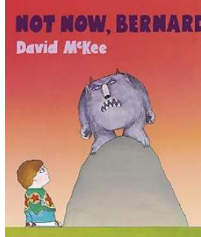
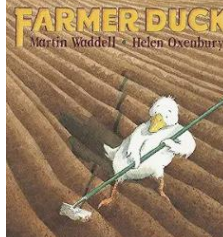
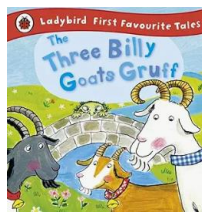
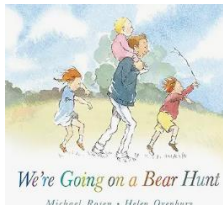
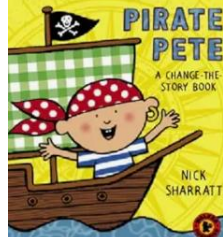
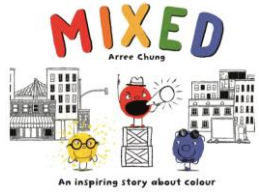
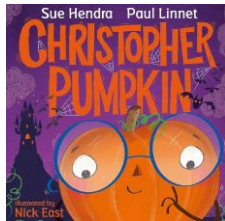


Reception Literacy LTP 2026-2027

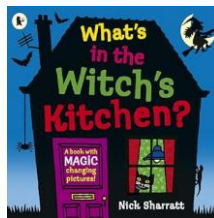
	<i>Autumn 1 (8 weeks)</i>	<i>Autumn 2 (7 weeks)</i>	<i>Spring 1 (6 weeks)</i>	<i>Spring 2 (5 weeks)</i>	<i>Summer 1 (5 weeks 4 days)</i>	<i>Summer 2 (7 weeks)</i>
<i>Cross curriculum themes</i>	Autumn Equinox (22.9.25) Harvest Family/ pets Myself Belonging Diwali (20.10.25)	Winter Solstice (21.12.25) Bonfire Night Remembrance Day Christmas	Winter Lunar New Year (17.2.26-3.3.26) Water/ ice Cold places Ramadan (17.2.25-18.3.25)	Spring Equinox (20.3.26) Shrove Tuesday Lent Easter Planting Traditional Tales Ramadan (17.2.25-18.3.25) Eid (19.3.25) Earth and Space	Growing up- generations Family history Baptism Life cycles	Summer Solstice (21.6.26) Change/transition Reflection Own story writing and retelling
<i>Enrichments e.g visitors, author, poet</i>	Harvesting at allotment. Vet visit Diwali celebration- visitor Forest School	Forest School Christmas performance Fire fighter visit Local library visit	CNY celebration	Eid celebration Easter hunt in the forest Local library visit	Visit to St Bartholomew's church	<i>Local library visit</i>
<i>Core Text</i>	The Colour Monster  Mixed	Not Now Bernard  The Tiger Who	Farmer Duck  The Tiger Who	Three Billy Goats Gruff 	We're Going on a Bear Hunt  Where the Wild	Pirate Pete 



