'sounding out' words down arm etc. -Use of jolly phonics actions Fine motor practise (see physical dev plan)</p>	<p>-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p><u>Activity and resource ideas</u> -Lots of letter memory games -Letter building construction set -Alphabet songs and games -Tabards to spell words -Exciting resources in the writing area of provision and opportunities to write in all areas of provision. -Use of mini whiteboards for magnetic letters and using a pen. -Send reading books or phonics packs home</p>	<p><u>Activity and resource ideas</u> -Continue with activities from Autumn 2 -Lots of caption and sentence reading contexts: reading silly question; instructions; match caption to picture etc. -Word bingo for sight reading of words and digraphs -Teach about finger spaces, using giant foam finger.</p>	<p>-Put a full stop at the end of their short sentence. -Spell the common exception words: the, to, no, go. Spell all Phase 3 HFWs -Say letter names when describing digraphs, trigraphs and tricky words. <u>Activity and resource ideas</u> -As for the previous half term -Write in response to Literacy activities. -Read in a range of purposeful contexts e.g. recipe or treasure hunt. -Demonstrate sentence building (say, count, sing, build) -Lots of letter formation practise</p>	<p>more sounds; and Phase 4 HFWs. -Spell common exception words: he, she, we, me, be, was, you, they, all, are - Spell some Phase 4 HFWs -Use a capital letter at the beginning of a sentence and a full stop at the end. -Say letter names when describing digraphs, trigraphs and tricky words <u>Activity and resource ideas</u> -As for previous half term -Use of phoneme frames -Lots of syllable-counting games -Range of game to encourage remembering HFWs</p>	<p>trigraphs and tricky words</p> <p><u>Activity and resource ideas</u> -As for previous half term -Encourage children to read and write stories to each other. -Writing for a range of purposes, linked to other areas of the curriculum -Wide range of writing opportunities in the provision.</p>
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