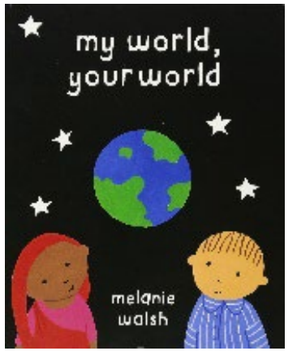
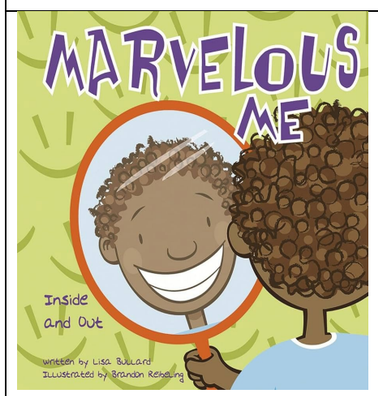
EPA Reception Reading Long Term Plan

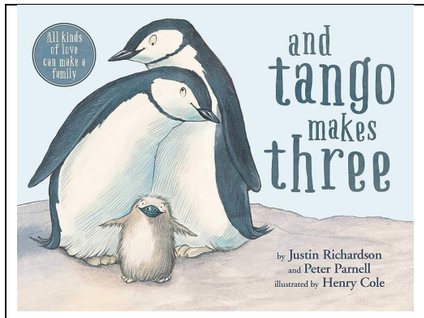
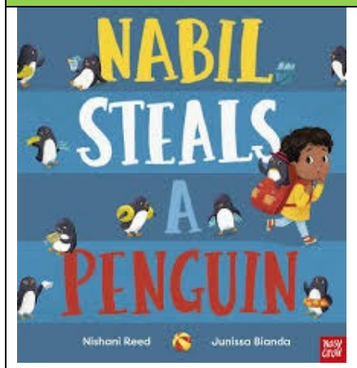
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Expected Reading Level (end of the term)	Phase 1 Phase 2	Phase 2	Phase 2 Phase 3	Phase 3	Phase 3	Phase 4
Phonics Phase (See Phonics Progression within the 'EPA EYFS LTP')	Phase 2	Phase 2 Phase 3	Phase 3	Phase 3 Mastery	Phase 4	Phase 4 Mastery
Birth to 5: Expected Progress and Outcomes (end of the term)	**Range 4 and 5** (24 – 48 months old: 4 years old)	**Range 4 and 5** (24 – 48 months old: 4 years old) will secure:	**Range 6** (48 months – 71 months: 4 years old – almost 6 years old) ***Beginning***	**Range 6** (48 months – 71 months: 4 years old – almost 6 years old) ***Consolidating***	**Range 6** (48 months – 71 months: 4 years old – almost 6 years old) ***Secure***	**Early Learning Goal** **Comprehension ELG** Children at the expected level of development will: ○ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; ○ Anticipate – where appropriate – key events in stories; ○ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading ELG** Children at the expected level of development will: ○ Say a sound for each letter in the alphabet and at least 10 digraphs; ○ Read words consistent with their phonic knowledge by sound-blending; ○ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Range 4: ○ Has some favourite stories, rhymes, songs, poems or jingles ○ Repeats and uses actions, words or phrases from familiar stories ○ Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ○ Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps ○ Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes **Range 5:** ○ Listens to and joins in with stories and poems, when reading one-to-one and in small groups ○ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories ○ Begins to be aware of the way stories are structured, and to tell own stories ○ Talks about events and principal characters in stories and suggests how the story might end ○ Shows interest in illustrations and words in print and digital books and words in the environment ○ Recognises familiar words and signs such as own name, advertising logos and screen icons		**Range 6:** ○ Enjoys an increasing range of print and digital books, both fiction and non-fiction ○ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading ○ Describes main story settings, events and principal characters in increasing detail ○ Re-enacts and reinvents stories they have heard in their play ○ Knows that information can be retrieved from books, computers and mobile digital devices ○ Is able to recall and discuss stories or information that has been read to them, or they have read themselves ○ Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example ○ Begins to develop phonological and phonemic awareness:	**Range 6:** ○ Enjoys an increasing range of print and digital books, both fiction and non-fiction ○ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading ○ Describes main story settings, events and principal characters in increasing detail ○ Re-enacts and reinvents stories they have heard in their play ○ Knows that information can be retrieved from books, computers and mobile digital devices ○ Is able to recall and discuss stories or information that has been read to them, or they have read themselves ○ Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example ○ Begins to develop phonological and phonemic awareness:	**Range 6:** ○ Enjoys an increasing range of print and digital books, both fiction and non-fiction ○ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading ○ Describes main story settings, events and principal characters in increasing detail ○ Re-enacts and reinvents stories they have heard in their play ○ Knows that information can be retrieved from books, computers and mobile digital devices ○ Is able to recall and discuss stories or information that has been read to them, or they have read themselves ○ Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example	

