**Logo, company name

Description automatically generatedLeverington Primary Academy**

**Literacy Long Term Plan 2023-2024**

|  |
| --- |
| **STATUTORY EDUCATIONAL PROGRAMME**  It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Possible themes, interests, lines of enquiry** | My Family and Me  People Who Help Us  Nursery Rhymes  Autumn  Harvest (Pumpkins) | Bonfire Night  Diwali  Christmas around the World | Winter  Space | Growing and Changing  Farm animals  Spring  Plants | Transport | Summer  Minibeasts  Rockpools/Seaside  Life cycles – butterflies, beans, sunflower |
| **Celebrations and experiences** | Harvest festival | Diwali  Bonfire Night  Children In Need  Fire service visit  Remembrance Day  Christmas | Chinese New Year  Valentine’s Day | World Book Day  Mothering Sunday  Pancake Day  Easter | Transport in our local area | Butterfly garden |
| **Suggested texts** | The Colour Monster  Bloom  Kipper’s Birthday  Little Red Hen  Mrs Mopple’s Washing Line  Goldilocks | The Tiger Who Came to Tea  The Gigantic Turmip  The Gingerbread Man  Penguin  The Christmas Story The Snowman | Whatever Next! By Jill Murphy  Astro Girl by Ken Wilson-Max  The Way Back Home by Oliver Jeffers  The 3 Billy Goats Gruff  Rosie’s Walk  Aliens Love Underpants | Jack and the Beanstalk  The Enormous Turnip  The Tiny Seed by Eric Carle  Farmer Duck  Chicken Licken | The Sleepy Bumblebee (Pie Corbett)  The Very Hungry Caterpillar by Eric Carle  Zog by Julia Donaldson  Mr Gumpy’s Motorcar/Mr Gumpy’s Outing by John Burningham  Rosie’s Walk by Pat Hutchins  The Train Ride by June Crebbin | Handa’s Surprise by Eileen Browne  What the Ladybird Heard by Julia Donaldson  Dear Zoo |
| **Phonic expectations**  **Sounds Write** | Initial Code Units 1-7  End of Autumn Term  Initial Code Unit 7 | | Initial Code Units 8-11  End of Spring Term  Initial Code Unit 11 | | End of Summer Term  Consolidation of initial code  Bridging unit  Introduction of Extended Code Units 1 and 2 | |
| **Fab Five texts** | These are a range of traditional tales and high-quality texts that the children will share throughout each half term, helping them to recognise familiar phrases, discuss vocabulary and develop a love of reading. | | | | | |
| Peace at Last  The Colour Monster  The Enormous Turnip  Zog  How to Catch a Star | The Cat and the Rat and the Hat  The Three Billy Goats Gruff  Astro-Girl  Dogger  A Christmas Story | Farmer Duck  Oi Frog!  The Gingerbread Man  A Squash and a Squeeze  A Brave Bear | We’re Going on a Bear Hunt  The Elves and the Shoemaker  Shark in the Park  The Squirrels who Squabbled  Rosie’s Walk | Daisy, Eat Your Peas  The Highway Rat  Where’s My Teddy?  On the Way Home  Supertato | The Bad-Tempered Ladybird  Goldilocks and the Three Bears  Here come the Aliens  Magic Train Ride  Ruby’s Worry |
| **The Reception Year provides the foundations for many skills the children will build upon in Year 1.**  **Year 1 expectations** | **Writing composition:**  Understand what a sentence is and recognise sentences in my own writing.  Say sentences out loud orally before writing them down.  Create a sequence of sentences to create their own text.  Re-read sentences carefully to check they make sense and spot any mistakes.  Identify mistakes in their sentences when they are orally read to them.  Discuss what they have written to an adult and a peer. | **Genres covered in Year 1:**  Instructional writing  Non-chronological reports  Narratives, including traditional tales  Diary entries | **Vocabulary, Grammar and Punctuation:**  Know capital letters and full stops, and use them accurately in sentences.  Create question sentences and use a question mark to punctuate it correctly.  Mark statement and command sentences with correct punctuation.  Begin to dentify a statement, command, question and exclamation. | **Vocabulary, Grammar and Punctuation:**  Understand that nouns are people, objects and places.  Use capital letters for proper nouns: people, places, days of the week and I.  Understand what an adjective is and what it does in a sentence.  Identify adjectives in sentences.  Begin to use adjectives to create simple noun phrases. | **Vocabulary, Grammar and Punctuation:**  Use talk to organise events and experiences.  Write in the past tense and use simple past tense verbs.  Write in the present tense.  Usr the conjunctions ‘and’, ‘but’ and ‘because’ to create compound sentences.  Discuss word meaning of new words. | **Reading:**  Make simple inferences about charatcers and events.  Predict what might happen next from repetitive phrases and/por from what has already been read.  Discuss the significane of the title.  Identify the key events within a text.  Explain what has just been read to them orally.  Answer sinple retrieval questions by finding the information in fiction and non-fiction texts.  Discuss the meaning of new words. |

