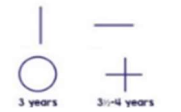
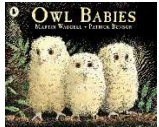
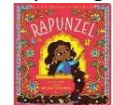
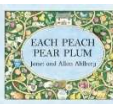
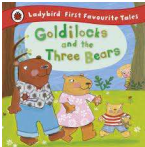
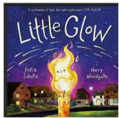
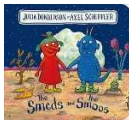
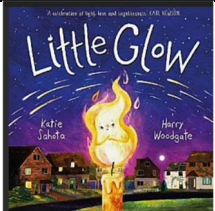
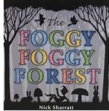
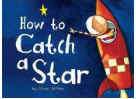
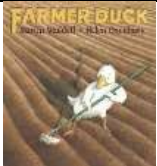
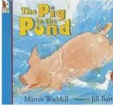
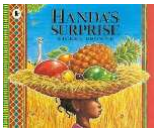
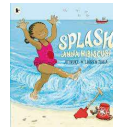


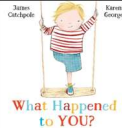
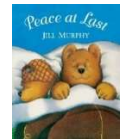
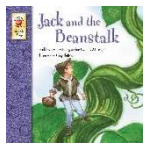
Reception English Long Term Planning

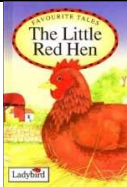
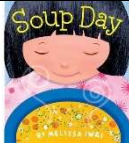
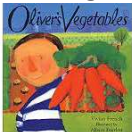
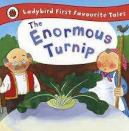
Wk	Phonics	Handwriting	Key Text	Learning Intentions	Focus Task	Story Time Reading Focus
Who Am I? Autumn 1						
1	s a t p	Pre-writing Shapes  "Top, Bottom, Up, Down Around, Over, across, back, pull, push" Assessment	Who are you? 	To be able to talk about their own features. To be able to speak in simple sentences.	Drawing me and writing my name.	Beware of the Bears  Bears love Squares 
2	i n m d	Pre-writing Shapes  i i	Owl Babies 	To be able to orally use a simple sentence stem...I like... Talk to a friend Share 3 things Feedback to the class Talk partner	Oral sentence stems: My favourite food is... My favourite colour is... Use magazines	Rapunzel (Diversity - Indian protagonist)  The 3 Little Pigs 
3	g o c k is	Pre-writing Shapes  l i t		To be able to listen attentively to texts. To be able to join in with repeated refrains. To be able to join in with drama related to text, including using different voices.	Drawing who is in your family m d s sibling names	The Great Big Book of Families  Each Peach Pear Plum 
4	ck e u r I	i u		To be able to retell stories using some vocabulary direct from text.	Cutting and sticking the baby owls onto the branch. It is...s, or p and stick picture.	
5	h b f l	i u y	Goldilocks and the Three Bears	To be able to listen attentively to texts. To be able to join in with repeated refrains.	Drawing the characters and labelling with initial sounds	

	the			To be able to join in with drama related to text, including using different voices.	m, d, b, g	
6	revise	u y j		To be able to sequence key events in a story. To be able to retell stories using some vocabulary direct from text.	Sequencing images of key events and retelling the story orally.	
Wk	Phonics	Handwriting	Key Text	Learning Intentions	Focus Task	Story Time Reading Focus
Who Am I? Autumn 2						
1	ff ss ll j put pull full as	c a d	Poetry and Songs - Bonfire Night. Introduce Little Glow. Focus on Bonfire Night. 	To be able to recite a poem. To be able to use words to describe.	FIREWORK sound words oral language development. Performing a poem. Pop Bang - Oral lit	Rama and Sita  Smeds and the Smoos 
2	v w x y and has his her	d g q	The Birthday Invitation 	To be able to write own name with <u>correct letter formation</u> .	Party invitation 'To x From (name)	Amazing Grace  Stick Man -  Rosie Revere, Engineer 
3	z zz qu go no to into	o e s		To be able to write own name and some words using phonic knowledge.	CVC word writing - what do we need for the party: hat, bun, bag, jam (for sandwiches)	
4	sh th, ng, nk she push he of	r n m		To be able to write for a purpose. To be able to write their own name and other words from memory.	Birthday card to Edmund Bear - 'To Ed, from... xx'	
5	Words ending in s we me be	h b	Little Glow	To be able to talk about celebrations that are important to us. To be able to write some words using phonic knowledge.	Favourite celebration picture with annotations - few key CVC words (bonfire night, Diwali, birthday, Christmas)	

