



EYFS Early Literacy Long Term Plan

Our Approach to Early Literacy

At the heart of our literacy curriculum is a commitment to developing **strong foundations in communication and language**, recognising that spoken language underpins all aspects of reading and writing. We prioritise high-quality interactions, where adults model and extend language, enabling children to develop vocabulary, narrative and confidence in expressing their ideas.

Our curriculum is intentionally designed, not incidental, with **learning carefully sequenced into small, progressive steps**. This ensures that children build secure knowledge over time and are able to apply this independently within provision.

Early reading is taught through a systematic and rigorous phonics approach, ensuring children develop decoding skills that are firm, fixed and fluent. Alongside this, children develop language comprehension through rich texts, storytelling and discussion.

Early Writing is developed through the integration of **composition and transcription**. Children are supported to develop ideas through talk before recording, with writing carefully matched to what they can encode. This ensures success, builds confidence and supports the development of fluency and automaticity.

We recognise that the will influences the skill, and therefore ensure that writing opportunities are purposeful and meaningful, enabling children to develop both motivation and independence.

Assessment is ongoing and informs precise, responsive teaching. Where needed, targeted and time-limited interventions are implemented to address gaps in communication, language and transcription, ensuring all children make strong progress.



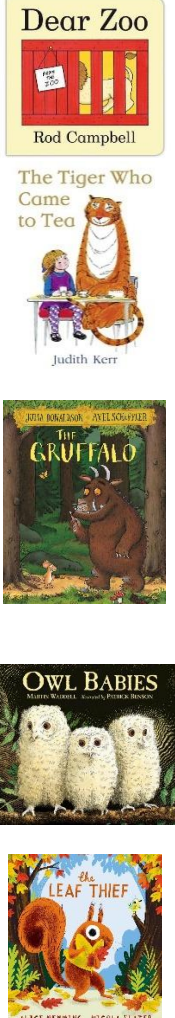
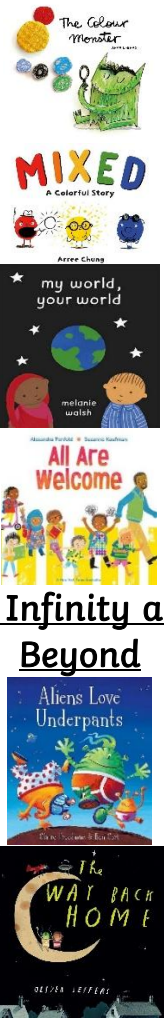

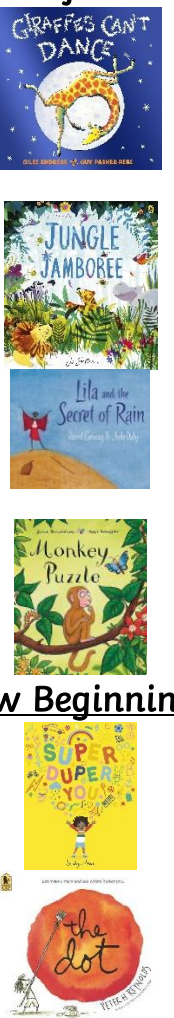
As a result, children develop secure, transferable **foundational knowledge**, enabling them to apply their skills independently across the curriculum and ensuring **strong preparedness for Year 1**.





'We Love Stories'

At the heart of our literacy offer are high-quality texts which inspire, motivate and support children to develop their communication and language, reading and writing skills. Through our 'We Love Stories' approach, children are immersed in rich storytelling experiences which enable them to develop the **foundational knowledge** of vocabulary, narrative structure and language.