Text

Description automatically generated

**Logo, company name

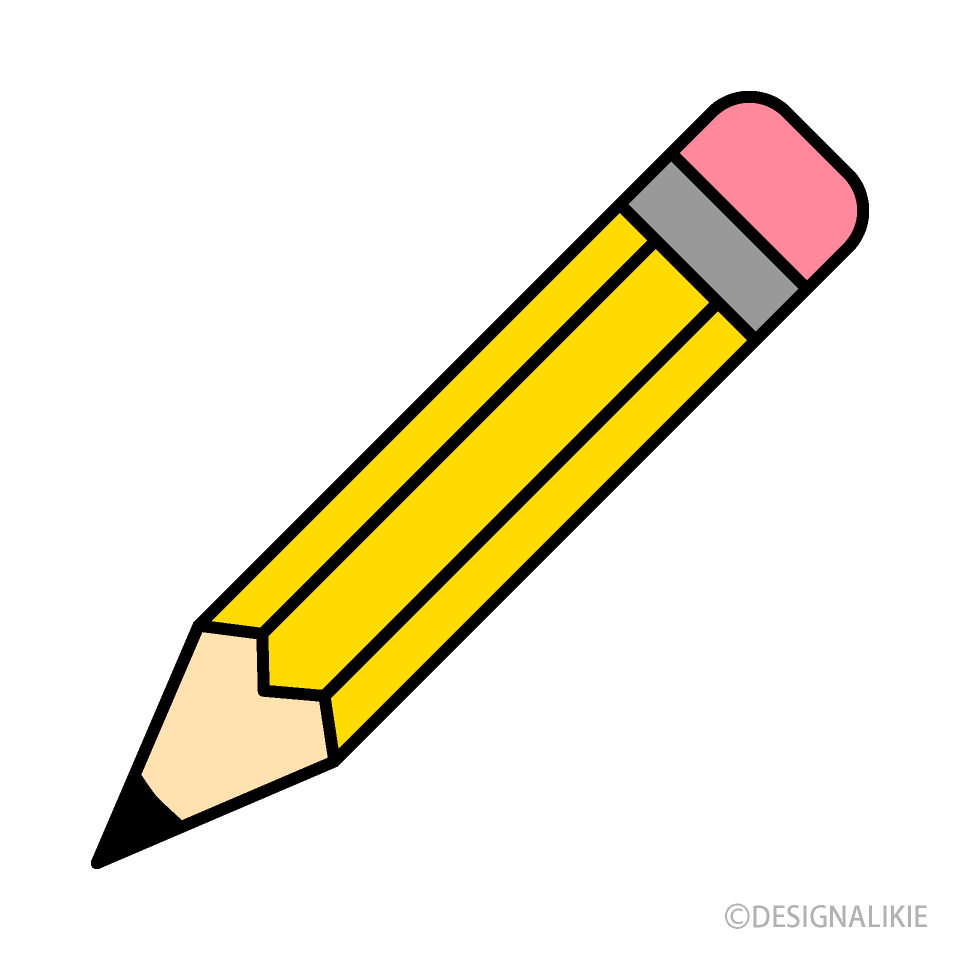
Description automatically generated**The knowledge, skills, understanding and planned experiences gained by the end of the Reception Year…

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Comprehension** | * Listen and enjoy sharing a range of books. * Hold a book correctly, handle with care. * Know that a book has a beginning and an and and can hold the book the right way up and turn some pages independently. * Know that the text in English is read top to bottom and left to right. * Know the difference between text and illustrations. * Recognise some familiar words in print, e.g. own name, advertising logo. * Enjoy joining in with rhyme, songs and poems. * Explain in simple terms what is happening in a picture in a familiar story. * Complete a repeated refrain in a familiar rhyme, story ot poem being read aloud. | * Experience and respond to different types of books, e.g. story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. * Respond to ‘who’, ‘where’, ‘what’ and ‘when’ questions linked to text and illustrations. * Make simple inferences to answer yes or no questions about characters’ emotions in a familiar picture book read aloud to them, with prompts. * Sequence two events from a familiar story, using puppets, pictures from books or role-play. * Hold a book, turn the pages and indicate an understanding of pictures and print. * Tell a story to a friend. | * Use picture clues to help read a simple text. * Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. * Show understanding of some words and phrases in a story that is read aloud to them. * Express a preference for a book, song or rhyme, from a limited selection. * Play is influenced by experience of books, e.g. small world, role-play. | * Retell stories in the correct sequence, draw on language patterns of stories. * With prompting, show understanding of many common words and phrases in a story that is read aloud to them. * Suggest how an unfamiliar story read aloud to them might end. * Give a simple opinion on a book they have read, when prompted. * Recognise repetition of words or phrases in a short passage of text. * Play is influenced by experience of books. * Innovate a well-known story with support. * Talk about events and characters in a book. * Make suggestions about what might happen next. * Re-read books, building up their confidence, their fluency and their understanding and enjoyment in word reading. | * Correctly sequence a story or event using pictures and/or captions. * Make simple, plausible suggestions about what will happen next in a book that they are reading. * Know the difference between different types of text, e.g. fiction, non-fiction, poetry. * Make inferences to answer a question beginning ‘Why do you think…?’ in a picture book that has been read to them, where answer is clearly signposted. * Play influenced by experience of books – gestures and actions used to act out a story, rhyme or event. | * Play influenced by experience of books – act out stories through role-play activities using simple props and appropriate vocabulary. * Innovate a known story. * Recall the main points in text in the correct sequence, using own words and include new vocabulary. * When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. * With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. * Demonstrate understanding of what has been read to them. * Anticipate, where appropriate, key events in stories. * Use and understand recently introduced vocabulary during discussions about stories, rhymes, poems and non-fiction. |
| **Word reading** | * Hear general sound discrimination and be able to orally blend and segment. | * Join in with stories and rhymes. * Recognise their own name. * Identify sounds in words, in particular, initial sounds. * 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 a few common exception words matched to the Sounds Write programme. | * 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 a few common exception words matched to the Sounds Write programme. | * Read some letter groups that each represent one sound and say sounds for them. * Read simple phrases and sentences made up of wroods with known letter-sound correspondences and, where necessary, a few exception words. * Read simple words and sentences. | * Read some letter groups that each represent one sound and say sounds for them. * Read simple phrases and sentences made up of wroods with known letter-sound correspondences and, where necessary, a few exception words. | * Read further common exception words. * Re-read what they have written to check that it makes sense. * Say a sound for each letter in the alphabet and at least 10 digraphs. * Read aloud simple sentences and books that are consistent with their phonic knowedlge, including some common exception words. |
| Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge. | | | | | |