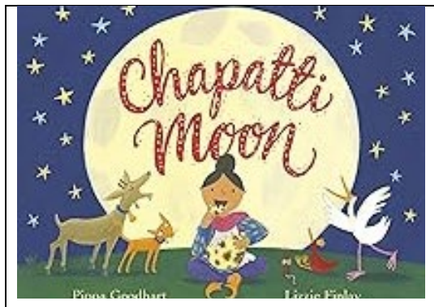
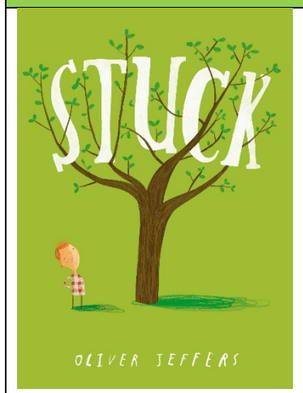
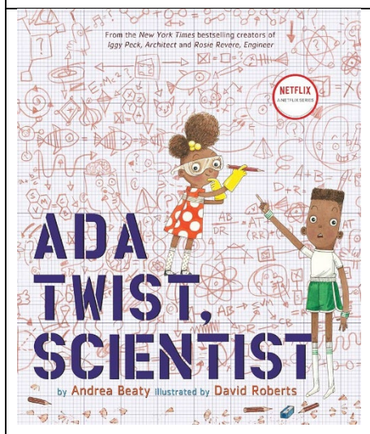
	○ Looks at and enjoys print and digital books independently ○ Knows that print carries meaning and, in English, is read from left to right and top to bottom ○ Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) ○ Handles books and touch screen technology carefully and the correct way up with growing competence ○ Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps ○ Begins to develop phonological and phonemic awareness: ➢ Shows awareness of rhyme and alliteration ➢ Recognises rhythm in spoken words, songs, poems and rhymes ➢ Claps or taps the syllables in words during sound play ➢ Hears and says the initial sound in words		➢ Continues a rhyming string and identifies alliteration ➢ Hears and says the initial sound in words ➢ Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them ➢ Starts to link sounds to letters, naming and sounding the letters of the alphabet ➢ Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee ○ Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences ○ Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text ○ Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.	➢ Continues a rhyming string and identifies alliteration ➢ Hears and says the initial sound in words ➢ Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them ➢ Starts to link sounds to letters, naming and sounding the letters of the alphabet ➢ Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee ○ Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences ○ Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text ○ Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.	○ Begins to develop phonological and phonemic awareness: ➢ Continues a rhyming string and identifies alliteration ➢ Hears and says the initial sound in words ➢ Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them ➢ Starts to link sounds to letters, naming and sounding the letters of the alphabet ➢ Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee ○ Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences ○ Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.	
Assessment (UL&S) **(See Phonics sounds covered so**	Every 3 weeks	Every 3 weeks	Every 3 weeks	Every 3 weeks	Every 3 weeks	Every 3 weeks