	Autumn	Spring	Summer			
Key Driver Texts	<p><u>I belong</u></p>  <p><u>Once Upon A Time</u></p> 	<p><u>All Creatures Great and Small</u></p> 	<p><u>My World, Your World</u></p> 	<p><u>Adventure Island</u></p> 	<p><u>Growing Journeys</u></p>  <p><u>To the Rescue!</u></p>	<p><u>Jungles and Safaris</u></p>  <p><u>New Beginnings</u></p>



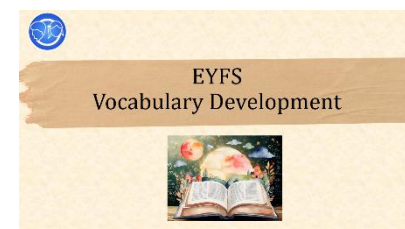
Communication and Language Progression

Our Approach Communication and language is explicitly planned and progressively developed across the year, ensuring children build the **foundational knowledge** of vocabulary, narrative and interaction required for success in communication, reading and writing. We prioritise the development of oral language through high-quality, purposeful interactions, rich storytelling experiences and structured opportunities for talk. Language is not left to chance; it is deliberately modelled, systematically revisited and embedded across a range of learning experiences.

	Autumn	Spring	Summer
Listening Attention and Understanding	<ul style="list-style-type: none"> Anticipates key events & phrases in stories & rhymes Listens to others & stories in small groups. Follows simple instructions without visual clues Understands who, what and where questions. 	<ul style="list-style-type: none"> Listens to the opinions of others in a larger group. Follows longer, more complex instructions. Retells simple stories sometimes using the vocabulary from books Understands and responds to how and why questions 	<ul style="list-style-type: none"> Listens and responds to ideas expressed by others in conversation or discussion Gives their attention to what others say and responds appropriately, in a 'back and forth' dialogue even whilst engaged in another activity. Ask questions to find out more and to check they understand what has been said to them <p>ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<ul style="list-style-type: none"> Asks simple questions about stories or themselves Describes how they made a model or did an activity Describes events that have happened although tenses may not be accurate Develop social phrases which link with routine i.e. Good morning, how are you? 	<ul style="list-style-type: none"> Sometimes uses tenses correctly Ask questions about events in the past or future & uses vocabulary associated with the events Begins to use new vocabulary throughout the day Describe events in some detail, including the use of some 'sequencing words'. Connects one idea or action to another using a range of connectives such as 'because', 'or' and 'and' 	<ul style="list-style-type: none"> Articulates their ideas and thoughts in well-formed sentences Uses talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. In different play situations children develop their own narratives and explanations. Draws on and uses newly introduced vocabulary accurately and in a range of contexts. <p>ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>

Vocabulary Development LTP- Additional Document

Vocabulary is explicitly planned, sequenced and cumulatively built across the curriculum, including within key texts and wider areas of learning. Tier 2 and subject-specific vocabulary are carefully selected, explicitly taught and routinely revisited to ensure depth, retention and application.



Early Years Vocabulary Development Long Term Plan

Our chosen texts stimulate children and provide them with rich language exposure. We introduce key vocabulary through our 'We Love Stories' literacy approach.


Year One	My World, Your World	Spring 1	To Reflect and Respond
<ul style="list-style-type: none"> Communicates up to 10 words Understands up to 10 words 	<ul style="list-style-type: none"> Communicates up to 10 words Understands up to 10 words 	<ul style="list-style-type: none"> Communicates up to 10 words Understands up to 10 words 	<ul style="list-style-type: none"> Communicates up to 10 words Understands up to 10 words

