



Fowey Reception Class Literacy Long Term Planning

2025/2026



Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Children will be working on individual writing targets.	Mark making and fine motor development activities	<u>Drawing Club</u> 1. Owl Babies 2. Goldilocks and the Three Bears 3. The Giant Jam Sandwich 4. Hansel and Gretel 5. Bear Snores On 6. Stick Man 7. The Night Before Christmas	<u>Drawing Club</u> 1. The Little Red Hen 2. Octopus Shocktopus 3. Superworm 4. Mr Benn 5. The Pink Panther 6. The Lighthouse Keeper's Lunch	<u>Drawing Club</u> 1. Wacky Races and The Lost Toy Museum 2. Not Now Bernard 3. The Hundred Decker Bus 4. Billy and the Dragon 5. The Magic Porridge Pot 6. Billy and the Beast	<u>Drawing Club</u> 1. Handa's Surprise and Handa's Hen 2. Jasper's Beanstalk 3. Flooded 4. Somebody Swallowed Stanley 5. Dear Earth	<u>Drawing Club</u> 1. Tiddler 2. Sharing a Shell 3. Sally and the Limpet 4. Flotsam 5. Captain Pugwash 6. The Last Seaweed Pie 7. independent writes 8. independent writes

	<u>Key texts</u>	<u>Key texts</u>	<u>Key texts</u>	<u>Key texts</u>	<u>Key texts</u>	<u>Key texts</u>
	<p>Week 1. Find Your Happy</p> <p>Week 2. Super Duper You and What Makes Me a Me? Elmer</p> <p>Week 3. Owl Babies and My Must Have Mum</p> <p>4. In Every House On Every Street</p> <p>5. The Lion Inside and My Monster and Me</p> <p>6. The Boys, The Girls</p> <p>7. You Choose</p>	<p>1. The Tiger Who Comes to Tea</p> <p>2. Off to the Market and Oliver's Fruit Salad</p> <p>3. Pumpkins Soups</p> <p>4. Festivals! And Welcome to Our Table</p> <p>5. Faruq and the Wiri Wiri and Handa's Surprise</p> <p>6. The Neighbourhood Surprise and Everybody Cooks Rice</p>	<p>1. Dogger</p> <p>2. Off to the Market</p> <p>3. Dr Ranj: A Superhero Like You</p> <p>4. You can't call an elephant in an emergency</p> <p>5. Cops and Robbers and All through the night</p> <p>6. A practical Present for Phillipa Pheasant and The Jolly Postman</p>	<p>1. Lost and Found and Grandad's Camper</p> <p>2. Whatever Next! and Alien's Love Underpants</p> <p>3. The Girl and the Dinosaur and We're going to find the monster!</p> <p>4. Room on the Broom and Billy and the Dragon</p> <p>5. You can't take an Elephant on the Bus and Martha Maps it out</p> <p>6. The Pirate Tree</p>	<p>1. The Extraordinary Gardener</p> <p>2. The Very Hungry Caterpillar</p> <p>3. Clean Up and Love Grows Everywhere</p> <p>4. It's Only One and Watch Me Bloom</p> <p>5. Saving Mr Hoot and Dear Earth</p>	<p>1. Town is by the sea</p> <p>2. Changing tides and Clem and Crab</p> <p>3. Pirate Mums and The Pirates Next Door</p> <p>4. The Storm Whale and The Snail and the Whale</p> <p>5. The Baker by the sea</p> <p>6. Julian Is a Mermaid</p> <p>7. A Turtle's View of the ocean blue</p> <p>8. Maisie Jones and the Dinosaur Bones</p>