Christopher
Pumpkin



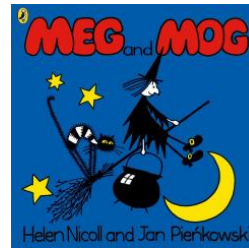
What's in the
Witch's Kitchen



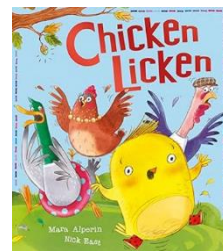
A Dark, Dark Tale



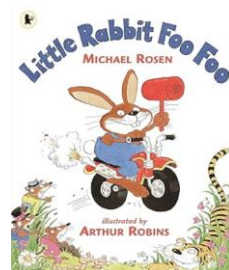
Meg and Mog



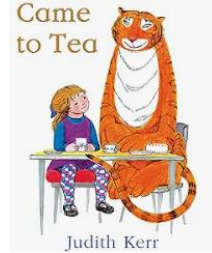
Chicken Licken



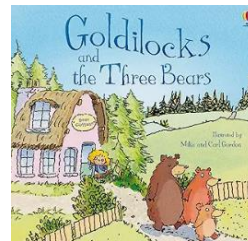
Little Rabbit Foo
Foo



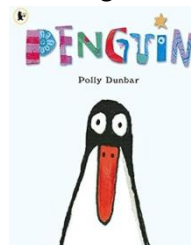
Came to Tea
The Tiger Who
Came
to Tea



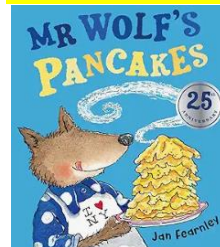
Goldilocks



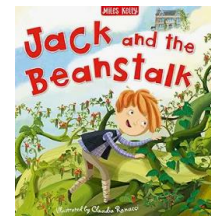
Penguin



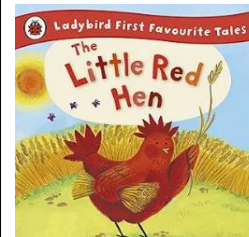
Mr Wolf's Pancake



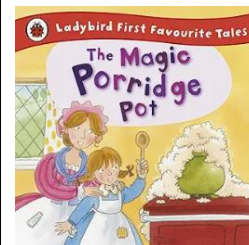
Jack and the
Beanstalk



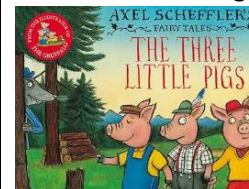
Little Red Hen



The Magic Porridge
Pot

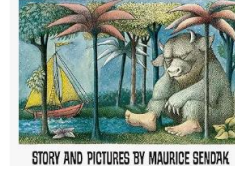


The Three Little Pigs

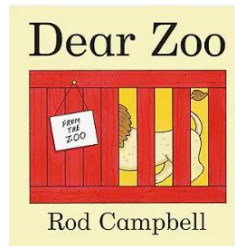


The Gingerbread

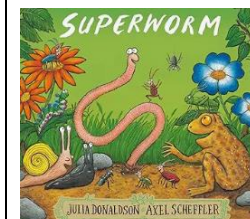
Things Are
WHERE THE WILD THINGS ARE



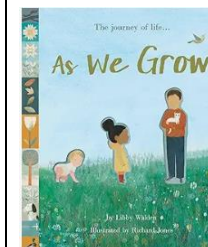
Dear Zoo



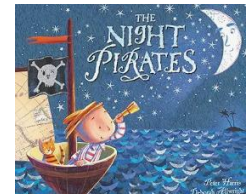
Superworm



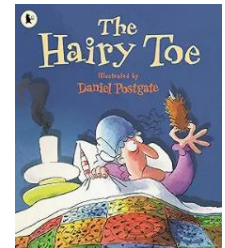
As We Grow



The Night Pirates



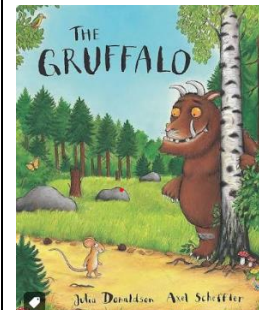
The Hairy Toe

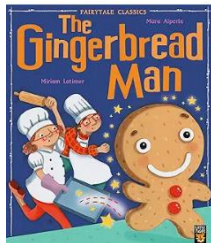
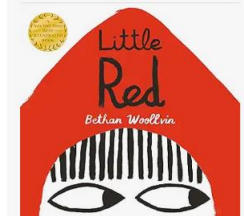
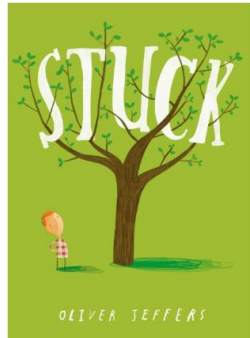