Medium and End Point
Relating to Communication of Language
Speaking
Spine



Early Reading Progression

Our Approach Reading is taught through a systematic and rigorous approach, ensuring children develop the **foundational knowledge** required for early reading. We follow a consistent phonics programme to secure decoding, ensuring knowledge becomes firm, fixed and fluent. Alongside this, children develop language comprehension through high-quality texts, storytelling and discussion, enabling them to understand, apply and use new vocabulary.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																																																																														
 <p>Phonics Progression — Little Wandle SSP</p>	<table border="1"> <thead> <tr> <th>Phase 2 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>s a t p</td> <td></td> </tr> <tr> <td>i n m d</td> <td></td> </tr> <tr> <td>g o c k</td> <td>is</td> </tr> <tr> <td>ck e u r</td> <td>I</td> </tr> <tr> <td>h b f l</td> <td>the</td> </tr> </tbody> </table>	Phase 2 graphemes	New tricky words	s a t p		i n m d		g o c k	is	ck e u r	I	h b f l	the	<table border="1"> <thead> <tr> <th>Phase 2 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>ff ll ss j</td> <td>put* pull* full* as</td> </tr> <tr> <td>v w x y</td> <td>and has his her</td> </tr> <tr> <td>z zz qu</td> <td>go no to into</td> </tr> <tr> <td>words ending with -s /s/</td> <td>she push* he of</td> </tr> <tr> <td>sh th ng nk</td> <td>we me be</td> </tr> <tr> <td>* words with -s /s/</td> <td></td> </tr> <tr> <td>* words ending in s /z/</td> <td></td> </tr> </tbody> </table>	Phase 2 graphemes	New tricky words	ff ll ss j	put* pull* full* as	v w x y	and has his her	z zz qu	go no to into	words ending with -s /s/	she push* he of	sh th ng nk	we me be	* words with -s /s/		* words ending in s /z/		<table border="1"> <thead> <tr> <th>Phase 3 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>ai ee igh oa</td> <td></td> </tr> <tr> <td>oo ar or</td> <td>was you they</td> </tr> <tr> <td>ur ow oi ear</td> <td>my by all</td> </tr> <tr> <td>air er</td> <td>are sure pure</td> </tr> <tr> <td>double letters: dd mm tt bb rr gg pp</td> <td></td> </tr> <tr> <td>longer words</td> <td></td> </tr> </tbody> </table>	Phase 3 graphemes	New tricky words	ai ee igh oa		oo ar or	was you they	ur ow oi ear	my by all	air er	are sure pure	double letters: dd mm tt bb rr gg pp		longer words		<table border="1"> <thead> <tr> <th>Phase 3 graphemes</th> <th>No new tricky words</th> </tr> </thead> <tbody> <tr> <td>Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</td> <td>Review all taught so far Secure spelling</td> </tr> <tr> <td>Review Phase 3: er air</td> <td></td> </tr> <tr> <td>Words with double letters</td> <td></td> </tr> <tr> <td>Longer words</td> <td></td> </tr> <tr> <td>words with two or more digraphs</td> <td></td> </tr> <tr> <td>longer words words ending in -ing, compound words</td> <td></td> </tr> <tr> <td>longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end</td> <td></td> </tr> </tbody> </table>	Phase 3 graphemes	No new tricky words	Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling	Review Phase 3: er air		Words with double letters		Longer words		words with two or more digraphs		longer words words ending in -ing, compound words		longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end		<table border="1"> <thead> <tr> <th>Phase 4</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>short vowels CVCC</td> <td>said so have like</td> </tr> <tr> <td>short vowels CVCC CCVC</td> <td>some come love do</td> </tr> <tr> <td>short vowels CCVC CCVC</td> <td>were here little says</td> </tr> <tr> <td>short vowels CCVCC CCVC CCVCC</td> <td></td> </tr> <tr> <td>Longer words</td> <td>there when what one</td> </tr> <tr> <td>root words ending in: -ing, -ed /t/</td> <td>out today</td> </tr> <tr> <td>-ed /id/ /ed/ -ed /d/</td> <td></td> </tr> <tr> <td>-ed /id/ /ed/ -est</td> <td></td> </tr> </tbody> </table>	Phase 4	New tricky words	short vowels CVCC	said so have like	short vowels CVCC CCVC	some come love do	short vowels CCVC CCVC	were here little says	short vowels CCVCC CCVC CCVCC		Longer words	there when what one	root words ending in: -ing, -ed /t/	out today	-ed /id/ /ed/ -ed /d/		-ed /id/ /ed/ -est		<table border="1"> <thead> <tr> <th>Phase 4 graphemes</th> <th>No new tricky words</th> </tr> </thead> <tbody> <tr> <td>long vowel sounds CVCC CCVC</td> <td>Review all taught so far</td> </tr> <tr> <td>long vowel sounds CCVC CCVC CCV CCVCC</td> <td>Secure spelling</td> </tr> <tr> <td>Ph 4 words ending with: -s /s/ -s /z/ -es /z/</td> <td></td> </tr> <tr> <td>Longer words</td> <td></td> </tr> <tr> <td>root words ending in: -ing, -ed /t/</td> <td></td> </tr> <tr> <td>-ed /id/ /ed/, -ed /d/</td> <td></td> </tr> <tr> <td>Root words ending in: -er, -est</td> <td></td> </tr> <tr> <td>Longer words</td> <td></td> </tr> </tbody> </table>	Phase 4 graphemes	No new tricky words	long vowel sounds CVCC CCVC	Review all taught so far	long vowel sounds CCVC CCVC CCV CCVCC	Secure spelling	Ph 4 words ending with: -s /s/ -s /z/ -es /z/		Longer words		root words ending in: -ing, -ed /t/		-ed /id/ /ed/, -ed /d/		Root words ending in: -er, -est		Longer words	
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Word Reading	<ul style="list-style-type: none"> Recognises familiar signs and labels, and their own name. Hears and says initial sounds in words. Read individual letters by saying the sounds for them. Link sounds to letters when decoding and blending single-letter CVC words (Phase 2) Read a few common exception words matched to the school's phonic programme (Phase 2) 	<ul style="list-style-type: none"> Read digraphs and trigraphs in line with phonics programme. Link sounds to letters when decoding and blending CVC words containing digraphs and trigraphs (Phase 2-3) Read a few common exception words matched to the school's phonic programme (Phase 2-3) Read simple sentences containing digraphs and trigraphs matched to phonics ability, using a finger to track these. 	<ul style="list-style-type: none"> Link sounds to letters when decoding and blending more complex words (Phase 2-4) Read simple sentences containing decodable and common exception words covered throughout the school's phonics programme. Read a range of common exception words matched to the school's phonic programme. (Phase 2-4) Re-read phonetically matched books to build up confidence in word reading, fluency and enjoyment. <p>ELG: 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.</p>																																																																																																	
Comprehension	<ul style="list-style-type: none"> Listens attentively, showing pleasure, to a familiar story published or created in the provision. Uses their own illustrations or props to retell a story. Engages in story talk when in the role play or in small world. Anticipates key events and phrases in rhymes and stories. (C&L) Listens to and remembers simple stories with pictures. (C&L) 	<ul style="list-style-type: none"> Talks about what has been read, showing some understanding, drawing on new vocabulary. Demonstrates emotional engagement with the content of stories that are read to them. Will retell stories and poems in their play using vocabulary acquired from their reading experiences. Is able to retell shared stories, occasionally exploring language and vocabulary from books with adults. (C&L) 	<ul style="list-style-type: none"> Understands simple texts and is able to anticipate key events in stories. Select a book to share or read for own pleasure and may show preference for theme, particular characters or familiar authors. Use, understand and apply recently introduced tier 2 vocabulary from texts to different contexts. Is able to respond to stories, asking questions and making comments, showing interest in new vocabulary explored. Conversations reflect c 'back and forth' interaction (C&L) <p>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, non-fiction, rhymes and poems and during role-play</p>																																																																																																	



