



Foundation 1 Literacy scheme of Learning- Advent

2021-2022

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|--|------------------------------------|---|--|--|--------|--------|--------|
| <p>Staggered intake & Settling time</p> | <p>Baseline assessments</p> | <p>Phonics Phase 1 –Environmental sounds</p> <p>Shows interest in play with sounds, match and copy heard sounds, make sounds to go with pictures.</p> <p>Comprehension –</p> <p>Engages in extended conversations about stories, learning new vocabulary</p> <p>Word Reading –</p> <p>Through story sharing: Understands that print has meaning, Understands that print can have different purposes, Understands that we read English text from left to right and from top to bottom, Understands the names of the different parts of a book, Understands page sequencing</p> <p>Writing –</p> <p>Through emergent writing, gross and fine motor skills, dough disco, Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy</p> | <p>Phonics Phase 1 –Instrumental sounds</p> <p>To make different sorts of sounds: fast, slow, loud, quiet, to continue repeat and make up rhythms.</p> <p>Comprehension –</p> <p>Engages in extended conversations about stories, learning new vocabulary</p> <p>Word Reading –</p> <p>Through story sharing: Understands that print has meaning, Understands that print can have different purposes, Understands that we read English text from left to right and from top to bottom, Understands the names of the different parts of a book, Understands page sequencing</p> <p>Writing –</p> <p>Through emergent writing, gross and fine motor skills, dough disco, Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy</p> | <p>Phonics Phase 1 –Body Percussion</p> <p>Joins in with action songs/rhymes, to use body to make different sounds: fast, slow, loud, quiet, to continue repeat and make up rhythms, clap the beats in their name, clap a steady beat.</p> <p>Comprehension –</p> <p>Engages in extended conversations about stories, learning new vocabulary</p> <p>Word Reading –</p> <p>Through story sharing: Understands that print has meaning, Understands that print can have different purposes, Understands that we read English text from left to right and from top to bottom, Understands the names of the different parts of a book, Understands page sequencing, Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word</p> <p>Writing –</p> <p>Through emergent writing, gross and fine motor skills, dough disco, Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy</p> | | | |

| Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 |
|---|---|---------|---------|---------|---------|---------|---------|
| <p>Phase 1 recap Environmental, Instrumental & Body Percussion sounds</p> <p>Comprehension –</p> <p>Engages in extended conversations about stories, learning new vocabulary</p> <p>Word Reading –</p> <p>Through story sharing: Understands that print has meaning, Understands that print can have different purposes, Understands that we read English text from left to right and from top to bottom, Understands the names of the different parts of a book, Understands page sequencing</p> <p>Writing –</p> <p>Through emergent writing, gross and fine motor skills, dough disco, Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy</p> | <p>Little Wandle Letters and sounds revised; Nursery. Phoneme/grapheme recognition, pronouncing phonemes correctly, hearing the initial phoneme when said at the start of words.</p> <p>Comprehension –</p> <p>Engages in extended conversations about stories, learning new vocabulary</p> <p>Word Reading –</p> <p>Through story sharing: Understands that print has meaning, Understands that print can have different purposes, Understands that we read English text from left to right and from top to bottom, Understands the names of the different parts of a book, Understands the names of the different parts of a book, Understands page sequencing, Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word,</p> <p>Writing –</p> <p>Through emergent writing, gross and fine motor skills, dough disco, Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy, Writes some or all of his/her name.</p> | | | | | | |



