



Reception – Literacy Long Term Plan:

Curriculum Overview: EYFS Autumn Term 1

<p>Comprehension:</p> <p>Week 1&2:</p> <p>Children to engage in story times with the key weekly texts and daily story time.</p> <p>Children to discuss their thoughts and feelings of their first week at school using words to describe their emotions.</p>	<p>Comprehension:</p> <p>To learn to engage in story times and participate without calling out.</p> <p>To learn to engage in story times and ask key questions about the characters.</p>	<p>Comprehension:</p> <p>Small world resources alongside a familiar book for children to develop play around the story added to the class Library area.</p>	<p>Comprehension:</p> <p>Covered in story times.</p>		
<p>Writing:</p> <p>Children to have access to name cards and mark making resources to practise writing their name.</p> <p>Write their name to go on learning space on the wall.</p>		<p>Writing:</p> <p>Introduce children to their sound mats and letter formation sheets available in trays and in provision.</p>	<p>Writing:</p> <p>Children to have access to the same resources as previous weeks and also sensory trays for children to practise mark making.</p>		
		<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary: HARMONIOUS TRIPLE INTELLIGENT BOASTFUL SQUABBLE DIVIDED UNIQUE POPULATED</p> 	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary: LEAP ACCELERATE PURSUE BLOCK CUNNING SOGGY MOCKING DISAPPOINTED</p> 	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary: CONFUSED ACCOMPANY DEJECTED MISPLACED CONSULTED MINIATURE CONSTRUCTED</p> 	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary: HAPPY SAD ANGRY DISCOMBOBULATED ASSIST SHIMMERING SOBBING TRANQUILITY</p> 



Reception – Literacy Long Term Plan:

Curriculum Overview: EYFS Autumn Term 2

<p>Writing:</p> <p>Children to write their name for their learning space</p>	<p>Writing:</p> <p>Writing opportunities available in continuous provision</p>		<p>Writing:</p> <p>Writing opportunities available in continuous provision- Birthday Invitations</p>	<p>Writing:</p> <p>Writing opportunities available in continuous provision</p>	<p>Writing:</p> <p>Children to write their Christmas cards</p>	<p>Writing:</p> <p>Writing opportunities available in continuous provision Old Christmas Cards</p>
<p>Drawing Club:</p> <p>Key Stimulus:</p>  <p>Vocabulary: WHOOSH SPLAT SCALY HORRIBLE DOWN ADD FIERY SWOOP</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p>  <p>Vocabulary: ENCHANTED CONVERSATION ENDLESS DESPAIR STOP COVERED STEAMING GLOOPY</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p>  <p>Vocabulary: ACCELARATE BREAK HAZARD STEERING CHUCKLE DEMOLISH OVERTAKE TRANSPORT</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p>  <p>Vocabulary: GOBBLE DESTROY IGNORE FIERSEOME CHOMP LEAKING SPLATTER ASTONISHED</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p>  <p>Vocabulary: CALAMITY DANGER HERO EMERGENCY DREAMING LOVELY</p>		



Reception – Literacy Long Term Plan:

Curriculum Overview: EYFS Spring Term 1

Literacy:

Word Reading:

- Reads some digraphs
- Reads some CEWs matched to Monster Phonics
- Recognises sounds and reads words in line with what has been taught in Monster Phonics

Comprehension:

- Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing:

- Form lower-case and capital letters correctly.
- Spells words by identifying the sounds and then writing the sounds with letters.









Word Reading: Monster Phonics Assessment Week	Word Reading: Monster Phonics <u>oo</u> Tricky Witch HFWs: look, now, down.	Word Reading: Monster Phonics ow Brown owl HFWs: : look, now, down.	Word Reading: Monster Phonics <u>ee</u> Green Froggy HFWs: see, going, just, have.	Word Reading: Monster Phonics <u>ur</u> Black Cat HFWs: see, going, just, have	Word Reading: Monster Phonics ai Angry Red A HFWs: it's, do, so
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Comprehension: Covered through daily story times