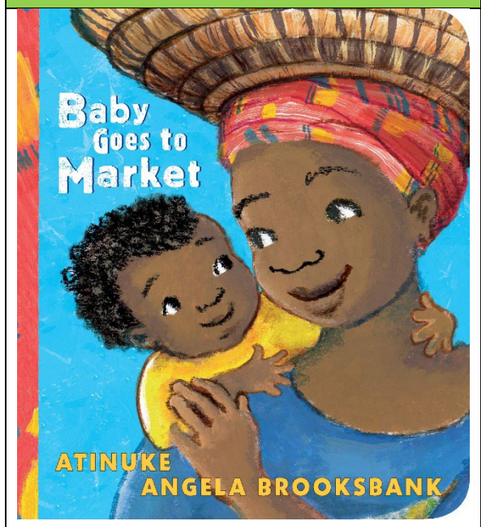
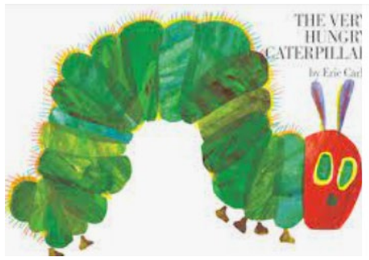
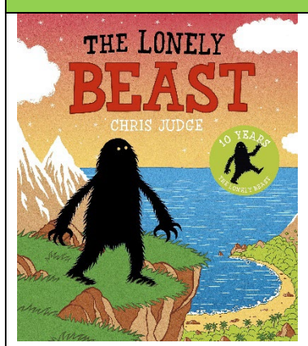
far within the 'EPA EYFS LTP')						
Reception data submitted (CLF data drop)	Baseline CLF RBA	Yes	No	Yes	No	Yes

High quality texts used for planning Literacy topic learning:

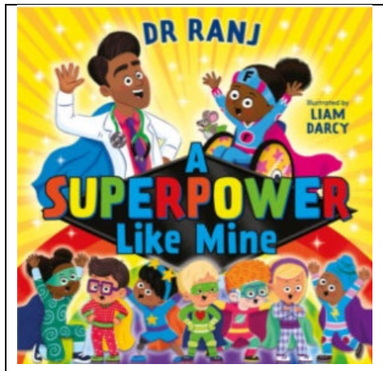
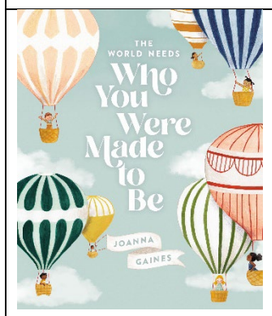
High Quality Text	**Phonics**	**Areas of Learning / Birth to 5 / Writing links**	**Specific Reading Skills**	**AFL**	**Vocabulary**
	Term 1				
	Phase 1 Listening	PSED: becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers	○ English is read from left to right ○ Handling books correctly ○ New vocabulary	Speaking and listening Retelling/joining in with stories Book skills	My / Mine / Me / I Your / Yours / You Both World Different Same School Home
	Phase 1 Listening	PSED: help them to understand different points of view and to challenge their own and others' thinking PSED: Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group	○ English is read from left to right ○ Handling books correctly ○ New vocabulary	Speaking and listening Retelling/joining in with stories Book skills	I can... I have... Body parts: legs, eyes, brain, hair Energy Imagination Superhero Emotions: happy, sad, bored Embedding: Me / My / I You Different / Same