Foundation 1 Literacy scheme of Learning- Lent

| Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | | |
|---|---------|--|---------|---------|---------|---|
| <p>Phonics Phase 2 – Little Wandle Letters and sounds revised; Nursery. Phoneme/grapheme recognition, pronouncing phonemes correctly, hearing the initial phoneme when said at the start of words.</p> <p>Comprehension – Engages in extended conversations about stories, learning new vocabulary</p> <p>Word Reading – Through story sharing: Understands that print has meaning, Understands that print can have different purposes, Understands that we read English text from left to right and from top to bottom, Understands the names of the different parts of a book, Understands the names of the different parts of a book, Understands page sequencing, Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word,</p> <p>Writing – Through emergent writing, gross and fine motor skills, dough disco, Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy, Writes some or all of his/her name.</p> | | <p>Phonics Phase 2 – Little Wandle Letters and sounds revised; Nursery. Phoneme/grapheme recognition, pronouncing phonemes correctly, hearing the initial phoneme when said at the start of words.</p> <p>Comprehension – Engages in extended conversations about stories, learning new vocabulary</p> <p>Word Reading – Through story sharing: Understands that print has meaning, Understands that print can have different purposes, Understands that we read English text from left to right and from top to bottom, Understands the names of the different parts of a book, Understands the names of the different parts of a book, Understands page sequencing, Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes,</p> <p>Writing – Through emergent writing, gross and fine motor skills, dough disco, Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy, Writes some or all of his/her name, Writes some letters accurately</p> | | | | |
| Week 22 | Week 23 | Week 24 | Week 25 | Week 26 | Week 27 | Week 28 |
| <p>Phonics Phase 2 – Little Wandle Letters and sounds revised; Nursery. Phoneme/grapheme recognition, pronouncing phonemes correctly, hearing the initial phoneme when said at the start of words.</p> <p>Comprehension – Engages in extended conversations about stories, learning new vocabulary</p> <p>Word Reading – Through story sharing: Understands that print has meaning, Understands that print can have different purposes, Understands that we read English text from left to right and from top to bottom, Understands the names of the different parts of a book, Understands page sequencing, Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes,</p> <p>Writing – Through emergent writing, gross and fine motor skills, dough disco, Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy, Writes some or all of his/her name, Writes some letters accurately</p> | | | | | | <p>Phonics Phase 2 – Little Wandle Letters and sounds revised; Nursery. Phoneme/grapheme recognition, pronouncing phonemes correctly, hearing the initial phoneme when said at the start of words.</p> <p>Comprehension – Engages in extended conversations about stories, learning new vocabulary</p> <p>Word Reading – Through story sharing: Understands that print has meaning, Understands that print can have different purposes, Understands that we read English text from left to right and from top to bottom, Understands the names of the different parts of a book, Understands page sequencing, Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</p> <p>Writing – Through emergent writing, gross and fine motor skills, dough disco, Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy, Writes some or all of his/her name, Writes some letters accurately</p> |



Foundation 1 Literacy scheme of Learning- Pentecost

| Week 29 | Week 30 | Week 31 | Week 32 | Week 33 |
|---------|--|---------|--|---------|
| | <p>Phonics Phase 2 – Little Wandle Letters and sounds revised; Nursery. Phoneme/grapheme recognition, pronouncing phonemes correctly, hearing the initial phoneme when said at the start of words.</p> <p>Comprehension – Engages in extended conversations about stories, learning new vocabulary</p> <p>Word Reading – Through story sharing: Understands that print can have different purposes, Understands the names of the different parts of a book, Understands page sequencing, Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes, Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word, Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</p> <p>Writing – Through emergent writing, gross and fine motor skills, Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy, Writes some or all of his/her name, Writes some letters accurately.</p> | | <p>Phonics Phase 2 – Little Wandle Letters and sounds revised; Nursery. Phoneme/grapheme recognition, pronouncing phonemes correctly, hearing the initial phoneme when said at the start of words.</p> <p>Comprehension – Engages in extended conversations about stories, learning new vocabulary</p> <p>Word Reading – Through story sharing: Understands that print can have different purposes, Understands the names of the different parts of a book, Understands page sequencing, Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes, Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word, Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</p> <p>Writing – Through emergent writing, fine motor skills, Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy, Writes some or all of his/her name, Writes some letters accurately.</p> | |
| Week 34 | Week 35 | Week 36 | Week 37 | Week 38 |
| | <p>Phonics Phase 2 – Little Wandle Letters and sounds revised; Nursery. Phoneme/grapheme recognition, pronouncing phonemes correctly, hearing the initial phoneme when said at the start of words.</p> <p>Comprehension – Engages in extended conversations about stories, learning new vocabulary</p> <p>Word Reading – Through story sharing: Understands that print can have different purposes, Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes, Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word, Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</p> <p>Writing – Through emergent writing, fine motor skills, Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy, Writes some or all of his/her name, Writes some letters accurately.</p> | | <p>Revisit areas of weakness for Nursery statements Pre-teach areas of Reception needed for HAPS</p> | |