White Hen and the
Fox



The Gruffalo



				Man  Little Red 	Stuck 	
<i>Linked text</i>	Owl Babies Pumpkin Soup Rama and Sita story Diwali information books	Shark in the Park The Gunpowder Plot Christmas story The Jolly Postman Scaredy Bat!	The Emperor's Egg Goldy Luck and the Three Pandas Panda information texts	Jack and the Beanstalk Jack and the Baked Beanstalk Jack and the Jelly Beanstalk The Little Red Hen Goldilocks and the Three Bears Whatever Next!	Mad about Minibeasts, Aaaarrggghhh Spider! Tadpoles Promise Lifecycle information texts. The Hungry Caterpillar	Tiddler The Storm Whale What the ladybird heard at the Seaside Tyrannosaurus Drip Under the Sea information books Dinosaur information books
<i>Poetry</i>	What's in the Witches Kitchen- rhyming story Nursery Rhymes	Nursery Rhymes Chocolate Cake- Michael Rosen Christmas poems	Nursery Rhymes	Nursery Rhymes Traditional tale rhymes for Class assembly performance	Nursery Rhymes	Nursery Rhymes Seaside Poems

<u>Narrative</u> Unit and skills	<u>Oral segmenting, GPC formation, Segmenting to Spell Words and Sentences</u>	<u>Oral segmenting, GPC formation, Segmenting to Spell Words and Sentences</u>	<u>Oral segmenting, GPC formation, Segmenting to Spell Words and Sentences</u>	<u>Oral segmenting, GPC formation, Segmenting to Spell Words and Sentences</u>	<u>Oral segmenting, GPC formation, Segmenting to Spell Words and Sentences</u>	<u>Oral segmenting, GPC formation, Segmenting to Spell Words and Sentences</u>
Segment phonemes orally to say Phase 2 words.	Segment phonemes orally to say Phase 2 and Phase 3 words.	Segment phonemes orally to say Phase 2 and Phase 3 words.	Segment phonemes orally to say Phase 2 and Phase 3 words.	Segment phonemes orally to say Phase 2, Phase 3 and Phase 4 words.	Begin to segment to spell a combination of adjacent consonants (Phase 4) at the beginning, within and at the end of words, including Phase 2 and 3 graphemes.	Begin to segment to spell polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants e.g. toothbrush, sandpit, Manchester.
Use some clearly identifiable letters to communicate meaning.	Segment to spell VC and CVC words using Phase 2 GPCs.	Segment to spell VC and CVC words using Phase 2 GPCs.	Segment to spell VC and CVC words using Phase 3 GPCs.	Segment to spell two syllable words using Phase 2 and 3 GPCs e.g. cobweb, bedroom.	Write phonetically decodable words within sentences using Phase 4 words.	Make phonetically plausible attempts when writing.
Uses appropriate letters for initial phonemes in words.	Make phonetically plausible attempts when writing.	Make phonetically plausible attempts when writing.	Make phonetically plausible attempts when writing.	Make phonetically plausible attempts when writing.	Make phonetically plausible attempts when writing.	Make phonetically plausible attempts when writing.
Uses clearly identifiable letters to represent some phonemes correctly and in sequence.	<u>Common Exception Words (tricky)</u> Write Phase 2 common exception words (tricky).	<u>Common Exception Words (tricky)</u> Write Phase 2 common exception words (tricky).	<u>Common Exception Words (tricky)</u> Write Phase 2 and 3 common exception words (tricky).	<u>Common Exception Words (tricky)</u> Write Phase 2 and 3 common exception words (tricky).	<u>Common Exception Words (tricky)</u> Write Phase 2 and 3 common exception words (tricky).	<u>Common Exception Words (tricky)</u> Begin to apply Phase 4 common exception words (tricky) in sentences.