Early Writing Progression

Our Approach Writing is developed through the integration of composition and transcription, ensuring children develop the **foundational knowledge** required for early writing. Children are supported to orally rehearse ideas before recording, enabling them to articulate and structure their thinking.

Writing opportunities arise through both planned experiences and provision. While opportunities for writing may be incidental, what children are supported to write is intentional. Through regular dictation, children apply recently taught phonics knowledge, ensuring they can encode successfully and with increasing independence. Planned guided writing sessions ensure children repeatedly apply newly taught knowledge and skills, supporting them to embed and secure these foundations over time.

	Autumn	Spring	Summer
Writing	<ul style="list-style-type: none"> Recognises and writes most letters from their own name Begin to write recognisable letters Use some of their print and letter knowledge in early writing for example initial sounds represented as graphemes Begin to segment CVC words containing Phase 2 sounds and use letters to represent these. Write short dictated phrases containing taught GPCs i.e. a cat/big hen (Phase 2 knowledge) 	<ul style="list-style-type: none"> Writes all letters from own name without support Writes some lower-case letters from the correct starting points. Segments CVC words for spelling, Use some of their print and letter knowledge in early writing, for example using two letters to represent a digraph in a word. Begins to spell some common exception words linked to the school's phonics programme Writes simple dictated sentences containing taught GPCs i.e. the hat is red. (Phase 2-3 knowledge) 	<ul style="list-style-type: none"> Writes most lower-case letters from the correct starting points. Spell a wider range of common exception words and identify the sound that is tricky to spell Writes simple dictated phrases and sentences which can be read by themselves and others (Phase 2-4 knowledge) Independently chooses to write for different purposes such as lists, labels and stories. Make phonetically plausible attempts when writing more complex words, using chunking to support Re-read what they have written to check that it makes sense. <p>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.</p>

Physical Development for Writing

We recognise that gross and fine motor development underpin early writing and play a fundamental role in developing children's transcription skills. Opportunities to develop strength, control and coordination are embedded across provision, enabling children to develop the physical foundations required for transcription.