<p>Communication and Language</p>	<ol style="list-style-type: none"> 1. To talk about my feelings around starting school and what I like 2.To listen carefully to peers and describe events in some detail from my 'All About Me' book 3.Circle time and partner talk about families and houses 4.Prepositional language in the outdoor environment 5.Answering questions about loved ones and listening carefully to peers 6. To express a point of view about how pictures make you feel 7. To describe events in detail from our Autumn walk 	<ol style="list-style-type: none"> 1. To talk about my experiences in depth, retelling events from bonfire night. 2. To discuss where familiar food has come from using oracy sentence starters. 3. To listen to and answer questions about habitats. 4. To sequence key parts of a story including key events. 5. To retell stories and share ideas with friends - What do you need to take with you on your bear hunt? 6. To discuss key facts about hibernation 7. Learn and perform a New year song. 	<ol style="list-style-type: none"> 1. To discuss how different job roles have helped them in the past? 2. To discuss what they want to be when they are older during a circle time and using partner talk. 3. To answer comprehension questions about the job role of a doctor. 4.To discuss questions to ask a firefighter. 5.To think of questions to ask a police officer about their job. 6. To read a book and sequence/retell the story including the key events. 	<ol style="list-style-type: none"> 1. To create rhymes and shanties. 2. To discuss and compare our lives with the astronauts living at the International Space Station, talking through similarities and differences. How might they feel on their journeys? Would you like to be an astronaut in space? 3. To use key vocabulary through role play. 4. To discuss and compare how people lived in Medieval times compared to modern day. To talk about feelings and what bravery means. 5. To practice partner talk and make a plan to suggest different ways for the goats to cross the river in the traditional tale. 6. To retell traditional tales in our storytelling theatre. 	<ol style="list-style-type: none"> 1. To know some information and facts about a child's life in Kenya. 2. To investigate nature inspired artwork and artists and talk about what we can see. 3.To plant a bean and use sentences starters to make predictions. 4. To role play key events from a story, using key phrases and vocabulary. 5.To observe and predict changes. 	<ol style="list-style-type: none"> 1.To recall information, facts and reflect on changes over time in life cycles. 2.To talk about people in my family and their special occasions. 3. To enhance my vocabulary by exploring different materials and textures. 4. To discuss different ways to help the planet and come up with solutions using sentence starters. 5. To explain what and why changes might happen in my observations 6. To talk about what I see in artwork. 7. To talk about what I see in artwork. 8. To express feelings around times of transition.
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Oracy	<ol style="list-style-type: none"> 1. I like... 2. I see... 3. This is... 4. I can... 5. It is... 6. My favourite is... 7. I found... 	<ol style="list-style-type: none"> 1. It looks... 2. It feels... 3. It sounds... 4. It tastes... 5. It is big/small because... 6. It is the same/different because... 7. I can hear... 	<ol style="list-style-type: none"> 1. I chose... because... 2. I went to... 3. First, I... then I 4. I remember... 5. It happened when... 6. I like it because... 	<ol style="list-style-type: none"> 1. I think it will... 2. It might... 3. It is different because... 4. It is like... 5. I noticed... 6. It is a... You could even say... 	<ol style="list-style-type: none"> 1. I think... because... 2. We could try... 3. It happened because... 4. I know... because... 5. Another way is... 	<ol style="list-style-type: none"> 1. If... then... 2. I wonder if... 3. It could be... 4. The best part was ...because... 5. Next time I will... 6. To make it even better... I will... 7. I learned that... 8. My favourite memory is...
Fine Motor Development	<ol style="list-style-type: none"> 1. To develop isolating finger movements 2. To develop wrist extension 3. To develop gross/palmar grasp 4. To develop visual tracking 5. To develop bilateral hand coordination 6. To develop pushing and pulling 7. To develop proprioception 	<ol style="list-style-type: none"> 1. To develop inferior pincer grasp 2. To develop wrist extension 3. To develop radial palmar grasp 4. To develop Gross Motor Aiming 5. To develop motoric separation of the two sides of the hand 6. To develop twisting and turning motions 7. To develop vestibular processing 	<ol style="list-style-type: none"> 1. To develop neat pincer grasp 2. To develop wrist flexibility 3. To develop hand arches 4. To develop intentional placement 5. To develop scissor hold 6. To develop pressing and stamping. To develop crossing the midline. 	<ol style="list-style-type: none"> 1. To develop rotation of thumb and opposition 2. To develop wrist flexibility 3. To work on translation 4. To practice posting movements 5. To develop scissor hold 6. To develop squishing and squeezing and large muscle strength 	<ol style="list-style-type: none"> 1. To develop flexion and pinching 2. To develop wrist stability 3. To develop shift postural control 4. To develop mark making – forming circles and lines 5. To cut increasingly more challenging shapes and materials 	<ol style="list-style-type: none"> 1. To develop abduction and adduction skills 2. To develop wrist stability 3. To develop rotation skills 4. To develop mark copying 5. To cut increasingly more challenging shapes and materials 6. To develop detailed and purposeful mark making 7. To develop shoulder girdle stability 8. To cut increasingly more challenging shapes and materials

ELGs and termly progression:

<p>Literacy</p> <ul style="list-style-type: none"> • Read Write Inc • Drawing Club • Play-based learning opportunities 	<p>Can describe what they have read, making inferences and predictions about what might happen next.</p> <ul style="list-style-type: none"> • Can recall and discuss what has happened in stories. • Anticipate key events in stories. • Know a repertoire of stories and rhymes. <p>Read simple sentences and books containing phase 2 and 3 sounds independently.</p> <ul style="list-style-type: none"> • Read captions and sentences applying their phonics skills. • Begin to segment the sounds in simple CVC words and blend them together. • Recognises familiar words and signs such as own name and advertising logos and screen logos. <p>Write simple sentences with independence.</p> <ul style="list-style-type: none"> • Start to write simple sequenced sentences with support. • Begin to write CVC words. • Mark make with confidence, using some letters accurately. 					
<p>Word Reading</p>	<p>RWI progress expectations: Read single-letter Set 1 sounds (first 16)</p> <p>Notice some print, such as the first letter of their name, a bus or door number or logo.</p> <p>Read individual letters by saying the sounds for them.</p>	<p>RWI progress expectations: Read all Set 1 single- letter sounds</p> <p>Blend sounds into words orally</p> <p>Recognise words with the same initial sound.</p> <p>Understand that print has meaning and that we read English text from left to right, top to bottom.</p> <p>Blend sounds into words.</p>	<p>RWI progress expectations: Blend sounds to read words</p> <p>Read short Ditty stories</p> <p>Identifies alliteration.</p> <p>Includes everyday literacy artefacts in play such as labels, instructions, signs, envelopes.</p>	<p>RWI progress expectations: Read Red Storybooks</p> <p>Read Set 1 Special Friends</p> <p>Read some letter groups that each represent one sound.</p> <p>Read a few common exception words.</p> <p>Read simple phrases and sentences.</p>	<p>RWI progress expectations: Read Green Storybooks</p> <p>Read 4 double consonants</p> <p>Count or clap syllables in a word</p>	<p>RWI progress expectations: Read Green Storybooks</p> <p>Read first 6 Set 2 sounds</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p>
<p>Comprehension</p>	<p>Enjoy sharing a book with an adult.</p>	<p>To have a favourite book/non-fiction text/poem and seek them</p>	<p>Engage in extended conversations about</p>	<p>Understand that print can have different purposes.</p>	<p>Describe main story setting, events and</p>	<p>Know the names of different parts of a book.</p>

	<p>Ask questions about the book. Make comments and share their ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Join in with songs and rhymes.</p>	<p>out to share with an adult, another child or to read alone.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>stories, using story vocabulary.</p> <p>Anticipate key events in stories.</p> <p>Continues a rhyming string.</p> <p>Re-enact and reinvent stories in play.</p>	<p>Re-read stories to build fluency and understanding.</p>	<p>principal characters in increasing detail.</p> <p>Retell stories and narratives using their own words and story vocabulary.</p>	<p>Is able to recall and discuss stories or information that has been read to them or they have read themselves</p>
Writing transcription	<p>Make marks on their picture to stand for their name.</p> <p>Add some marks to their drawings which they give meaning to.</p> <p>Imitate adults writing by making continuous lines and shapes.</p>	<p>Give meaning to the marks they make in writing, painting, printing and drawing.</p> <p>Write some or all of their name, including a capital letter at the start.</p> <p>Write some letters accurately.</p>	<p>Use some of their print and letter knowledge in their early writing.</p>	<p>Use their developing phonic knowledge to write labels and captions.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>To explore the use capital letters as they are introduced incidentally.</p>	<p>Spell words by identifying the sounds and representing the sound with a letter or letters.</p>
Writing composition	<p>Enjoy drawing freely.</p>	<p>Enjoys creating texts which communicate meaning for a variety of purposes such as greeting cards and lists.</p>	<p>I can say what I want to write before writing it down.</p>		<p>Re-read what they have written to check that it makes sense.</p>	<p>Write simple phrases and sentences that can be read by others.</p>

- Reading spine texts and key texts are used for book vote story time before lunch (see key texts on MTP, see reading spine document)
- Drawing Club texts and end of the day story time selected based on current child-led areas of interest or linked to termly themes