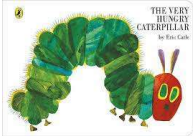
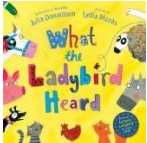
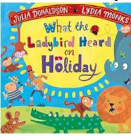
					Holding sentence stem - I like...	Home (Diversity) 
6	revise	p k		To be able to write for a purpose. To be able to write their own name and other words from memory.	Provision Writing Christmas cards to from Christmas list - cvc words (pictures) e.g. doll, ted, shell, tank, fish, ring, dog, cat,	
7	revise	revise as needed		To be able to write my own name and other words using my phonic knowledge.	Family Christmas picture - labelling members of our family	
Wk	Phonics	Handwriting	Key Text	Learning Intentions	Focus Task	Story Time Reading Focus
Why is my world so Amazing? Spring 1						
1	ai ee igh, oa	v w	Whatever Next 	To be able to write a list:	Write a list of things to pack to go to the moon - images to choose from e.g. pen milk bag lamp bed fish hat chips bun can Use phoneme mat cup	We're Going on a Bear Hunt 
2	oo oo ar or was you they	x z		To be able to sequence a story. To be able to write simple phrases.	Dictated phrase: get a box go to the moon go back use phoneme/tricky word mat	The Foggy Foggy Forest 
3	ur ow oi ear my by all	f	Farmer Duck	To be able to write a simple sentence. To be able to form letters correctly.	Jobs Farmer Duck has to do: He has to ... cook, sweep, wash, dig, cut/saw, pick, lug/eggs, get the cow, get the sheep. use phoneme/tricky word mat	How to Catch a Star  A Squash and a Squeeze

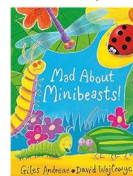
4	air er double letters are sure pure	Revise as needed		To be able to write a sentence. To be able to form letters correctly. To be able to use own ideas for sentence construction. (provision)	What shall we do to the lazy farmer? Dictated: Put him in a box. Put him in a/the shed. Making an alternative ending.	 The Pig in the Pond  Somebody Swallowed Stanley 
5	Longer words	Assessment led groups in families	Snore 	To be able to change familiar story events using our imagination. To be able to use phonic knowledge to write a sentence.	What noise would you make? How would you wake dog up?(sentence structure) Moo went the cow. Baa went the sheep. Meow went the cat. Oink went the pig.	
6	revise			To be able to change familiar story events using our imagination. To be able to use phonic knowledge to write a sentence.	The dog went to the park, barn, shop, farm, yard, tree. Recount of farm visit?	
Wk	Phonics	Handwriting	Key Text	Learning Intentions	Focus Task	Story Time Reading Focus
Why is my world so Amazing? Spring 2						
1	Review phase 3		Handa's Surprise 	To be able to use phonic knowledge to write sentences.	Dictated: Handa has a mango. (in her basket)	Rumble in the Jungle poetry 
2	Review phase 3			To be able to form most letters correctly To be able to ask questions	Questions for Handa - verbally and modelled by adult - adult to scribe.	Splash Anna Hibiscus! 
3	Words with 2 or more digraphs			To be able to form most letters correctly To be able to write a simple sentence using phonic knowledge.	Sequencing the story (3 parts)	What Happened to you?

