

ACE Mixed Reception and Year 1

Literacy – Long Term Plan

Strand	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Reception	Listen carefully, follow instructions and develop confidence in conversations. Learn and use new vocabulary.	Develop attention and listening. Use new vocabulary in different contexts and talk about experiences in increasing detail.	Use talk to organise thinking, solve problems and retell stories. Develop well-formed sentences and use connectives.	Ask questions, describe observations and explain how and why things happen. Develop vocabulary through stories and non-fiction.	Develop confident back-and-forth conversations. Use increasingly precise vocabulary to explain ideas and experiences.	Consolidate listening, speaking and vocabulary skills. Express ideas clearly and confidently in a range of contexts.
Speaking and Listening Year 1	Listen carefully; take turns; respond to questions; speak clearly in familiar situations.	Join in conversations; ask and answer questions; begin to explain ideas and experiences.	Explain ideas in more detail; use new vocabulary; listen and respond appropriately.	Participate confidently in group discussions; ask relevant questions; build on others' ideas.	Speak confidently to different audiences; explain and justify ideas; use increasingly precise vocabulary.	Sustain conversations; present ideas clearly; listen and respond thoughtfully.
Reading Reception	Say the sounds for an increasing number of taught letters. Begin to orally blend sounds and join in with reading familiar words and simple texts.	Say the sounds for taught letters and some digraphs. Blend sounds to read simple CVC words and begin reading simple captions.	Say the sounds for most taught letters and several digraphs. Read words by sound-blending and read simple sentences with support.	Say the sounds for all taught letters and an increasing range of digraphs. Read words and short sentences with greater accuracy and fluency, including some common exception words.	Confidently say the sounds for all letters and many digraphs. Read simple books and sentences matched to phonic knowledge with increasing independence and expression.	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.
Reading Year 1	Secure decoding of Phase 3; read words containing taught GPCs; read common exception words; develop fluency.	Apply Phase 4 phonics; blend unfamiliar words; increase fluency; read simple sentences independently.	Increasingly fluent reading; decode Phase 5 GPCs; recognise alternative pronunciations.	Apply Phase 5 knowledge; read unfamiliar texts with increasing accuracy and fluency.	Read fluently and with expression; apply phonics automatically; develop independence.	Read age-appropriate texts with increasing fluency; self-correct; discuss texts confidently.
Comprehension Reception	Listen attentively to stories, rhymes and non-fiction texts. Join in with repeated phrases and talk about familiar characters and events.	Recall and discuss key events from familiar stories. Begin to use new vocabulary introduced through books, rhymes and play.	Retell familiar stories in the correct order with support. Use recently introduced vocabulary when discussing stories and during role play.	Retell stories and narratives with increasing detail using their own words. Predict what might happen next in familiar stories and	Confidently retell stories, including key events and characters. Anticipate important events in stories and use a growing range of vocabulary from	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

				use new vocabulary in a range of contexts.	stories, non-fiction, rhymes and poems.	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.
Comprehension Year 1	Discuss books; predict what might happen; identify characters and events; retell familiar stories.	Answer questions about what they have read; make simple inferences; sequence events; discuss vocabulary.	Retrieve information; answer who, what, where, when and why questions; discuss word meanings.	Make simple inferences; predict from clues; explain preferences; compare characters and events.	Retrieve, predict and infer; discuss characters, events and vocabulary; identify favourite texts.	Discuss themes and messages; make comparisons; explain answers using evidence from the text.
Writing Reception	Give meaning to marks and begin to develop correct letter formation. Write initial sounds in words and attempt to record ideas through drawing and emergent writing.	Write some recognisable letters, forming many correctly. Hear and write initial and some final sounds in words. Compose simple captions with support.	Write a growing range of recognisable letters with increasing accuracy. Spell simple CVC words by identifying and recording sounds. Write short captions independently.	Form most letters correctly and use known phonemes to spell words. Write simple phrases that can be read by others.	Write recognisable letters that are mostly correctly formed. Spell words using taught phonemes and digraphs. Write simple sentences using finger spaces and some punctuation.	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.
Writing Year 1	Form letters correctly; write labels and captions; write simple sentences; use capital letters, finger spaces and full stops.	Write simple sentences independently; join ideas with <i>and</i> ; write short descriptions and simple narratives.	Write short narratives and recounts; use sequencing words; improve sentence structure.	Write for different purposes; develop descriptions; include relevant vocabulary and detail.	Write longer pieces with a clear beginning, middle and end; improve vocabulary and detail.	Write independently for different purposes; organise ideas; edit and improve writing.
Grammar Year 1	Capital letters, full stops, finger spaces; sentence/non-sentence; singular/plural.	Joining words and clauses using <i>and</i> ; regular plural nouns; introduce question marks and exclamation marks.	Use adjectives; regular past tense <i>-ed</i> ; sentence joining; question forms.	Use present and past tense consistently; introduce <i>because</i> , <i>but</i> and <i>so</i> ; use punctuation more independently.	Consistent tense; expanded noun phrases; conjunctions; punctuation.	Apply grammar independently; use sentence structures for effect; consolidate Year 1 objectives.
Phonics Reception	Baseline assessment, Phase 1 consolidation, introduce Phase 2 grapheme-phoneme correspondences	Complete Phase 2 and begin Phase 3	Phase 3 and introduction to adjacent consonants	Consolidate Phase 3, develop blending and segmenting fluency	Phase 4 and application in reading and writing	Consolidation, fluency, reading with increasing confidence, transition to Year 1

Phonics Year 1	Assess and revisit Phase 4 knowledge. Introduce Phase 5 graphemes and alternative pronunciations. Apply in reading and spelling.	Continue Phase 5. Develop knowledge of alternative spellings for known phonemes. Increase fluency in blending and decoding.	Continue Phase 5 progression. Read and spell words with a wider range of graphemes and alternative spellings.	Complete core Phase 5 content. Develop automatic recognition of common exception words and increase reading fluency.	Consolidate Phases 3, 4 and 5. Prepare pupils for the Phonics Screening Check through revision and targeted support.	Extend and apply phonics knowledge in reading and writing. Focus on fluency, prosody, spelling patterns and transition to Key Stage 1 reading expectations.