	Phase 2 initial sounds CVC writing	Repetition Number- embedding understanding of 3 Size comparison	○ Handling books correctly ○ Hearing and saying initial sounds ○ New vocabulary ○ Retell	Retelling of story Application during child led learning	Family / Families Girl / Boy Mama / Mum / Mummy / Mother Papa / Dad / Daddy / Father Baby Notice / Noticing Together Love Care Zoo / Zookeeper Penguin Egg Nest Embedding: Me / My / I You Different / Same
	<u>Term 2</u>				
	Begins to identify the initial sounds in words and forms letters correctly.	UTW: Developing an understanding of growth, decay and changes over time UTW: • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes Role play using props. Oral description Giving meanings to marks	○ Hearing and saying initial sounds ○ New vocabulary ○ Retell ○ Orally blending ○ Making predictions ○ Description	Application of phase 2 phonics Retelling of the story	Steal / Stole Trip Vehicles: Ship / Harbour / Bus / Travel Country / Countries Community / Culture Food / Feast / Banquet Language

	Application of phase 2 phonics CVC application	Orally construct simple sentences UTW- Plan a route/sequence EAD: Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces	○ Hearing and saying initial sounds ○ Access to a range of print ○ New vocabulary ○ Retell ○ Orally blending ○ Decoding words ○ Making predictions	Be able to retell the story independently using props. Application of phonics Can independently orally construct sentences.	Picnic Sharing Moving / Movement (Verbs): pour, scoop, cook, jump, roll, catch, bounce, trip, kick, dance, laugh Embedding: Feast Community / Culture
	Term 3				
	Phase 2 sounds Phase 2 digraphs Beginning of phase 3	Explore and describe changes in materials Observe and record the weather outside Explore animals from different countries (Antarctica) PSED: feeling left out C&L: verbs	○ Hearing and saying initial sounds ○ Syllable knowledge ○ Access to a range of print ○ New vocabulary ○ Description ○ Retell ○ Orally blending ○ Making predictions	Application of phase 2 sounds in writing Retelling the story independently or in a group using props/resources	Stuck / Unstuck Trouble Problem Solve / Solution Throw / Threw Knock down Idea List
	Onomatopoeia Rhythm Rhyme Phase 2 sounds CVC words Link back to Phase 1 listening skills/sound	Poetry opportunities for rhythm and rhyme UTW: people and communities PD: moving in different ways EAD: building and joining materials Building positive relationships with the community Opportunities to hear and use unusual verbs e.g. hooking, shifting etc… Repetition	○ Hearing and saying initial sounds ○ Showing awareness of rhyme and alliteration ○ Recognising rhythm ○ Syllable knowledge ○ Orally blending	Independently talk about the vehicles in the book. Be able to retell a line from the book with little support. Begin to apply some elements within their child led learning.	

