

## Reception Long-Term Plan September 2021

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

	<ul style="list-style-type: none"> <li>-Begin to write some phase 2 letters accurately.</li> <li>-Enjoys drawing and writing on paper, screen and different textures.</li> <li>-Begin to know the letter names of letters covered.</li> </ul> <p><u>Activity and resource ideas</u></p> <ul style="list-style-type: none"> <li>-Sing rhyming and rhythmic songs.</li> <li>-Play oral blending and segmenting games (puppets, pipes, toy sorting)</li> <li>-Wide range of art and craft resources</li> <li>-Manipulative letter resources</li> <li>-Tricky word IWB games</li> <li>-Name labels around the provision and lots of name reading/writing practise</li> <li>-Demonstrate sound buttons</li> <li>-Demonstrate 'sounding out' words down arm etc.</li> <li>-Use of jolly phonics actions</li> <li>Fine motor practise (see physical dev plan)</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> </ul> <p><u>Activity and resource ideas</u></p> <ul style="list-style-type: none"> <li>-Lots of letter memory games</li> <li>-Letter building construction set</li> <li>-Alphabet songs and games</li> <li>-Tabards to spell words</li> <li>-Exciting resources in the writing area of provision and opportunities to write in all areas of provision.</li> <li>-Use of mini whiteboards for magnetic letters and using a pen.</li> <li>-Send reading books or phonics packs home</li> </ul>		<ul style="list-style-type: none"> <li>-Put a full stop at the end of their short sentence.</li> <li>-Spell the common exception words: the, to, no, go.</li> <li>Spell all Phase 3 HFWs</li> <li>-Say letter names when describing digraphs, trigraphs and tricky words.</li> </ul> <p><u>Activity and resource ideas</u></p> <ul style="list-style-type: none"> <li>-Continue with activities from Autumn 2</li> <li>-Lots of caption and sentence reading contexts: reading silly question; instructions; match caption to picture etc.</li> <li>-Word bingo for sight reading of words and digraphs</li> <li>-Teach about finger spaces, using giant foam finger.</li> </ul>	<ul style="list-style-type: none"> <li>more sounds; and Phase 4 HFWs.</li> <li>-Spell common exception words: he, she, we, me, be, was, you, they, all, are</li> <li>- Spell some Phase 4 HFWs</li> <li>-Use a capital letter at the beginning of a sentence and a full stop at the end.</li> <li>-Say letter names when describing digraphs, trigraphs and tricky words</li> </ul> <p><u>Activity and resource ideas</u></p> <ul style="list-style-type: none"> <li>-As for the previous half term</li> <li>-Write in response to Literacy activities.</li> <li>-Read in a range of purposeful contexts e.g. recipe or treasure hunt.</li> <li>-Demonstrate sentence building (say, count, sing, build)</li> <li>-Lots of letter formation practise</li> </ul>	<trigraphs and="" td="" tricky="" words<=""> </trigraphs>
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