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Reception Long Term Plan- Core Knowledge document

Text in red is specific to RWI scheme- needs to be amended to each school's phonics scheme.

Autumn

Strand: Reading- RWI	
Core Taught	**Core Provision**
Specific learning from taught sessions, focused on knowledge and skills - Teach, model and scaffold RWI Set 1 sounds (initial sounds in words and beginning to blend) - Teach, model and scaffold RWI sounds: 1.1-1.5 - Teach, model and scaffold set 1 red words - Teach and model key vocabulary associated with books (author, title, illustrator, character) - Model and scaffold listening attentively to stories - Model and scaffold recognising names in different situations. (Letters in names and the order of letters- registration and finding their names in the morning.) - Scaffold recognising familiar words e.g., advertising logos and signs. - Teach, model and scaffold saying a missing word or phrase when joining in with familiar rhymes and stories and join in rhythmically. - Teach and model reading skills e.g. tracking left to right. - Modelling re-telling a familiar story using picture prompts and key vocabulary from the story. (e.g. Once upon a time; stories they will have heard several times e.g. fables, fairy tales etc.)	Classroom: -Wordless books -Fiction and Non-Fiction Books -Books that promote and value equality and diversity -New vocabulary with images -Red words displayed throughout classroom (On construction pieces, displays, reading area etc.) -Books relating to topics in each area (E.G- family/cooking books in home corner, maths books in maths area etc.) -Visuals of 'whole body listening' -Adults encourage use of new vocabulary/phrases in all areas of the classroom. -Adults reading with children regularly and displaying enjoyment of books -Adults modelling, encouraging and supporting reading signs up around the classroom and wider school environment. Displays: -To display the children's master pieces and correlate to planning. Change every half-term. -To display children's photos to ensure the classroom celebrates their achievements and creates a sense of belonging. -Include children's photos and speech bubbles to include their voices. -Provide words in the learning environment to highlight sounds, diagraphs and trigraphs. -All equipment to be labelled with photos and words. Small world: -New vocabulary with images -Non-fiction books - Links to the natural world to promote exploration and curiosity.

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- Modelling re-telling a familiar story in own words using picture prompts.

- Model and scaffold talking about the beginning, middle and end of the story.

- Teach and model how to begin making up own endings for stories.

- Modelling making justified predictions about what the story could be about. (Using hints from the front cover and parts of the story you have already read.)

- Modelling and repetition of new vocabulary from familiar texts and rhymes, in different areas of the classroom. (E.G- I'll huff, and I'll puff, and I'll blow your house down- being used in the construction area after building a house.)

- Children encouraged to join in with repetition in familiar texts/rhymes/songs.

- Teaching and modelling of how to treat books. (Holding them up the correct way, turning the pages gently etc.)

- Modelling and encouraging children to read all things around them (Symbols, Logos, song lyrics, books name tags, signs etc.)

- Revisit familiar texts at key points to discuss simple retrieval questions. Modelling in full sentences.

Please note for phonics children are grouped on ability to read and regrouped appropriately every half term.

Home corner:
-New vocabulary with images
-children's photos with speech bubbles to include the child's voice.
-cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for reading.
- Family photos with labels

Reading area:
-non-fiction books
-Wordless books
-Puppets/story sticks/teddies
-New vocabulary with images
-Familiar stories that children are learning by heart available for children to read and look at with an adult or peers
-Provide opportunities for children to listen to audio books
-Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc)
-phonically decodable books
-visual story maps of familiar stories

Outside:
-Adults encourage using new vocabulary (images visible to support use of new vocabulary)
-Books, bug/plant identification charts available
-non-fiction books

Water:
-New vocabulary with images
-non-fiction books
- Simple challenges to follow

Construction:
-New vocabulary with images
-Words and sounds on blocks
-non-fiction books

Additional:
-Trip to the local library
-Regular trips to school library
-St Pauls Church

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	-Local library -Hindu Temple -Christmas Story Session with Father Christmas **Dates to Remember** -Settling in -Harvest-September -Guy Fawkes/Fireworks -Halloween -Remembrance Sunday 10th November -Diwali -Christmas -Children in Need -NATIVITY – Christmas sing along -New Year