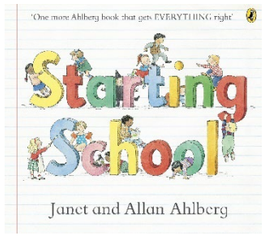
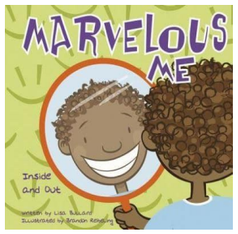
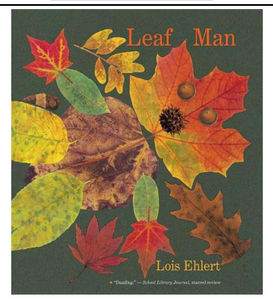
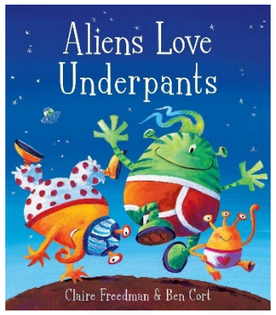
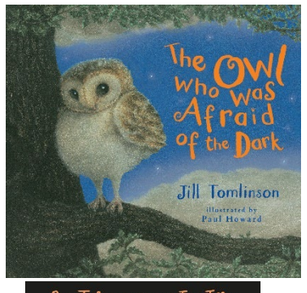
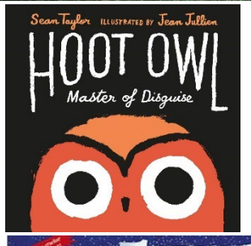
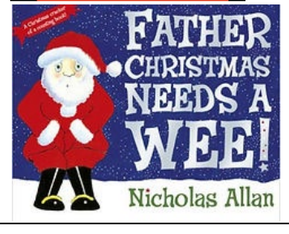
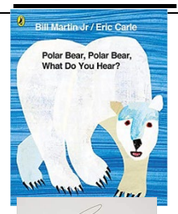
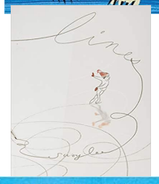
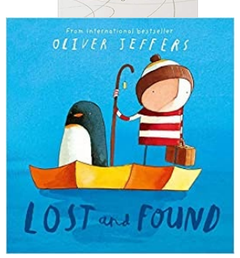
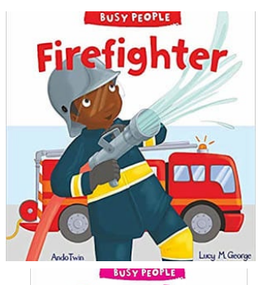
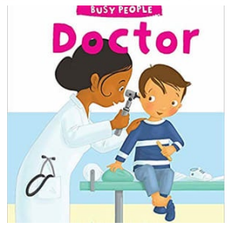
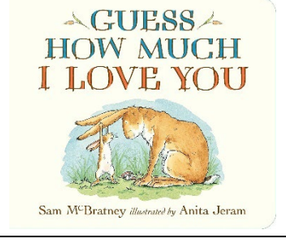
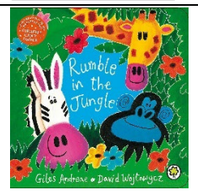
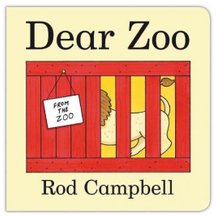
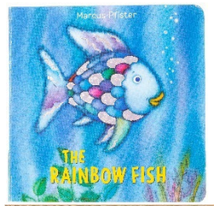
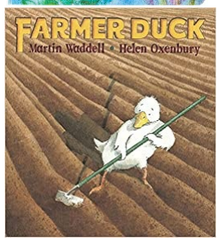
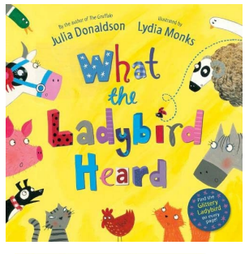
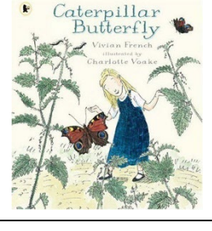
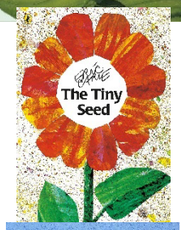
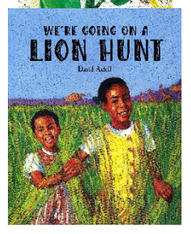
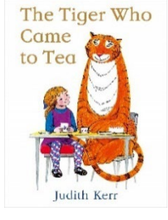
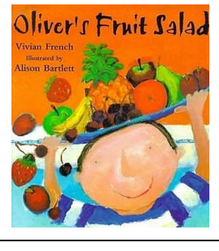
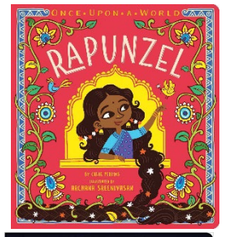
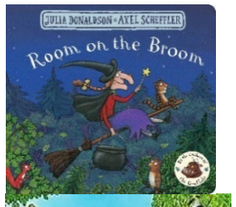
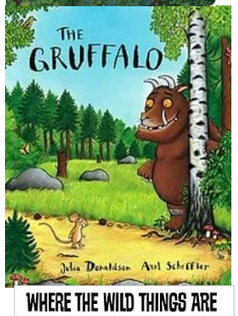
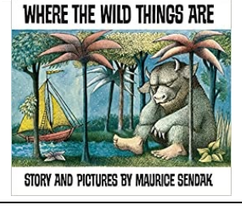
	Term 4				
	Application of phase 3 phonics CVCC words CVC words CEWs spelt correctly	UTW: Knows about similarities and differences in relation to places, objects, materials and living things Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from Rhythm and rhyme Repetition	○ Hearing and saying initial sounds ○ Showing awareness of rhyme and alliteration ○ Recognising rhythm ○ Syllable knowledge ○ Retell ○ Continuing rhyming strings ○ Orally blending	Be able to sequence the story independently. Be able to retell the story independently with use of story props/story maps and song. Be able to ask and answer questions related to the book Whole class retell	
	Application of phase 2, 3 and 4 phonics throughout a variety of writing opportunities. Most common exception words and being spelt correctly within longer pieces of writing.	Traditional tale Days of the week – I am a historian Sequencing events – I am a Historian Repetition throughout the book Number play to 5	○ Hearing and saying initial sounds ○ Syllable knowledge ○ New vocabulary ○ Description ○ Retell ○ Making predictions	Be able to sequence the story independently/sing a range of story resources. Sequence days of the week Retell the story independently	Caterpillar Egg Chrysalis Butterfly Leaf Fruit Oranges Strawberries Pear Apple Variety of food
	Term 5				
	Phase 2 sounds Initial sounds if needed CVC words .	Repetition Number play- composition Recognise some similarities and differences between life in this country and life in other countries. Healthy eating	○ New vocabulary ○ Description ○ Retell ○ Making predictions	Be able to sequence the story independently. Be able to retell the story independently with use of story props/story maps. Be able to ask and answer questions related to the book	