Writing: Children to write their name for their learning space	Writing: Writing opportunities in continuous provision	Writing: Label features of the church Space themed writing available in continuous provision	Writing: Look at Chinese writing and compare	Writing: Writing opportunities added to Superhero HQ role play	Writing: Writing opportunities in continuous provision
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	Drawing Club: Key Stimulus: Vocabulary: CONSTRUCT STURDY FLIMSY TAUNTING OBLITERATE SCARPER CELEBRATE EXHALE 	Drawing Club: Key Stimulus: Vocabulary: NEVER DREADFUL DISTANT SCOWLING SUSPICIOUS DIVIDED UNITED SNEAKY 	Drawing Club: Key Stimulus: Vocabulary: GLOOMY UNCONVINCING TRANSFORMATION GULP MUSCULAR SEARCHING BEFUDDLED VICTORIOUS 	Drawing Club: Key Stimulus: Vocabulary: HERO VILLAIN VANISHED ENEMIES DECEIVE ESCAPE CONIVING TRAPPED 	Drawing Club: Key Stimulus: Vocabulary: ZOOMING SUPERHUMAN TIMID HEROIC CALAMITY WRIGGLING INDESTRUCTIBLE ALTER 
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Reception – Literacy Long Term Plan:

Curriculum Overview: EYFS Spring Term 2



Literacy:

Word Reading:

- Reads some digraphs
- Reads some CEWs matched to Monster Phonics
- Recognises sounds and reads words in line with what has been taught in Monster Phonics

Comprehension:

- Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing:

- Form lower-case and capital letters correctly.
- Spells words by identifying the sounds and then writing the sounds with letters.

<p>Word Reading:</p> <p>Monster Phonics Assessment Week</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>oa Miss Oh No</p> <p>HFWs: come, some, were, one</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>er Tricky Witch</p> <p>HFWs: come, some, were, one</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>igh Yellow I air Tricky Witch</p> <p>HFWs: like, when, little, what, by.</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>oi Tricky Witch</p> <p>HFWs: day, away, play, children.</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>ear, ure Tricky Witch</p> <p>HFWs: day, away, play, children.</p>
<p>Comprehension: Covered through story times</p>					
<p>Writing:</p> <p>Children to write their name for their learning space</p>	<p>Writing:</p> <p>Write a list of farm animals</p>	<p>Writing:</p> <p>Children draw and label a map</p>	<p>Writing:</p> <p>Children to write about their favourite Jungle animal</p>	<p>Writing:</p> <p>Whole class Monkey Puzzle Book Children to write Mother's Day cards</p>	<p>Writing:</p> <p>Farm or Jungle animal fact book</p>
<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>WINDY FURRY ANCIENT FEARFUL UNDERCOVER CREEP DISTANT SWIRLING</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>DEVoured CRAFTY ROYAL PARADING SMIRKING GUILLABLE HYSTERICAL TRICKERY</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>CREEPING OBLIVIOUS SOAKING IMMERSED COVERED VAULTING CLATTER SCARPER</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>SLURPING FEAST CAUTIOUS SUDDENLY TOTAL CROUCH FAREWELL ARRIVE</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>GIFT CAPTURED SLIPPERY ELONGATED RETURN DISAPPROVE ACCEPT PERSISTANT</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>LIBERATE CAPTURE HABITAT TEARFUL PROTECT SHELTER RELEASE FORLORN</p>



Reception – Literacy Long Term Plan:

Curriculum Overview: EYFS Summer Term 1



Literacy:

Comprehension:

- Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

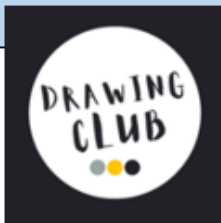
Word Reading:

- Recognises sounds and reads words in line with what has been taught in Monster Phonics.

Writing:

- Form lower-case and capital letters correctly.
- Writes short sentences with words with known sounds using a capital letter and full stop.
- Re-reads what they have written to check that it makes sense.