Spring

Strand: Reading- RWI

Core Taught	Core Provision
Specific learning from taught sessions, focused on knowledge and skills - Review sounds 1.1-1.5 - Teach and model word Time 1.5-1.6 in correlation to Ditty/Photocopy Masters. - Continue to revisit and teach and review Set 1 sounds and focus on special friends/diagraphs.	Classroom: -Fiction and Non-Fiction Books - Books that promote and value equality and diversity -New vocabulary with images -Red words displayed throughout classroom (On construction pieces, displays, reading area etc.) -Visuals of 'whole body listening'. -Adults modelling use of new vocabulary/phrases in all areas of the classroom. -Adults reading with children regularly and displaying enjoyment of books

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- Teach and model reading Alien words - Teach, model and scaffold set 2 sounds - Teach, model and scaffold set 2 red words - Scaffold RWI Ditties blending reading simple sentences. Practising comprehension skills and retrieving information from text. - Teach and model key vocabulary associated with books (author, title, illustrator, character, setting/set, contents page) - Model and scaffold talking about settings, events and characters in the stories. - Teach new vocabulary when it arises and discuss meaning to aid understanding. - Modelling re-telling less familiar stories, with a different range of vocabulary (E.G- not once upon a time etc.) - Teach and model segmenting sounds in simple words and blend them together. - Teach, model and scaffold linking graphemes to phonemes - Scaffold beginning to read simple words and sentences - Model learning to retrieve information from books and computers. - Model and scaffold to find common irregular words in books. - Modelling simple connections between familiar stories and new stories. (E.G- This story is like …. because the main character goes to find all the other characters. This story is like... because it keeps repeating the same vocabulary/phrases.) - Modelling use of new vocabulary in all areas of the classroom.	-Adults modelling reading signs up around the classroom and wider school environment. Displays: -To display the children's master pieces and correlate to planning. Change every half-term. -To display children's photos to ensure the classroom celebrates their achievements and creates a sense of belonging. -Include children's photos and speech bubbles to include their voices. -Words in the learning environment to highlight sounds, diagraphs and trigraphs. -All equipment to be labelled with photos and words. -WOW word wall for the children to access new words with pictures to sentence build: to scaffold writing independently. Small world: - New vocabulary with images -non-fiction books - Links to the natural world to promote exploration and curiosity. Home corner: -New vocabulary with images -Family photos with labels - children's photos with speech bubbles to include the child's voice. - cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for reading. Reading area: -Wordless books -Story props -New vocabulary with images -Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc) -Books organised in a way that the children find it easy to browse the books, looking for a book/genre. Books should also be kept at child height. -Key vocabulary- author, illustrator, blurb, predict, setting, characters. - CD player with headphones and books on CD.

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- Teach what a prediction is.

- Modelling making predictions and explaining why you have predicted that.

- Teach and model some similarities and differences between genres.

- Teach, model and scaffold looking through text/images to help find answers to retrieval questions about familiar stories (E.G- where is the story set? who is the main character?)

- Modelling of how to treat books. (Holding them up the correct way, turning the pages gently etc.)

- Modelling and encouraging children to read all things around them (Symbols, Logos, song lyrics, books name tags, signs etc.)

- Modelling how to browse books. (E.G- If looking for a book about space, they may look at the pictures on the cover or look for the word space. If they wanted to find a non-fiction book instead of a story they would be looking to see if the book had a contents page etc.)

- Teach and scaffold making a set of rhyming words and continue the rhyming string.

Please note:
-for phonics children are grouped on ability to read and regrouped appropriately every half term.
-set 3 sounds to be taught to those that are confident and consistent with set 1 and 2 sounds.

-phonically decodable books
-story maps of familiar stories displayed

Outside:
-New vocabulary with images
-Labels/questions/instructions using previously taught digraphs/trigraphs.

Water:
-New vocabulary with images
-Labels/questions/instructions using previously taught digraphs/trigraphs.
- simple challenges to follow.

Construction:
-New vocabulary with images
-Labels/questions/instructions using previously taught digraphs/trigraphs.
- To include messages, notices, signs and simple sentences.

