

Year R Long Term Literacy Plan

NB: Unit coverage is subject to change as the catch up of curriculum objectives progresses and planning is developed further

Spoken Language – communication and language	Reading – Word Reading	Reading – Comprehension	Writing – composition (including spelling)	Writing – Transcription (Handwriting)
<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • 1 Maintains attention, concentrates and sits quietly during appropriate activity. • 2 Two-channelled attention – can listen and do for short span. <p>ELG Listening and attention: Children listen attentively in a range of situations.</p> <p><u>Understanding</u></p> <ul style="list-style-type: none"> • 1 Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • 2 Able to follow a story without pictures or props. • 3 Listens and responds to ideas expressed by others in conversation or discussion. <p>ELG Understanding: Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • 1 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • 2 Uses language to imagine and recreate roles and experiences in play situations. • 3 Links statements and sticks to a main theme or intention. • 4 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • 5 Introduces a storyline or narrative into their play. <p>ELG Speaking: Children express themselves effectively, showing awareness of listeners’ needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<ul style="list-style-type: none"> • 1 Continues a rhyming string. • 2 Hears and says the initial sound in words. • 3 Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • 4 Links sounds to letters, naming and sounding the letters of the alphabet. • 5 Begins to read words and simple sentences. <p>ELG EXPECTED Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>ELG EXCEEDING Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p>They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>Syntax – How to combine words and word endings into phrases and sentences Semantics – A solid vocabulary and knowledge of word meanings</p>	<ul style="list-style-type: none"> • 6 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • 7 Enjoys an increasing range of books. • 8 Knows that information can be retrieved from books and computers. <p>ELG EXPECTED They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG EXCEEDING They can describe the main events in the simple stories they have read.</p>	<ul style="list-style-type: none"> • 1 Gives meaning to marks they make as they draw, write and paint. • 2 Begins to break the flow of speech into words. • 3 Continues a rhyming string. • 4 Hears and says the initial sound in words. • 5 Can segment the sounds in simple words and blend them together. • 6 Links sounds to letters, naming and sounding the letters of the alphabet. • 7 Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • 8 Writes own name and other things such as labels, captions. • 9 Attempts to write short sentences in meaningful contexts <p>EXPECTED Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>EXCEEDING Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</p>	<p><u>Physical development – handling</u></p> <ul style="list-style-type: none"> • 8 Shows a preference for a dominant hand. • 9 Begins to use anticlockwise movement and retrace vertical lines. • 10 Begins to form recognisable letters. • 11 Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>ELG Physical development (handling): Children show good control and co-ordination in large and small movements.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>

Phonics and Spelling objectives

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5 (to challenge the more able pupils)
<ul style="list-style-type: none"> • Listens attentively • Use range of vocabulary • Speak confidently to adults & other children • Discriminate phonemes • Reproduce audibly the phonemes they hear, in order, all through the word • Use sound-talk to segment words into phonemes 	<ul style="list-style-type: none"> • Says phonemes in response to grapheme • Finds grapheme in response to phoneme: <ul style="list-style-type: none"> ❖ Set 1 – s, a, t, p ❖ Set 2 – i, n, m, d ❖ Set 3 – g, o, c, k ❖ Set 4 – ck, e, u, r ❖ Set 5 – h, b, f, ff, l, ll, • Orally blends VC words • Orally blends CVC words • Segments to spell VC words • Segments to spell CVC words • Learn the 32 phase 2 high frequency words (tricky star words in bold): <ul style="list-style-type: none"> a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, put, the, to, I, no, go, into 	<ul style="list-style-type: none"> • Says phonemes in response to grapheme: • Finds grapheme in response to phoneme: <ul style="list-style-type: none"> ❖ Set 6 – j, v, w, x ❖ Set 7 – y, z, zz, qu ❖ Consonant diagraphs: ch, sh, th, ng ❖ Vowel diagraphs/trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er (a) • Orally Blends CVC words, consisting of Phase 2 & 3 sounds • Segments to spell & makes phonetically plausible attempts CVC words, consisting of Phase 2 & 3 sounds • Learn the 24 phase 3 high frequency words (tricky star words in bold): <ul style="list-style-type: none"> will, that, this, then, them, with, see, for, now, down, look, too, he, she, we, me, be, was, you, they, all, are, my, her 	<ul style="list-style-type: none"> • Reads/Spells CVCC words e.g. band, thank, felt, shift, link, paint, cost, toast, hunt, burnt, champ, plan, green, train, float, stop, plug, grip, spill, clap • Reads/Spells CCVC words e.g. step growl spin clear drop sport plum frown spring groan thrust smart • Learn the 20 phase 4 high frequency words (tricky star words in bold): <ul style="list-style-type: none"> went, from, children, it's, just, help, said, were, out, like, one, have, do, when, some, come, there, what, so, little 	<ul style="list-style-type: none"> • Reads phonetically decodable 2 and 3 syllable words • Spells phonetically decodable 2 and 3 syllable words • Uses alternative ways of pronouncing the graphemes corresponding to long vowels: <ul style="list-style-type: none"> ❖ ai/ay/a-e ❖ ee/ea/e-e/ey/ie/y ❖ igh/ie/i-e/y/i ❖ oa/ow/oe/o-e/o ❖ oo/ue/ew/u-e/u ❖ oi/oy ❖ ir/ur/er ❖ our/ow ❖ or/aw/oor/al/aw/au ❖ air/are/ear/ere • Learn the 25 phase 4 high frequency words (tricky star words in bold): <ul style="list-style-type: none"> don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very, oh, their, people, Mr, Mrs, looked, called, asked, could