<p>Communication and Language:</p> <ul style="list-style-type: none"> • Novel Study • Drawing Club • Play-based learning opportunities 	<p>Can listen to a story and ask a relevant question and answer appropriately when asked.</p> <ul style="list-style-type: none"> • Ask questions about what I have heard. • Respond with questions, actions and comments. • Can listen to and answer questions about a story. <p>Have a 2-way conversation and express their ideas and feelings confidently.</p> <ul style="list-style-type: none"> • Is able to demonstrate understanding in their conversations by responding appropriately. • Can talk about their thinking, ideas, feelings and events. • Can talk about what they are doing and things they remember. <p>Create their own stories using a growing range of story language</p> <ul style="list-style-type: none"> • Understand the different elements of stories including character, setting, problem and solution. • Listen to and acquire vocabulary from stories. • Make up their own stories. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening	<p>I can listen to others in one-to-one or small groups when the conversation interests me.</p> <p>I can listen to familiar stories with increasing attention and recall.</p> <p>I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p>	<p>I am beginning to focus my attention and actively listen.</p> <p>I can follow simple directions, if not already intently focused on a self-chosen task.</p>	<p>I can listen to instructions and carry them out in my play.</p> <p>I can share instructions with others.</p>	<p>I can indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.</p>	<p>I can listen for extended periods of time, paying attention to the speaker.</p> <p>I am beginning to ask questions about what I have heard.</p> <p>I am starting to take turns in a conversation with others.</p>	<p>I can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>
Understanding	<p>I can understand the use of objects (e.g. Which one do we cut with?)</p> <p>I am beginning to understand prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p> <p>I can respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box.</p> <p>I am beginning to understand why and how questions.</p>	<p>I can understand a range of complex sentence structures including negatives, plurals and tense markers.</p> <p>I am beginning to understand humour, e.g. nonsense rhymes, jokes.</p>	<p>I can follow a story without pictures or props.</p> <p>I can listen and responds to ideas expressed by others in conversation or discussion.</p>	<p>I can understand questions such as who; why; when; where and how.</p>	<p>I can make comments about what they have heard.</p> <p>I can hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>I can make comments about what they have heard and ask questions to clarify their understanding.</p> <p>I can show an understanding of what has been read to me by retelling stories and narratives using my own words and new vocabulary.</p> <p>I can predict key events in stories.</p> <p>I can use and understand recently introduced vocabulary during discussions.</p>

Speaking	<p>I am beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>I can use language in recalling past experiences.</p> <p>I can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>I can use talk in pretending that objects stand for something else in play, e.g. This box is my castle.</p>	<p>I can use talk to explain what is happening and anticipate what might happen next.</p> <p>I can question why things happen and give an explanation.</p> <p>I can use a range of tenses e.g play, playing, played.</p>	<p>I can extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words.</p> <p>I can use language to imagine and recreate roles and experiences in play situations.</p>	<p>I can link statements and stick to a main theme or intention.</p> <p>I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>I can introduce a storyline or narrative into my play.</p>	<p>I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.</p> <p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</p>
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Fine Motor	<p>To develop their small motor skills so that they can use a range of tools safely.</p> <p>To begin to use pencils for drawing and writing, focusing on holding a pencil.</p> <p>To be able to mark make using a paintbrush, fingers and other mark making tools.</p> <p>To be able to practice fine motor skills using</p>	<p>To be able to develop the skills they need to manage the school day successfully, including using appropriate tools at mealtimes.</p> <p>To be able to manipulate different materials using their hands.</p> <p>To develop scissor skills including holding scissors, being safe and making snips.</p> <p>To be able to interact with small tools to develop</p>	<p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently, including pencils for drawing and writing, control and grip.</p> <p>To be able to manipulate different materials to make things for a desired effect</p>	<p>To use their small motor skills with a range of tools competently, safely and confidently. Use pencils for drawing and writing, control and grip and accurate letter formation.</p> <p>To begin to show accuracy and care when drawing.</p> <p>To use the skills they need to manage mealtimes successfully using the appropriate tools.</p>	<p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently, using pencils effectively to write.</p> <p>To revisit showing accuracy and care when drawing.</p>	<p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To revisit manipulating different materials to make things for a desired effect or outcome using your hands.</p>
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	<p>tweezers, threading, and playdough.</p> <p>To be able to interact with small world activities, puzzles, arts and crafts using their hands to develop control and confidence with fine motor movements.</p>	<p>control and confidence with fine motor movements.</p> <p>To refine fine motor skills using tweezers, playdough and threading activities.</p> <p>To hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</p>	<p>or outcome using your hands.</p> <p>To use scissors confidently using the correct grip and movement and begin to use them safely, confidently and effectively.</p>			
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