



Literacy Planning for Progression Autumn 1 – Reception

Term	Reading
Autumn 1	<p>Read and explore 'The Rainbow Fish', 'Elmer', The Little Red Hen, Can't You Sleep Little Bear? Funnybones, The Usbourne Big Book of the Body, Ten Little Fingers and Ten Little Toes (a week on each text.)</p> <p>Use as a basis to:</p> <ul style="list-style-type: none"> • Listen to and join in with stories and rhymes. • Look at books independently, handling them carefully and turning pages in the correct order. • Hear and say the initial sounds in words. <p>Home reading set up in Week 2. Daily Phonics Lesson from week 3.</p>
	Writing
	<p>Above texts to be used as writing stimuli.</p> <p>Use a basis to:</p> <ul style="list-style-type: none"> • Give meanings to the marks that we make. • Include initial sounds in our writing. • Begin to form some recognisable letters. <p>Daily Phonics Lesson from week 3.</p>



Literacy Planning for Progression Autumn 2 – Reception

Term	Reading
Autumn 2	<p>Read and explore 'The Three Little Pigs,' 'Jack and the Beanstalk' and 'The Jolly Christmas Postman.' (two weeks on each text- introduce 'Talk for Writing' approach.)</p> <p>Use as a basis to:</p> <ul style="list-style-type: none"> • Blend sounds together to read CVC words. • Read the tricky words from Phase 2 in Letters and Sounds. • Learn all phonemes from Phase 2 in Letters and Sounds, including letter names. • Begin to use the language of stories, e.g., 'Once upon a time...', 'One sunny day...' • Sequence events in a familiar story. • Predict what may happen next. • Discuss the settings of different stories. <p>Daily Phonics lesson.</p>
	Writing
	<p>Above texts to be used as writing stimuli.</p> <p>Use a basis to:</p> <ul style="list-style-type: none"> • Segment CVC words in order to spell them. • Use finger spaces in our writing. • Write all graphemes from Phase 2 in Letters and Sounds. • Begin to use the language of stories in our writing. <p>Daily Phonics lesson.</p>



Literacy Planning for Progression Spring – Reception

Term	Reading
Spring	<p>Read and explore 'The Egg,' 'George and the Dragon,' 'Tyrannosaurus Drip,' 'Dinosaurs Love Underpants,' 'Owl Babies,' 'The Very Hungry Caterpillar,' 'Chicken Licken' (two weeks on each text, using 'Talk for Writing' approach.)</p> <p>Use as a basis to:</p> <ul style="list-style-type: none"> • Begin to read captions and simple sentences. • Read the tricky words from Phase 3 in Letters and Sounds. • Learn all phonemes from Phase 3 in Letters and Sounds, including letter names. • Continue to use the language of stories, e.g., 'Once upon a time...,' 'One sunny day...' • Answer questions about what we have read as a whole class and within a group to demonstrate early comprehension skills. <p>Daily Phonics lesson. Whole Class Reading VIPERS to begin.</p>
	<p style="text-align: center;">Writing</p> <p>Above texts to be used as writing stimuli.</p> <p>Use a basis to:</p> <ul style="list-style-type: none"> • Begin to write captions and simple sentences. • Use capital letters, finger spaces and full stops in our writing. • Write all graphemes from Phase 3 in Letters and Sounds. • Spell all Phase 2 tricky words. • Use the language of stories in our writing. • Begin to use adjectives and conjunctions to enhance our writing. <p>Daily Phonics lesson.</p>



Literacy Planning for Progression Summer – Reception

Term	Reading
Summer	<p>Read and explore 'The Pirates Next Door,' 'Pirates Love Underpants,' 'Tiddler,' 'Sally and the Limpet,' 'Mister Seahorse,' 'Shark in the Park,' 'Seaside Poems (two weeks on each text, using 'Talk for Writing' approach.)</p> <p>Use as a basis to:</p> <ul style="list-style-type: none"> • Read the tricky words from Phase 4 in Letters and Sounds. • Complete Phase 4 of Letters and Sounds. • Begin to read with expression. • Read and understand simple sentences. • Use phonic knowledge to decode regular words and read them aloud accurately. • Read some common irregular words. • Demonstrate understanding when talking with others about what we have read. <p>Daily Phonics lesson. Whole Class Reading VIPERS.</p>
	Writing
	<p>Above texts to be used as writing stimuli.</p> <p>Use a basis to:</p> <ul style="list-style-type: none"> • Complete Phase 4 of Letters and Sounds. • Spell all Phase 3 tricky words. • Use phonic knowledge to write words in ways which match spoken sounds. • Write some irregular common words. • Write simple sentences which can be read by ourselves and others. • Spell some words correctly and others are phonetically plausible. <p>Daily Phonics lesson.</p>

ELG Exceeding Statements:

Can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.
Uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
Can describe the main events in the simple stories they have read.

ELG Exceeding Statements:

Can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.
Uses the key features of narrative in own writing.