**Logo, company name

Description automatically generated**The knowledge, skills, understanding and planned experiences gained by the end of the Reception Year…



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Writing** | * Develop listening and speaking skills in a range of contexts. * Be aware that writing communicates meaning. * Give meaning to the marks they make. * Understand that thoughts can be written down. * Write their name, copying it from a name card or trying to write it from memory. * Tell an adult what they have drawn or written. * Recognise a capital letter at the start of their name. | * Copies adult writing behaviour, e.g. writing on a whiteboard, writing messages. * Makes marks and drawings using increasing control. * Knows there is a sound/symbol relationship. * Uses some revognisable letters and own symbols. * Writes letters and strings, sometimes in clusters like words. * Can write their own name independently. * Begin to form lower-case and capital letters correctly. * Segment and b;end the sounds in simple words and naming sounds. * Talk about sentences and start to write sentences. | * Use appropriate letters for initial sounds. * Use some print and letter knowledge in their own writing. * Begin to form lower and upper case letters correctly. | * Build words using known letter-sound correspondences in own writing. * Use their phonic knowledge to write words in ways which match their spoken sounds. * Write some irregular words. * Write simple sentences which can be read by themselves and others. | * Continues to build on knowledge of letter sounds to build words in writing. * Uses writing in play. * Uses familiar words in their writing. * Form lower and upper case letters correctly. | * 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. |
| **Compositional Skills** | * Use talk to describe events and characters. | * Use talk to link ideas, clarify thinking and feelings. * Understand that thoughts and stories can be written down. | * Orally compose a simple sentence and hold it in memory before attempting to write it. | * Orally compose a simple sentence and hold it in memory before attempting to write it. | * Write a simple sentence/caption which may include a full stop. | * Write a simple narrative in short sentences with known letter-sound correspondences. * Sentences may include a capital Idea Clip Art Cartoon Illustration Stock Vector - Illustration of drawing,  concept: 32871201letter and a full stop. |

Table

Description automatically generated**Logo, company name

Description automatically generated**The knowledge, skills, understanding and planned experiences gained by the end of the Reception Year

**Logo, company name

Description automatically generated**The knowledge, skills, understanding and planned experiences gained by the end of the Reception Year…

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Spelling development** | * Orally segment sounds in simple words. * Write their name, copying it from a name card or try to write it from memory. | * Orally spell VC and CVC words by identifying sounds. * Write own name. * Try to write initial sounds in words or simple CVC words. | * Spell to write VC and CVC words independently, using taught graphemes. | * Spell to write VC, CVC and CVCC words independently using taught graphemes. * Spell some common exception words. | * Spell words by drawing on knowledge of known grapheme correspondences. * Make phonetically plausible attempts when writing more complex, unknown words. | * Spell words by drawing on knowledge of known grapheme correspondences. * Make phonetically plausible attempts when writing more complex, unknown words. * Spell more common exception words. |
| **Handwriting development** | * Know that print carries meaning and in English, is read from left to right and top to bottom. * Draw lines and circles. | * Form letters from their name correctly. * Recognise that after a word there is a space. | * Show a dominant hand. * Write from left to right and top to bottom. * Begin to form some recogniseable letters. | * Hold a pencil effectively to form recogniseable letters. * Know how to form clear ascenders and descenders. | * Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. * Include spaces between words. | * Use a pencil confidently to write letters that can be clearly recognsied and form some capital letters correctly. |
| **Ongoing throughout the year** | * Learn new vocabulary. * Use new vocabulary in different contexts. * Use new vocabulary through the day in discussions and conversations. * Learn new rhymes, poems and songs. | | | | | |