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Baseline English assessment</p> <p>Consolidate Phase 1 Letters and Sounds</p> <p>Begin Phase 2 sounds – Jolly sounds – Letters and Sounds order.</p> <ul style="list-style-type: none"> ❖ Set 1 – s, a, t, p ❖ Set 2 – i, n, m, d ❖ Set 3 – g, o, c, k ❖ Set 4 – ck, e, u, r ❖ Set 5 – h, b, f, ff, l, ll, <p>Learn the 32 phase 2 high frequency words (tricky star words in bold): a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, put, the, to, l, no, go, into</p> <p>Pencil grip and control</p>	<p>ASSESSMENT</p> <p>Consolidate Phase 2 letters and sounds.</p> <p>Model blending and segmenting single sounds</p> <ul style="list-style-type: none"> • Orally blends VC words • Orally blends CVC words • Segments to spell VC words • Segments to spell CVC words <p>Begin teaching Phase 3 letters and sounds.</p> <ul style="list-style-type: none"> • Says phonemes in response to grapheme • Finds grapheme in response to phoneme ❖ Set 6 – j, v, w, x ❖ Set 7 – y, z, zz, qu ❖ Consonant diagraphs: ch, sh, th, ng ❖ Vowel diagraphs/trigraphs: ai, ee, igh, or, <p>Learn the 24 phase 3 high frequency words (tricky star words in bold): will, that, this, then, them, with, see, for, now, down, look, too, he, she, we, me, be, was, you, they, all, are, my, her</p>	<p>Continue to teach the phase 3 sounds</p> <ul style="list-style-type: none"> • Says phonemes in response to grapheme • Finds grapheme in response to phoneme ❖ Vowel diagraphs/trigraphs: oa, oo, ar, ur, ow, oi, ear, air, ure, er (a) <p>Continue with blending and segmenting using the phase 3 sounds.</p> <ul style="list-style-type: none"> • Orally Blends CVC words, consisting of Phase 2 & 3 sounds • Segments to spell & makes phonetically plausible attempts CVC words, consisting of Phase 2 & 3 sounds <p>Recap and revisit phase 3 tricky star words.</p> <p>Spell phase 2 tricky star words</p> <p>Focus on writing at greater length writing captions and simple sentences.</p>	<p>ASSESSMENT</p> <p>Continue to teach phase 3 sounds.</p> <p>Blending and segmenting the phase 3 sounds to read and write words and simple sentences.</p> <p>Revisit phase 3 tricky star words and begin to spell.</p> <p>Check and focus on correct letter formation using the cursive script.</p> <p>Focus on punctuation (CL, FS, FS)</p>	<p>Recap and consolidate Phase 3 sounds, blending and segmenting.</p> <p>Begin to teach Phase 4.</p> <p>Blending phase 4 words to read.</p> <ul style="list-style-type: none"> • Reads/Spells CVCC words e.g. band, thank, felt, shift, link, paint, cost, toast, hunt, burnt, champ, plan, green, train, float, stop, plug, grip, spill, clap • Reads/Spells CCVC words e.g. step growl spin clear drop sport plum frown spring groan thrust smart <p>Segmenting phase 4 words to spell and write.</p> <p>Learn the 20 phase 4 high frequency words (tricky star words in bold): went, from, children, it's, just, help, said, were, out, like, one, have, do, when, some, come, there, what, so, little</p>	<p>ASSESSMENT</p> <p>Continue teaching Phase 4 words for blending and segmenting.</p> <p>Continue to teach Phase 4 tricky star words.</p> <p>Practise spelling and writing Phase 3 tricky star words.</p> <p>Writing at greater length, to include punctuation (CL, FS, FS).</p>