<u>Common Exception Words (tricky)</u> Write words and sentences consistent with their phonic knowledge.	<u>Common Exception Words (tricky)</u> Write words and sentences consistent with their phonic knowledge.	<u>Common Exception Words (tricky)</u> Write words and sentences consistent with their phonic knowledge.	<u>Common Exception Words (tricky)</u> Write words and sentences consistent with their phonic knowledge.	<u>Common Exception Words (tricky)</u> Write words and sentences consistent with their phonic knowledge.	<u>Common Exception Words (tricky)</u> Write words and sentences consistent with their phonic knowledge.	<u>Common Exception Words (tricky)</u> Write words and sentences consistent with their phonic knowledge.
<u>Composition</u> Understands that thoughts and ideas can be written down using pictures, letters, words, sentences.	<u>Composition</u> Independently use writing in play.	<u>Composition</u> Independently use writing in play.	<u>Composition</u> Independently use writing in play.	<u>Composition</u> Independently use writing in play.	<u>Composition</u> Independently use writing in play.	<u>Composition</u> Independently use writing in play.
Gives meaning to the marks make as they draw, write, paint and type using technology.	Gives meaning to the marks make as they draw, write, paint and type using technology.	Gives meaning to the marks make as they draw, write, paint and type using technology.	Gives meaning to the marks make as they draw, write, paint and type using technology.	Gives meaning to the marks make as they draw, write, paint and type using technology.	Gives meaning to the marks make as they draw, write, paint and type using technology.	Gives meaning to the marks make as they draw, write, paint and type using technology.
Shows some understanding of writing for different purposes and copies adults writing behaviours, e.g. writing on the whiteboard, writing a ‘register’.	Shows some understanding of writing for different purposes and copies adults writing behaviours, e.g. writing on the whiteboard, writing a ‘register’.	Shows some understanding of writing for different purposes and copies adults writing behaviours, e.g. writing on the whiteboard, writing a ‘register’.	Shows some understanding of writing for different purposes and copies adults writing behaviours, e.g. writing on the whiteboard, writing a ‘register’.	Shows some understanding of writing for different purposes and copies adults writing behaviours, e.g. writing on the whiteboard, writing a ‘register’.	Shows some understanding of writing for different purposes and copies adults writing behaviours, e.g. writing on the whiteboard, writing a ‘register’.	Shows some understanding of writing for different purposes and copies adults writing behaviours, e.g. writing on the whiteboard, writing a ‘register’.
Writes letters and strings, in cluster like words.	Writes letters and strings, in cluster like words.	Writes letters and strings, in cluster like words.	Writes letters and strings, in cluster like words.	Writes letters and strings, in cluster like words.	Writes letters and strings, in cluster like words.	Writes letters and strings, in cluster like words.
Have their own ideas and reasons for writing.	Builds words using letter sounds in their writing.	Builds words using letter sounds in their writing.	Builds words using letter sounds in their writing.	Builds words using letter sounds in their writing.	Builds words using letter sounds in their writing.	Builds words using letter sounds in their writing.
Knows that in English print is written from left to right and	Builds words using letter sounds in their writing.	Builds words using letter sounds in their writing.	Builds words using letter sounds in their writing.	Builds words using letter sounds in their writing.	Builds words using letter sounds in their writing.	Builds words using letter sounds in their writing.

