

Long Term Literacy Plan – Reception 2026-2027

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Traditional Fairy Tales	Dinosaurs	Wonderful World	Minibeasts & Living Things	Our Community
Wow moments / key events	Making bread	Baking gingerbread	Fossil workshop	Make a steam train	Mini-beast Hunt	Visit from one of emergency services
Talk through stories texts	All Kinds of People We're Going on a Bear Hunt Little Red Hen	Jack and the Beanstalk The Gingerbread Man	Dear Dinosaur The Three Little Pigs	A new Green Day We're Going to Find the Monster Three Billy Goats Gruff	I saw a Bee That's my Flower The Ugly Duckling	We catch the Bus You can't call an Elephant in an Emergency Martha Maps it out
Other key texts	I'm special I'm me Little Red Hen makes a pizza	Leaf Man Biscuit Bear	The three horrid pigs and the friendly wolf The three little pigs and the big bad book	The three Billy Goats fluff. Bog Baby	The very Hungry Caterpillar The Bad Tempered Ladybird	The Postmouse When You Are Fast Asleep – who works at night
Literacy - comprehension	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities.	Listening to stories. Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Orally retelling familiar stories. Sequence story (use vocabulary of beginning, middle and end). Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps.	Explaining the stories they have listened to or have read themselves. Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Twinkl Phonics. Ensure home reading books	Explaining the stories they have listened to or have read themselves. Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Editing story maps.	Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non-Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means

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	Engage in extended conversations about stories, learning new vocabulary. Show an awareness of alliteration.		match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.	Information leaflets / books about travel and places around the world. Book Week Activities.		story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Show a good awareness of rhyming.
Development Matters and ELG's	C&L • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.				Literacy Comprehension ELG • 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, nonfiction, rhymes and poems and during role play.	
Literacy - word reading	Linking sounds to letters. Phonic Sounds: Twinkl level 2 whole class. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.	Begin to read words by soundblending. Phonic Sounds: Twinkl level 2/3 whole class. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	Begin to read words by soundblending. Phonic Sounds: Twinkl level 2/3 whole class. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Begin to read words by soundblending. Phonic Sounds: Twinkl level 3 whole class. Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'..	Begin to read words by soundblending. Phonic Sounds: Twinkl level 3 / 4 whole class. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.	Begin to read words by soundblending. Phonic Sounds Twinkl level 4 whole class. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. 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.
Development Matters and ELG's	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme.				Word Reading ELG • Say a sound for each letter in the alphabet and at least 10 digraphs.	

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	• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly.	• 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.
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Literacy - writing	Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation. Creating story maps	Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation. Writing labels for pictures. Creating Story maps.	Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation. Creating Story maps. Story map a – plotting, characters, settings, problems and resolutions with labels.	Begin to write simple sentences. ‘Hold and write a sentence’. Creating own story maps, writing CVCC, CCVC words, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation. Creating Story maps. Story map a – plotting, characters, settings, problems and resolutions with labels. Creating alternative story maps	Writing simple sentences. ‘Hold and write a sentence’. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Beginning to use correctly formed letters. Creating Story maps. Story map a – plotting, characters, settings, problems and resolutions with labels. Creating alternative story maps	Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Creating their own rhyming sentences.
Development Matters and ELG’s	• Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.					Writing ELG • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.