

Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	It's Good To Be Me	Celebrations	Whatever The Weather	Past, Present and Future	Lifecycles	The Next Chapter
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Curriculum Goal	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by themselves and others.					
Provision	<u>Reading</u> To say what we think a book is about by looking at the cover, to say who your favourite character is <u>Read, Write, Inc</u> Teach set 1 sounds Reading groups Letter formation <u>Writing</u> Name copying and writing Mark making Initial sounds Letter formation	<u>Reading</u> To explain how a character is feeling, to answer simple questions about what has happened <u>Read, Write, Inc</u> Teach set 1 sounds Read red words Reading groups Letter formation, Fred Fingers <u>Writing</u> Name copying and writing Mark making Initial sounds Write CVC words	<u>Reading</u> To use words to describe a character or setting, to say what happened first in the story. <u>Read, Write, Inc</u> Recap set 1 sounds Teach set 2 sounds Read red words Reading groups Letter formation Fred Fingers Writing groups – words, phrases <u>Writing</u> Writing phonetically decodable words, phrases and captions Letter formation	<u>Reading</u> To say what you think will happen next, to explain why something happened. <u>Read, Write, Inc</u> Recap set 1 sounds Teach set 2 sounds Read red words Reading groups Letter formation Fred Fingers Writing groups <u>Writing</u> Writing phonetically decodable words, phrases and captions Letter formation	<u>Reading</u> To explain why we like a character or story, to find a word which means ... <u>Read, Write, Inc</u> Recap set 1 and 2 sounds Read red words Reading groups Letter formation Fred Fingers Writing groups – words, phrases, sentences <u>Writing</u> Writing phonetically decodable words, simple sentences that child can read aloud.	<u>Reading</u> To say what happened at the beginning, middle and end of a story <u>Read, Write, Inc</u> Recap set 1 and 2 sounds Read red words Reading groups Letter formation Fred Fingers <u>Writing</u> Writing phonetically decodable words, simple sentences that can be read by others.

		Letter formation	Introduce writing rules – capital letters, finger spaces and full stops.	Develop an awareness of writing rules – capital letters, finger spaces and full stops.	Letter formation Begin to use and apply writing rules – capital letters, finger spaces and full stops with more consistency.	Letter formation Use and apply writing rules with more consistency – capital letters, finger spaces and full stops. Use and spell accurately tricky words within sentences.
--	--	------------------	--	--	---	---

Checkpoint	Literacy – Comprehension	Literacy – Word Reading	Literacy - Writing
September	Listen to a story and comment on the events. Name the characters from a familiar story.	Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word.	Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. “this is a car”
Christmas	Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it.	Say a sound for all Phase 2 GPCS. Blend CVC words verbally.	Write their name with correct formation. Form Phase 2 letters recognisably. Segment CVC words verbally. Write the initial and middle sounds for a CVC word.
Easter	Sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions.	Say a sound for each letter in the alphabet Blend and read VC/CVC words.	Form all letters of the alphabet. Write VC/CVC words that can be read by themselves or others.
EOY incl. ELG	ELG - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG - Anticipate – where appropriate – key events in stories. ELG - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	ELG - Say a sound for each letter in the alphabet and at least 10 digraphs; ELG - Read words consistent with their phonic knowledge by sound-blending; ELG - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	ELG - Write recognisable letters, most of which are correctly formed; ELG - Spell words by identifying sounds in them and representing the sounds with a letter or letters; ELG - Write simple phrases and sentences that can be read by others.
Those working in Greater Depth may...	Recycle familiar stories verbally (or in written form), recalling the structure of the original story. Substantiate their predictions and opinions with evidence from the story. Use newly acquired language from books in different contexts.	Recognise all Phase 2 and 3 phonemes. Recognise all Phase 2 and 3 phonemes when reading unfamiliar words. Read Phase 4+ common exception words by sight.	Form all letters correctly, with clear ascenders and descenders. Write words of more than one syllable. Use a full stop and capital letter in a sentence.