Term	Text Genre of writing (if necessary)	Extended writing opportunities • Fiction • Non-fiction • Big Write • Poetry	Writing objectives covered	Spelling/Phonics objectives covered	Reading objectives covered (word reading and comprehension)	Spoken Language opportunities/activities
Autumn 1		-Name Write -CVC word writing	<ul style="list-style-type: none"> • 1 Gives meaning to marks they make as they draw, write and paint. 2 Begins to break the flow of speech into words. • 4 Hears and says the initial sound in words. • 5 Can segment the sounds in simple words and blend them together. • 8 Shows a preference for a dominant hand. • 9 Begins to use anticlockwise movement and retrace vertical lines. 	Consolidate Phase 1 Letters and Sounds Begin Phase 2 sounds – Jolly sounds – Letters and Sounds order. <ul style="list-style-type: none"> ❖ Set 1 – s, a, t, p ❖ Set 2 – i, n, m, d ❖ Set 3 – g, o, c, k ❖ Set 4 – ck, e, u, r ❖ Set 5 – h, b, f, ff, l, ll, Learn the 32 phase 2 high frequency words (tricky star words in bold): a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, put, the, to, I, no, go, into	<ul style="list-style-type: none"> • 2 Hears and says the initial sound in words. • 3 Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • 4 Links sounds to letters, naming and sounding the letters of the alphabet. 	<u>Listening and attention</u> <ul style="list-style-type: none"> • 1 Maintains attention, concentrates and sits quietly during appropriate activity. • 2 Two-channelled attention – can listen and do for short span. <u>Understanding</u> <ul style="list-style-type: none"> • 1 Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • 2 Able to follow a story without pictures or props. • 3 Listens and responds to ideas expressed by others in conversation or discussion.
Autumn 2	Owl Babies	-Owl Babies (Letter to Bill telling him not to worry) -Christmas Cards	<ul style="list-style-type: none"> • 4 Hears and says the initial sound in words. • 5 Can segment the sounds in simple words and blend them together. • 6 Links sounds to letters, naming and sounding the letters of the alphabet. • 7 Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • 9 Begins to use anticlockwise movement and retrace vertical lines. • 10 Begins to form recognisable letters. 	Consolidate Phase 2 letters and sounds. Model blending and segmenting single sounds <ul style="list-style-type: none"> • Orally blends VC words • Orally blends CVC words • Segments to spell VC words • Segments to spell CVC words Begin teaching Phase 3 letters and sounds. <ul style="list-style-type: none"> • Says phonemes in response to grapheme • Finds grapheme in response to phoneme ❖ Set 6 – j, v, w, x ❖ Set 7 – y, z, zz, qu ❖ Consonant diagraphs: ch, sh, th, ng ❖ Vowel diagraphs/trigraphs: ai, ee, igh, or, Learn the 24 phase 3 high frequency words (tricky star words in bold): will, that, this, then, them, with, see, for, now, down, look, too, he, she, we, me, be, was, you, they, all, are, my, her	<ul style="list-style-type: none"> • 2 Hears and says the initial sound in words. • 3 Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • 4 Links sounds to letters, naming and sounding the letters of the alphabet. • 5 Begins to read words and simple sentences. 	<u>Speaking</u> <ul style="list-style-type: none"> • 1 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • 2 Uses language to imagine and recreate roles and experiences in play situations. • 3 Links statements and sticks to a main theme or intention. • 4 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • 5 Introduces a storyline or narrative into their play.