	top to bottom and that print conveys meaning in a range of texts. <u>Transcript- Handwriting</u> Holds writing tools and implements with a developing grip, using an appropriate amount of pressure. Makes marks, drawings and symbols with increasing control. Use some recognisable letters and own symbols. Form letters from their name correctly. Form some capital letters correctly, including the initial letter of their name. <u>Composition -Vocabulary, Grammar, Punctuation</u> Activate prior knowledge through discussion and make appropriate mark-making, e.g. <i>What do we know about the Queen?</i> Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Begin to recognise and know there needs to be spaces between words in a simple sentence.	Makes marks, drawings and symbols with increasing control. If appropriate, use handwriting patten/ phrase to support formation. Use some recognisable letters and own symbols. Form letters from their name correctly. Form some capital letters correctly, including the initial letter of their name. Write left to right and top to bottom. <u>Composition -Vocabulary, Grammar, Punctuation</u> Describes main story settings, events and principle characters in increasing detail. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Begin to recognise and know there needs to be spaces between words in a simple sentence. Recognise and know that a sentence starts with a capital letter.	Writes letters and strings, in cluster like words. <u>Transcript- Handwriting</u> Form some lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Write left to right and top to bottom. Use capital and lower case letters with increasing consistency. Holds paper in position, and uses their preferred hand for writing, using a comfortable pencil grip. <u>Composition -Vocabulary, Grammar, Punctuation</u> Explore and apply new vocabulary in writing linked to stories, non-fiction, poetry, rhymes and themes. Write a simple phrase with finger spaces that can be read back by themselves and others. Recognise and know that a sentence starts with a capital letter. Recognise and know that full stops are at the end of a sentence.	sentences linked to text and illustrations. Uses writing to say what a character might be thinking, saying or feeling. Begin to use simple sentence forms using strategies such as phonic fingers, counting the words to support. <u>Transcript- Handwriting</u> Form some lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Know how to form clear ascenders ('tall letters') and descenders ('tails'). Use capital and lower case letters with increasing consistency. Uses familiar words in their writing. Beginning to write on the lines and control letter size. <u>Composition -Vocabulary, Grammar, Punctuation</u> Write simple sentences using finger spaces that can be read by themselves and others. Re-read what they have written to check that it makes sense. Explore and apply new vocabulary in writing linked to stories, non-fiction, poetry, rhymes and themes.	Writes different text forms for different purposes, e.g. lists, stories, menus, instructions, labels, captions, recipes, letters, posters. <u>Transcript- Handwriting</u> Know how to form clear ascenders ('tall letters') and descenders ('tails'). Beginning to write on the lines and control letter size. Form some lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Holds paper in position, and uses their preferred hand for writing, using a comfortable pencil grip. <u>Composition -Vocabulary, Grammar, Punctuation</u> Write simple sentences using finger spaces that can be read by themselves and others. Re-read what they have written to check that it makes sense. Describes main story settings, events and principle characters in increasing detail.	Use capital and lower case letters with increasing consistency. Beginning to write on the lines and control letter size. Holds paper in position, and uses their preferred hand for writing, using a comfortable pencil grip. Know how to form clear ascenders ('tall letters') and descenders ('tails'). <u>Composition -Vocabulary, Grammar, Punctuation</u> Write simple sentences using finger spaces that can be read by themselves and others. Re-read what they have written to check that it makes sense. Explore and apply new vocabulary in writing linked to stories, non-fiction, poetry, rhymes and themes.
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<u>Scaffolded/ purpose/ audience</u>	<u>Purpose</u> Orally continue a rhyming string. Hear and say initial sounds in words. Write own name/letters in their name. Use mark marking tools with increasing control. <u>Audience</u> Class peers	<u>Purpose</u> Hear and say sounds in words; link to phase 2 graphemes. To write labels and lists for Christmas. To write a Christmas card. <u>Audience</u> Post Christmas cards home/ Newsletter- publish Christmas card	<u>Purpose</u> Hear and say sounds in words; link to phase 2 graphemes. To list pancake toppings. To write simple sentences about CNY. <u>Audience</u> Peers/ buddies	<u>Purpose</u> Hear and say sounds in words; link to phase 2 and 3 graphemes. To write simple instructions 'How to plant a bean'. <u>Audience</u> Buddies/ school newsletter- publish instructions	<u>Purpose</u> Hear and say sounds in words; link to phase 2 and 3 graphemes. To rewrite a section of Dear Zoo. <u>Audience</u> Class peers	<u>Purpose</u> To write sentences using phonics knowledge. To rewrite the ending of The Night Pirates. <u>Audience</u> Buddies/parents Publish on school newsletter
<u>Independent purpose and audience</u>	<u>Purpose</u> Orally continue a rhyming string <u>Audience</u> Orally share poems with peers/buddies	<u>Purpose</u> Hear and say sounds in words; link to phase 2 graphemes. Form phase 2 graphemes accurately. <u>Audience</u> Peers/ buddies/family	<u>Purpose</u> Hear and say sounds in words; link to phase 2 graphemes. Form phase 2 graphemes accurately. To orally retell the story of the Great Race. To write invitation to CNY party. <u>Audience</u> Peers/ buddies/family	<u>Purpose</u> Hear and say sounds in words; link to phase 2 and 3 graphemes. To write a simple observation. <u>Audience</u> Peers/Buddies	<u>Purpose</u> Hear and say sounds in words; link to phase 2 and 3 graphemes. To write an innovated version of Dear Zoo (small section). <u>Audience</u> Publish on school newsletter	<u>Purpose</u> Hear and say sounds in words; link to phase 2 and 3 graphemes. To write an innovated ending of The Night Pirates. <u>Audience</u> Publish on school newsletter Buddies/peers/parents

[illegible]