Word Reading: Monster Phonics CVCC	Word Reading: Monster Phonics CVCC	Word Reading: Monster Phonics CVC+ previously taught digraphs HFWs: your, here, saw	Word Reading: Monster Phonics CVC+ previously taught digraphs HFWs: your, here, saw	Word Reading: Monster Phonics CCVCC HFWs: time, out, house, about
Comprehension: Covered through story times				
Writing: Children to write their name for their learning space Label planting area	Writing: Independent spider/ant theme in writing area	Writing: Draw and label map either from story or create own	Writing: Minibeast poster	Writing: Minibeast fact book Life Cycles
Drawing Club: Key Stimulus: Vocabulary: CLAMBERING BOOMING DESCENDING GLITTERING GINORMOUS SHOCKING SLINKING CHOPPING	Drawing Club: Key Stimulus: Vocabulary: STALKING SMUGGLE MINIATURE EVADE GRASP FOE DOZING SLINK	Drawing Club: Key Stimulus: Vocabulary: THIEVES WHISPER CUNNING SPLOSH TEAMWORK SNEAKY HEFTY LANKY	Drawing Club: Key Stimulus: Vocabulary: BOILING ESCAPE CACOPHONY DISCUSSION GINORMOUS KNEADING EXPAND HOVERING	Drawing Club: Key Stimulus: Vocabulary: SPEEDY ZOOMING ACCIDENT SLINKING AMBUSH ESCAPE PATIENT BOULDER










Reception – Literacy Long Term Plan:

Curriculum Overview: EYFS Summer Term 2



<p>Literacy:</p> <p>Word Reading:</p> <ul style="list-style-type: none"> - Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Word Reading:</p> <ul style="list-style-type: none"> - Recognises sounds and reads words in line with what has been taught in Monster Phonics <p>Writing:</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly. - Writes short sentences with words with known sounds using a capital letter and full stop. - Re-reads what they have written to check that it makes sense. 						
<p>Word Reading:</p> <p>Monster Phonics</p> <p>CVC+ Polysyllabic</p> <p>HFW: made, make, came</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>CVC+ Polysyllabic</p> <p>HFW: I'm, very, old</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>CCC Onset Words CCVCC with previously taught digraphs</p> <p>HFWs: called, asked, looked</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>CCVCC with previously taught digraphs</p> <p>HFWs: <u>their</u>, our</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>CVC + HFW</p> <p>HFWs: Mr, Mrs, don't</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>CVC + HFW</p> <p>HFWs: people, could</p>	<p>Recap of the Year</p>
<p>Comprehension: Covered through story times</p>						
<p>Writing:</p> <p>Write about a sea creature from Commotion in the Ocean</p>	<p>Writing:</p> <p>Father's Day Cards</p>	<p>Writing:</p> <p>Children to make posters reminding others to recycle or put rubbish in the bin</p>	<p>Writing:</p>	<p>Writing:</p> <p>Draw and label pirate maps</p>	<p>Writing:</p> <p>Children to write about their favourite thing in Reception for Nursery children <u>Children</u> to make posters for missing Monster Phonics characters</p>	<p>Writing:</p> <p>Postcard about Italy</p>
<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>TRAIPSING</p> <p>DAYDREAMING</p> <p>TARDY</p> <p>CONVERSING</p> <p>ENSNARED</p> <p>ABANDONED</p> <p>REUNITED</p> <p>CELEBRATING</p> 	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>GULP DOWN</p> <p>MUSCULAR</p> <p>WEAKNESS</p> <p>CRUSH</p> <p>EXPLODE</p> <p>RAPID</p> <p>SUPERHUMAN</p> <p>DREADFUL</p> 	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>INVESTIGATE</p> <p>BOBBED</p> <p>TANGLED</p> <p>WHIRLPOOL</p> <p>STRANGE</p> <p>POLLUTION</p> <p>CURRENT</p> <p>SPLISHED</p> 	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>SHARING</p> <p>SCUTTLE</p> <p>ROAMING</p> <p>ANEMONE</p> <p>TENTACLE</p> <p>WIGGLING</p> <p>SPARKLING</p> <p>UNGRATEFUL</p> <p>FIERCE</p> 	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>MURKY</p> <p>ASCEND</p> <p>COURAGEOUS</p> <p>CREEPING</p> <p>MONSTROUS</p> <p>PUZZLING</p> <p>REQUEST</p> <p>VOYAGING</p> 	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>JOYFUL</p> <p>HOIST</p> <p>LOST</p> <p>BEWARE</p> <p>OBSERVE</p> <p>NERVOUS</p> <p>CAREFUL</p> <p>MUNCH</p> 