Fine motor skills are progressively developed through regular opportunities to manipulate tools and materials, supporting pencil control and letter formation. Gross motor development supports posture, core strength and stability, which are essential for effective writing. This ensures children are physically prepared to write, supporting the development of fluent and efficient transcription over time.



Handwriting Progression

Our Approach Handwriting is a key transcriptional skill and is explicitly taught to ensure children develop the **foundational knowledge** required for the physical aspects of writing. Our progressive approach supports children to develop accuracy, control and fluency in letter formation, ensuring handwriting becomes increasingly automatic over time. At Gladstone Road School, our handwriting progression is linked to the **'Improvement in School through Handwriting and Art Scheme' (ISHA) by Martin Harvey and Debbie Watson**. We ensure handwriting is taught systematically, embeds writing routines and carefully aligns to our chosen Little Wandle Phonics scheme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	<p>Pre-writing patterns:</p> <p>Teach letter formation alongside phonics GPC progression:</p> <p>Satp inmd Gock eur</p>	<p><i>Consolidation of pre-writing patterns</i></p> <p>Teach letter formation alongside phonics GPC progression:</p> <p>hbfl jvw x yzq</p>	<p>Letter families- focus on embedding correct starting points and begin to form clear ascenders and descenders.</p> <p>Coat hanger: a c o d g q e Bridge: r n m h b k p Straight line: i l j t Smile: u y Zig Zag: v w Misfits: s f x z</p>	<p>Letter families- focus on formation fluency, more accuracy with ascenders and descenders. Begin to control letter size.</p> <p>Coat hanger: a c o d g q e Bridge: r n m h b k p Straight line: i l j t Smile: u y Zig Zag: v w Misfits: s f x z</p>	<p>Letter families- Capital letters taught alongside corresponding lower-case letters.</p> <p>Caterpillar: A C O D G Q E Bridge: R N M H B K P Straight line: I L J T Smile: U Y Zig Zag: V W Misfits: S F X Z</p>	<p>Letter families- focus on formation fluency, letter size, accuracy in ascenders and descenders.</p> <p>Consolidation informed by assessment.</p>

In order for children to achieve a handwriting style which is **fixed, firm and fluent**, careful monitoring of pencil grip is essential. We place a strong emphasis on children securing the correct pencil grip by the end of Reception, ensuring writing readiness for Year 1 and the more challenging demands of composition. We use ongoing formative assessment to monitor children's pencil grip progression and implement targeted support for those who need it.

	Palmar Supinate Grip	Digital Pronate Grip	Quadrupod Grip	Static Tripod Grip	Dynamic Tripod Grip
Pencil Grip Progression	<p>Whole fist grip where hand is positioned vertically and all fingers curled around the pencil.</p>	<p>All fingers and thumb are used to grip the pencil in a vertical position with the palm facing down.</p>	<p>Thumb and three fingers are used to grip the pencil and hand is positioned in the air. Movement is controlled by the wrist.</p>	<p>Pencil is generally held by thumb, index and middle fingers. Movement comes from the entire arm as opposed to fingers.</p>	<p>Pencil is held between thumb and index finger with pencil supported on the middle finger. The ring and little finger are gently curled inwards. Movements come from the fingers.</p>
Movements needed for development	<p>Palm arches or dexterity in fingers. Strengthening of muscles in arm and development from a shoulder pivot to a wrist pivot.</p>	<p>Dexterity in wrist, finger dip and pip joints.</p>	<p>Dexterity in wrist, finger dip and pip joints. Finger isolation to support tripod grasp.</p>	<p>Dexterity in final finger joints and thumb opposition.</p>	<p>Pivoting joints for the thumb and fingers.</p>