				Be able to describe some of the features of fruit e.g. spiky-leaved pineapple.	
	Application of phase 3 phonics CVCC words CVC words High frequency words spelt correctly	Repetition Days of the week – I am a Historian Experience planting seeds and observing what happens Observe a plant grow over time and talk about changes Help to take care of plants as they grow in their immediate environment. Sort seeds/leaves into groups by characteristics. Lifecycles	○ Access to a range of print ○ New vocabulary ○ Description ○ Retell ○ Orally blending ○ Decoding words ○ Making predictions	Know days of the week in order Be able to retell the story using visuals Application of phonics to retell the story Use of story language	
	<u>Term 6</u>				

	Application of phase 2, 3 and 4 consistently Full sentences Capital letters, full stops and finger spaces	Application of story language Beginning, middle and end	○ New vocabulary ○ Description ○ Retell ○ Making predictions	B Be able to sequence the story independently. Be able to retell the story independently with use of story props/story maps. Be able to ask and answer questions related to the book	-ship -shark -treasure -plank -teddy Beginning Middle End
	Application of phase 2, 3 and 4 phonics throughout writing. Common exception words and being spelt correctly and consistently used within writing. Capital letters, full stops and finger spaces	Fantasy focus and writing stimulus EAD opportunities Role play Character speech	○ Showing awareness of rhyme and alliteration ○ Recognising rhythm ○ Continuing rhyming strings	Be able to apply traditional story language to writing Be able to retell the story using visuals	

By the end of Reception, all books skills / opportunities will be taught / experienced:

- English is read from left to right
- Handling books correctly
- Hearing and saying initial sounds
- Showing awareness of rhyme and alliteration
- Recognising rhythm
- Syllable knowledge
- Access to a range of print
- New vocabulary
- Description
- Retell
- Continuing rhyming strings
- Orally blending
- Decoding words
- Making predictions

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
  	    	     	     	    	    

Examples of shared books at home times:

In the environment:

Reading opportunities are deliberately placed into all areas of the classroom including We are Designers, We are Mathematicians, the role play area and the outside environment.