Additional:
-Storyteller to come into school
-Family reading sessions (1 morning a week)
-Regular trips to school library
-Parent workshop-phonics and reading
-Trip to local park (minibeast hunting/pond dipping)

Dates to Remember
-Burns night
-Chinese New Year: The Great race
-Maha Shivaratri Hindu Holiday
-Shrove Tuesday 5th March
-St Patricks Day
-Mothers Day 31st March
-Palm Sunday Easter Sunday 21st April
-Science week
-Easter

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Summer

Strand: Reading- RWI

Core Taught	Core Provision
Specific learning from taught sessions, focused on knowledge and skills	Classroom:
	-Fiction and Non-Fiction Books
- Green Story Books: All set 1 sounds and alien words to be read speedily. Review all set 1 sounds. Teach set 2 sounds. Green story books and Get writing Green Books.	- Books that promote and value equality and diversity
	-New vocabulary with images
	-Red words displayed throughout classroom (On construction pieces, displays, reading area etc.)
	-Visuals of 'whole body listening'.
- Purple story books All set 1 sounds and alien words to be read speedily. Review all set 1 sounds. Continue to teach set 2 sounds. Purple story Books and Get writing Books.	-Adults modelling use of new vocabulary/phrases in all areas of the classroom.
	-Adults reading regularly with children and displaying enjoyment of books
	-Adults modelling reading signs up around the classroom and wider school environment.
- Continue to teach and review Set 1 and set 2 sounds and focus on special friends/diagraphs.	
- Teach and model reading Alien words	Displays:
	-To display the children's master pieces and correlate to planning. Change every half-term.
- RWI Red Story Books: All set 1 sounds and alien words to be read speedily. Review sounds 1.1-1.5	-To display children's photos to ensure the classroom celebrates their achievements and creates a sense of belonging.
	-Include children's photos and speech bubbles to include their voices.
- Revisit key vocabulary associated with books (author, title, illustrator, character, setting/set, contents page, plot, problem, solution)	-Words in the learning environment to highlight sounds, diagraphs and trigraphs.
	-All equipment to be labelled with photos and words.
- Recap and scaffold practising retrieving information from text to answer questions.	- Have a WOW word wall for the children to access new words with pictures to sentence build: to scaffold writing independently.
- Continue practising reading simple sentences from books that are consistent with their phonics knowledge.	Small world:
	- New vocabulary with images
	- non-fiction books
- Modelling retelling stories in your own words, using vocabulary that has been introduced recently.	- Links to the natural world to promote exploration and curiosity.

- Modelling answering many retrieval questions about familiar stories. Showing how to look back at the text to help find answers if needed. (E.G- How do the characters feel? What is the problem/solution? What is the plot?)

- Modelling answering some retrieval questions about unfamiliar stories, using previously taught strategies. (E.G- good listening, looking back at the text to help find answers etc.)

- Teach and model what a sensible prediction is through prior knowledge of the text or familiar texts. (E.G-Using the knowledge that the story is set on a farm to predict that next we will meet some farm animals. Using the title of the book to predict there will be spiders in the story. Etc.)

- Modelling making a prediction mid-way through a story, using the prior knowledge of the story to help with predictions.

- Revisit knowing that a prediction can change as you read more of the text and modelling explaining why the prediction has changed.

- Continue reading messages, notices, signs and simple sentences and learning to talk accurately about what has been read.

Please note:
-for phonics children are grouped on ability to read and regrouped appropriately every half term.
-set 3 sounds to be taught to those that are confident and consistent with set 1 and 2 sounds.

Home corner:
-New vocabulary with images
-children's photos with speech bubbles to include the child's voice.
-cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for reading.
- Family photos with labels

Reading area:
-Story props
-New vocabulary with images
-Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc)
-Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc)
-Books organised in a way that the children find it easy to browse the books, looking for a book/genre. Books should also be kept at child height.
-Key vocabulary- author, illustrator, blurb, predict, plot, setting, characters, problem, solution.
-CD player with headphones and books on CD.
-Story maps displayed of familiar stories

Outside:
-New vocabulary with images
-Labels/questions/instructions using previously taught digraphs/trigraphs.

Water:
-New vocabulary with images
-Labels/questions/instructions using previously taught digraphs/trigraphs.
-simple challenges to follow

Construction:
-New vocabulary with images
-Labels/questions/instructions using previously taught digraphs/trigraphs.
-Blocks containing Set 1,2, 3 sounds.
-to include messages, notices, signs and simple sentences.

Additional:
-Trip to the local library
-Parent reading sessions (1 morning a week)
-Regular trips to school library
-Parent workshop- phonics and reading.

| | **Dates to Remember**

-Shakespeare Day
 -Ramadan start
 -Eid ul Fitr
-Fathers Day
 -Transition Week |