Spring 1		<p>-Wintry Worlds (Facts about the Arctic and Antarctic)</p> <p>-Chinese New Year facts and story</p>	<ul style="list-style-type: none"> • 7 Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • 8 Writes own name and other things such as labels, captions. • 10 Begins to form recognisable letters. 	<p>Continue to teach the phase 3 sounds</p> <ul style="list-style-type: none"> • Says phonemes in response to grapheme • Finds grapheme in response to phoneme <p>❖ Vowel diagraphs/trigraphs: , oa, oo, ar, ur, ow, oi, ear, air, ure, er (a)</p> <p>Continue with blending and segmenting using the phase 3 sounds.</p> <ul style="list-style-type: none"> • Orally Blends CVC words, consisting of Phase 2 & 3 sounds • Segments to spell & makes phonetically plausible attempts CVC words, consisting of Phase 2 & 3 sounds <p>Recap and revisit phase 3 tricky star words.</p> <p>Spell phase 2 tricky star words</p>	<ul style="list-style-type: none"> • 4 Links sounds to letters, naming and sounding the letters of the alphabet. • 5 Begins to read words and simple sentences. 	<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • 1 Maintains attention, concentrates and sits quietly during appropriate activity. • 2 Two-channelled attention – can listen and do for short span. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • 1 Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • 2 Able to follow a story without pictures or props. • 3 Listens and responds to ideas expressed by others in conversation or discussion. <p><u>Speaking</u></p>
Spring 2		<p>-Wanted posters to find the Easter bunny</p>	<ul style="list-style-type: none"> • 8 Writes own name and other things such as labels, captions. • 9 Attempts to write short sentences in meaningful contexts • 10 Begins to form recognisable letters. 	<p>Continue to teach phase 3 sounds.</p> <p>Blending and segmenting the phase 3 sounds to read and write words and simple sentences.</p> <p>Revisit phase 3 tricky star words and begin to spell.</p>	<ul style="list-style-type: none"> • 5 Begins to read words and simple sentences. • 6 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • 7 Enjoys an increasing range of books. • 8 Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • 1 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • 2 Uses language to imagine and recreate roles and experiences in play situations. • 3 Links statements and sticks to a main theme or intention. • 4 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • 5 Introduces a storyline or narrative into their play.

Summer 1	Jack and the Beanstalk	<p>-Jack and the Beanstalk story</p> <p>Caterpillars/ Butterflies/ Tadpoles/Frogs (facts)</p> <p>The Trouble with tadpoles</p> <p>The Hungry Catterpillar</p>	<p>• 11 Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>EXPECTED Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>EXCEEDING Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</p>	<p>Recap and consolidate Phase 3 sounds, blending and segmenting.</p> <p>Begin to teach Phase 4.</p> <p>Blending phase 4 words to read.</p> <ul style="list-style-type: none"> Reads/Spells CVCC words e.g. band, thank, felt, shift, link, paint, cost, toast, hunt, burnt, champ, plan, green, train, float, stop, plug, grip, spill, clap Reads/Spells CCVC words e.g. step growl spin clear drop sport plum frown spring groan thrust smart <p>Segmenting phase 4 words to spell and write.</p> <p>Learn the 20 phase 4 high frequency words (tricky star words in bold): went, from, children, it's, just, help, said, were, out, like, one, have, do, when, some, come, there, what, so, little</p>	<p>ELG EXPECTED Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p> <p>ELG EXCEEDING Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>ELG EXPECTED They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG EXCEEDING They can describe the main events in the simple stories they have read.</p>	<p>ELG Listening and attention: Children listen attentively in a range of situations.</p> <p>ELG Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>
Summer 2	The Gingerbread Man	Gingerbread Man (Letter to Year 6 buddies to help find him)	<p>• 11 Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>EXPECTED Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>EXCEEDING Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</p>	<p>Continue teaching Phase 4 words for blending and segmenting.</p> <p>Continue to teach Phase 4 tricky star words.</p> <p>Practise spelling and writing Phase 3 tricky star words.</p>	<p>ELG EXPECTED Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p> <p>ELG EXCEEDING Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>ELG EXPECTED They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG EXCEEDING They can describe the main events in the simple stories they have read.</p>	

Other books looked at through enquiry learning - Room on the Broom, Funny Bones, The Gruffalo, The Stick Man, The Rainbow Fish a selection of Nursery Rhymes, Little Red Riding Hood, a selection of non-fiction books, The "Golden Rules" book by Donna Luck