



HEARTS CURRICULUM EYFS: Reception Literacy LTP

Year A and B

Pre-requisites skills required:

- Hold a pencil comfortably
- Use a pencil to perform some pre writing patterns: circles, spirals, lines, diagonals
- Recall a whole simple story following a story map
- Know that writing starts top left of the page
- Phonics – [Nursery phonics overview](#)
- Writing some or all of name
- Start writing familiar words

Reception	Autumn term		Spring Term		Summer Term	
	Texts	Outcomes	Texts	Outcomes	Texts	Outcomes
Literacy: Writing Oral Comprehension	Year A: Elmer + additional Elmer texts – <i>David McKee</i> The Girl and the Dinosaur – <i>Hollie Hughes</i> A Dinosaur called Tiny - <i>Alan Durant</i>	VC/CVC words using single GPCs Write words to describe characters using known GPCs Children can repeat back a dictated simple sentence clearly	Year A A Squash and a Squeeze – <i>Julia Donaldson</i> Little Red Hen - <i>traditional tale</i> Katie in London - <i>James Mayhew</i>	Children can write a sentence dictated to them using known GPCs and letters they can form. Some compound sentences using and. 50% of the children are writing at the same time.	Year A: The Lighthouse Keeper's Lunch - <i>David Armitage</i> Little People Big Dreams Steve Irwin – <i>Isabel Sanchez Vegara</i>	Children can write a simplified story using the GPCs and letters they can form (including taught diagraphs and trigraphs) 75% of the children are writing at the same time.
	Year B: Elmer <i>David McKee</i> Supertato - <i>Sue Hendra</i> Little People Big Dreams Marcus Rashford – <i>Isabel Sanchez Vegara</i>	25% of the children are writing at the same time. Pre writing patterns <i>circles, spirals, lines, diagonals, jellies and zig zags, loopies and waves</i>	Paddington at the Carnival - <i>Michael Bond</i> Year B: The Gruffalo – <i>Julia Donaldson</i> Pretty Salma – <i>Niki Daly</i> What the Ladybird Heard – <i>Julia Donaldson</i> The Crunching, Munching Caterpillar - <i>Sheridan Cain</i>	Use capital letters and full stops Form lower case and upper letters correctly Curly caterpillar letter family /long ladder family letters	Ruby's Worry – <i>Tom Percival</i> Dear Teacher - <i>Amy Husband</i> Year B: Somebody Swallowed Stanley – <i>Sarah Roberts</i> Octopus Shocktopus! <i>Peter Bently</i> Pip and Egg <i>Alex Latimer</i> The Boy with Flowers in His Hair <i>Jarvis</i> The Perfect Fit	Write simple phrases and sentences that are correctly punctuated and read by others Form lower case and upper letters correctly using correct sizing Zigzag and one-armed robot family letters Write all capital letters Write full name – spelt correctly Fill in a form with full name and date of birth

					Naomi Jones	
					The World Needs Who You Were Made To Be Joanna Gaines	
Good Example will include	Words to sequence events at beginning, middle and end (time adverbs): Once, Next, Finally 1-2 simple sentences for beginning, middle, end punctuated with a full stop (no conjunctions) Capital letters for names Words contain the GPCs /a few CEW that are being taught this term A couple of words included as ‘target’ and aspirational (outside of known phonics) and will be explained to children / displayed on word banks	Words to sequence events at beginning, middle and end (time adverbs): Once, Next, Finally, First, Then, After that, Suddenly 2-3 sentences for beginning, middle, end punctuated with a full stop Some compound sentences using the conjunction ‘and’ ‘who’ used to expand detail around a character e.g. The ladybird spoke to the chick who was trying to find Len Use of one adjective to create expanding noun phrases Some words with 2 or more syllables More complex narrative/plot e.g. different settings / moving locations of characters Words contain the GPCs /some CEW that have been taught so far A few words included as ‘target’ and aspirational (outside of known phonics) and will be explained to children / displayed on word banks	Words to sequence events at beginning, middle and end (time adverbs): Once, Next, Finally, First, Then, After that, Suddenly, In the end, The next day 3-4 sentences for beginning, middle and end of narrative/text Some expanded noun phrases which may include more than one adjective (e.g., big, bad wolf) Introduction to sentences with questions/ exclamation marks Compound and more complex sentences using conjunctions: and, but, because Increasing longer sentences including words with 2 syllables or more Introduced to writing for different purposes Words contain the GPCs /some CEW that have been taught so far More words included as ‘target’ and aspirational (outside of known phonics) and will be explained to children / displayed on word banks (no more than 5)			