						 Peace At Last  Where the wild things are  Emma Jane's Aeroplane 
4	Longer words, compound, -ing		Walking Through the Jungle 	To be able to make phonetically plausible attempts at words.	Writing a list of what animals we might see at YWP I will see a ... (Widget word mat) - see YWP website	
5	Longer words -s -es			To be able to write sentences.	Recounting our trip to YWP. We went on a coach. We saw... Children to use widget word mat to list what they saw.	
Wk	Phonics	Handwriting	Key Text	Learning Intentions	Focus Task	Story Time Reading Focus
How do I change over time? Summer 1						
1	CVCC	I L	Jack and the Beanstalk 	To be able to retell a story using repeated refrains and appropriate story language.	Sequencing the pictures and oral retelling. Jack felt... sad, mad, angry. Mum felt... The giant felt...	The Growing Story <i>(History/PSED link)</i> 
2	CVCC, CCVC	E F		To be able to write phrases and simple sentences that can be read by others.	Sentence to match image of key event. Jack took the cow. He went up the beanstalk. He met a giant. Jack ran away. Mum cut the beanstalk down.	The Wonderful Habits of Rabbit 
3	CCVCC, CCCVC,	H T	The Little Red Hen	To be able to retell a story using repeated refrains and appropriate story language.	Sequencing the pictures. Creating questions for the hen	Soup Day

	CCVCVC				orally The hen felt sad. She did it all herself The hen cut the corn. (chopped, snipped, gathered)	
4	Longer words, Compound	M N		To be able to simple write sentences that can be read by others.	Sequencing the pictures into beginning middle and end. Writing sentences. The hen put the seeds in the soil. The hen cut the corn The bread was good. (yummy, delicious, tasty)	 Jack and the jellybean stalk 
5	-ing -ed /t/ -ed /id/ -est	V W	Oliver's Vegetables 	To be able to simple write sentences that can be read by others.	Using widget word mats Beginning Oliver went to see his Grandpa. Middle He found lots of vegetables. End He had chips for tea.	<i>Enormous Turnip –</i> 
6	revise	P R		To be able to simple write sentences that can be read by others.	Writing a set of instructions (link to science): Growing a sunflower Get a seed Get a pot Put in soil Put in seed Watch it grow. Or soup recipe Peel the veg Chop the veg Put it in a pan Boil the veg Blend the veg.	
Wk	Phonics	Handwriting	Key Text	Learning Intentions	Focus Task	Story Time Reading Focus

How do I change over time? Summer 2

1	Long vowel sounds CVCC CCVC	O Q	The Very Hungry Caterpillar 	To be able to write a list To be able to write phonetically plausible attempts at more complex words.	List of what the caterpillar ate Apple, pears, plums, strawberries, oranges, chocolate cake, lollipop, swiss cheese, pickle, salami, On Monday he had one apple. On Tuesday he had two pears. On Wednesday he had three plums. On Thursday he had four strawberries On Friday	Once There Were Giants 
2	long vowel sounds CCVC CCCVC CCV CCVCC	B D		To be able to sequence key events in stories.	Sequencing images from the story and composing oral sentences. Write sentences: He was very hungry. He had a bad tummy pain. He turned into a butterfly	
3	Ending -s Ending -s /z/ end -es Longer wds	A Y	What the Ladybird Heard 	To be able to write simple sentences. To be able to write phonetically plausible attempts at more complex words.	Captions for the life cycle of the butterfly. (Science)	What the Ladybird Heard on Holiday 
4	-ing, -ed,	C G		To be able to use our imagination to create events. To be able to orally share sentences including 'and'.		
5	Ending -s Ending -s /z/ end -es Longer words	S U		To be able to adapt stories. To be able to use phonic knowledge to write sentences.		
6	review	X Z	Bugs Non Fiction	To be able to simple write sentences that can be read by others.		AAArgh Spider 
7	review	J K		To be able to write simple sentences.		
8	review			To be able to simple write sentences that can be read by others.	Making a fact file This is a It has (looks like)	



					It ... (what is does)	
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Number formation to go into Mastering Number