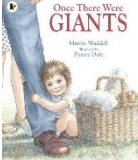
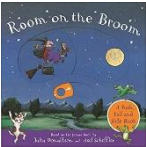
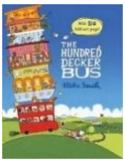
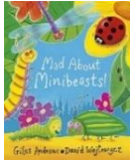




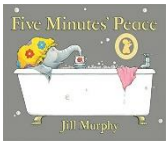
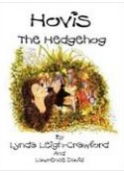
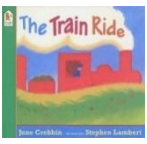
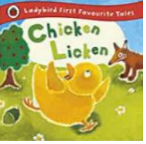
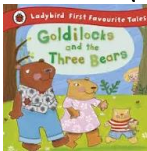
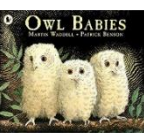
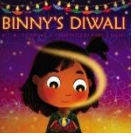
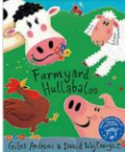
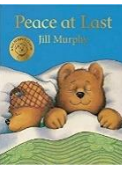
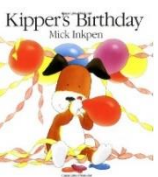
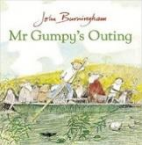
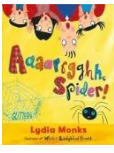
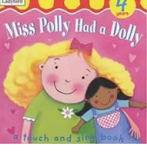
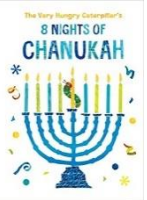
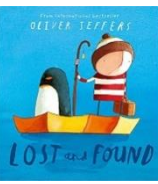
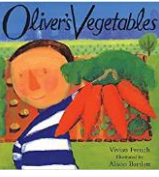
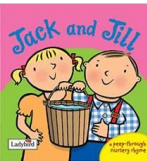
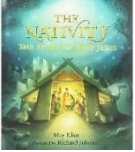
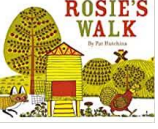
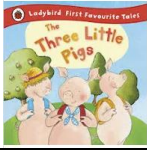
Reception Literacy Long Term Overview

AUTUMN 1	AUTUMN 2	Spring 1	Spring 2	SUMMER 1	Summer 2
All about me	Celebrations	Transport & Journeys	Farming	In the Garden	Fairy Tales & Nursery rhymes
I know individual letters by saying the sounds for them. With support, learn rhymes, poems and songs. I am beginning to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor when reminded With support I can hold a pencil effectively in preparation for writing. Introduction to letter formation for all set 1 sounds. I can give meaning to marks I draw, write and paint.	I know how to blend sounds into words, so children can read short words made up of letter-sound correspondences. I know how to read some letter groups that each represent one sound and say sounds for them. With support, learn rhymes, poems and songs. I know and use new vocabulary throughout my day. I can use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Forming more recognisable letter shapes. I am beginning to write Labels (initial sounds and CVC words) With support I can hold a pencil effectively in preparation for writing.	I know how to blend sounds into words, so children can read short words made up of letter-sound correspondences. I know how to read simple phrases made up of words with known letter-sounds correspondences. I am developing small motor skills to use a range of tools competently, safely and confidently. E.g.: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. I can form clearly identifiable letters to communicate meaning representing some sounds in sequence. I can spell words by identifying the sounds and then writing the sound with the letter/s. I am beginning to write Labels and captions(initial sounds and CVC words) I can ask relevant questions, make comments and provide actions when being read to and during whole class discussions and small group interactions.	I know how to read words consistent with their phonic knowledge by sound-blending. I know how to read simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few exception words I know how to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. I can connect one idea or action to another using a range of conjunctions. I can form some of my lower case letters correctly. I can use a range of tools competently, safely and confidently. E.g.: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons I can write simple captions and phrases in meaningful contexts. (CVC, CVCC, CCVC) I can re-read what I have written to check it makes sense.	I know how to read words consistent with their phonic knowledge by sound-blending. I know how to read simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few exception words I know how to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. I can connect one idea or action to another using a range of conjunctions. I can form some of my lower case letters correctly. I can use a range of tools competently, safely and confidently. E.g.: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons I can write simple captions and phrases in meaningful contexts. (CVCC, CCVC) I can re-read what I have written to check it makes sense.	I know how to say sound for each letter in the alphabet and at least 10 digraphs I know how to read aloud simple sentence and books that are consistent with their phonic knowledge, including some common exception words. I can write short sentences with words with known letter-sound correspondences and begin to use a capital letter and a full stop. I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to write sentences using ay, ee, igh, ow, oo, oo (exc)
Key Vocabulary: Letters, sounds, rhymes, poems, marks, drawing, perfect pencils.	Key Vocabulary: Letters, sounds, rhymes, poems, marks, drawing, perfect pencils, words, labels, captions.	Key Vocabulary: Letters, sounds, rhymes, poems, marks, drawing, perfect pencils, words, labels, captions, questions.	Key Vocabulary: Letters, sounds, rhymes, poems, marks, drawing, perfect pencils, words, labels, captions, phrases.	Key Vocabulary: Letters, sounds, rhymes, poems, marks, drawing, perfect pencils, words, labels, captions, phrases.	Key Vocabulary: Letters, sounds, rhymes, poems, marks, drawing, perfect pencils, words, labels, captions, sentences, questions.
Quality Texts					
 Writing Lists (Comparing family differences)	 Writing Lists (Creating spells and potions)	 Writing simple captions (I spy with my little eye)	 Writing labels and captions (Retell)	 Writing a recount of the trip	 Writing a recount of the trip

