

Otterham C P School

EYFS Literacy Long Term Plan

	Links to ks1 curriculum	ELG	Minimum expectations for reception			
Word Reading	Re-read books to build up their fluency and confidence in word reading	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound – blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	Can find the blurb and explain what its purpose is	Enjoys listening to/reading a wide range of books, fiction and non-fiction, and can explain the difference	Is able to explain what the job of an author and illustrator are	
	Develop pleasure in reading, motivation to read, vocabulary and understanding		Re-read books to build up their confidence in word reading, fluency, understanding and enjoyment			
	Apply phonic knowledge and skills as the route to decode words		Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading			
	Respond speedily with the correct sound to graphemes		Recognise words which have the same phoneme eg g-oa-t, b-oa-t, t-oa-d			
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught		Reads some letter groups that each represent one sound		Reads individual letters by saying the sounds for them	
			Blends sounds to read words	Blends sounds into phase 2 words		
Comprehension	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events and stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	Reads phase 3 and 4 phrases and sentences	Reads phase 2 phrases and sentences	Reads phase 2 common exception words	
	Read other words of more than one syllable that contain taught GPC		Reads phase 4 common exception words	Reads phase 3 common exception words		
			Reads words with more than 1 syllable	Reads words with 1 syllable		
	Participate in discussion about what is read to them, taking turns and listening to what others say		Suggests words which rhyme			
	Explain clearly their understanding of what is read to them		Answers questions relating to vocabulary, prediction and sequence	Can answer open questions involving literal retrieval	Can answer closed questions involving literal retrieval	

Writing	Spell words containing 40+ phonemes & common exception words	Write recognisable letters, most of which are correctly formed.	Writes short sentences (Then with a capital letter and full stop)	Writes captions by identifying sounds and writing the letters for each word	Spells words by identifying sounds and writing the letters
	Compose a sentence orally before writing it		Re-reads what they have written to check that it makes sense		
	Beginning to punctuate sentences	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Children can write their first name and surname		Children can write all of their first name
	Re-reads what they have written to check that it makes sense				Write simple phrases and sentences that can be read by others.
Name the letters of the alphabet	Forms lower case and capital letters correctly	Gradually decreases letter size, writing on the line			
Begin to form lower-case letters in the correct direction, starting and finishing in the right place					
Form capital letters					

**The Developmental Progression
Children's Writing**

 1. Pictures	 2. Random Scribbling	 3. Scribble Writing <small>(Written in linear fashion to mimic real writing.)</small>	 4. Symbols That Represent Letters
 5. Random Letters <small>(No relationship between sounds of letters and what the child is trying to say.)</small>	 6. Letter Strings <small>(Progresses from left to right and top to bottom when the child "reads" his writing.)</small>	 7. Letter Groups <small>(The groups have spaces in between to resemble words.)</small>	 8. Environmental Print <small>(Child copies print found in the room, often without knowing what the words are.)</small>
 9. Beginning Sounds <small>(Child begins to write simple sentences using sight words and just the beginning sounds of words.)</small>	 10. Early Inventive Spelling <small>(Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</small>	 11. Inventive Spelling <small>(Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</small>	 12. Transitional Writing <small>(Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</small>

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