Outside of the EYFS classroom:

- KS1 library visits
- Storytellers after school club
- Junction 3 library visits
- Book at Bedtime event
- World Book Day

Reading at home

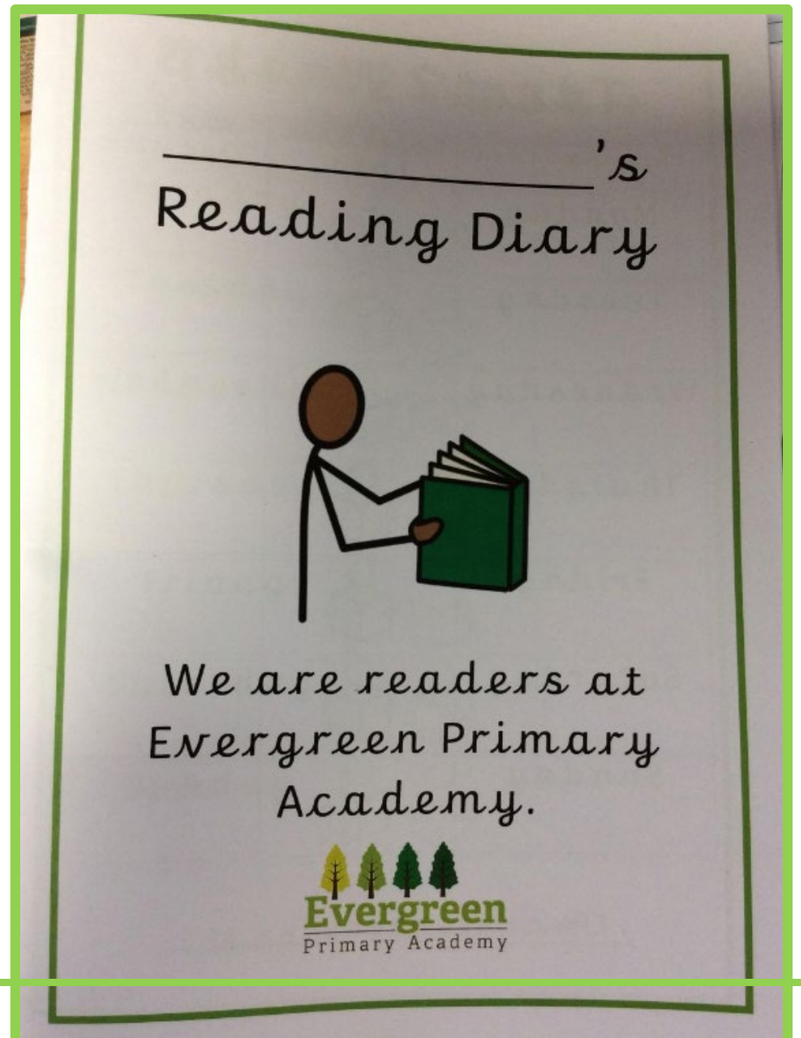
See below copies of messages sent home throughout the year.

EPA Reading expectations

- We encourage children to read their phonetically decodable book at home with an adult 5 x per week.
- Reading diaries will be checked by the class teacher each Friday
- Your child will read to an adult in school twice a week.
- Sound books will be sent home to support your child's reading

TUESDAY, NOVEMBER 29

Phonics Workshop

8:30 AM - 9:15 AM

You are invited to attend a Phonics Workshop next Tuesday morning. This is a chance for you to gain a deeper understanding of how your children are learning to read and write. Miss Webb will guide you through what Phonics is, the vocabulary we use, show you an example Phonics lesson and give tips about how you can further support your children at home.
It would be great to see as many people as possible there!