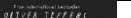


Reception Literacy Long Term Overview



	Writing labels (Character feelings)		Writing labels Poster (Bonfire Safety)		Writing a recount of the trip		Writing labels and captions (Lifecycles)		Shape Poem – (Petals of a flower)		Write short sentences (Retell)
	Role play and labels (Story sequencing)		Onomatopoeia (Firework poems)		Writing lists (What does Ted need for his travels)		Writing captions (Describing)		Writing instructions (Planting beans)		Write short sentences (Retell)
	Role play and labels (Story sequencing)		Writing lists (Birthday wish list)		Writing captions (Retell)		Writing captions (Retell)		Writing simple sentences (Retell)		Write short sentences (Recite the nursery rhyme)
	Writing labels (I spy with my little eye...)		Writing labels (Greetings cards)		Writing captions (Describing – Missing Poster)		Writing captions (Retell)		Writing simple sentences (Describing)		Write short sentences (Recite the nursery rhyme)
	Writing labels (Describing)		Role play and labels (Retell)		Writing captions (My Journey Home)		Writing captions (Recount of the trip)				Write short sentences Re-write own version of the story



		Writing lists (Christmas wish list)		Writing captions (Describing)			
Additional Storytime Reads							

Reception Literacy Long Term Overview

Daily Song, Rhyme and Poetry Time

Daily songs and nursery rhyme times are another important part of the day for our youngest children in school. Through enjoying rhymes, poems and songs, and reciting poems or parts of longer poems together as a class, we build our children's strong emotional connection to language.

By learning poetry and songs using 'call and response', we enable our children to join in gradually. Each repetition strengthens their vocabulary, embedding new words.



Mary, Mary quite contrary.

Jack and Jill

1,2 buckle my shoe

Grand Old Duke of York

There was an old woman who lived in a shoe.

Down in the Jungle

Little Rabbit Foo Foo

London's Bridge is Falling Down

This little piggy

Mary had a little lamb

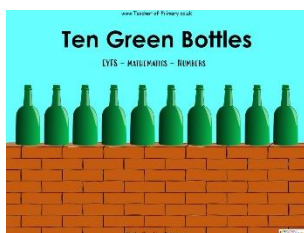
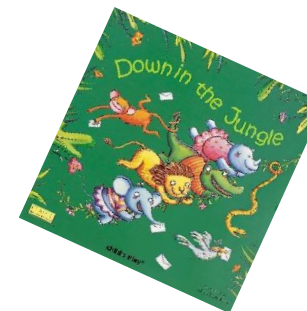
Ten fat sausages

Ten green bottles

Ten in the bed

The animals went in two by two

There was a princess long ago





Reception Literacy Long Term Overview

Daily Poem

The Daily Poem At Captain Webb Primary, we believe it is important to set aside 5 minutes every day to listen to and enjoy Poetry.
The Poetry Spine is a core of books that foster a love of poetry with the best children's anthologies, hand-picked by literacy expert Pie Corbett.

