

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
Staggered intake & Baseline Settling time assessments		Phonics Phase 1 –Environm sounds Shows interest in play with sounds, m and copy heard sounds, make sounds with pictures.	sour atch To make different sorts of	n ds of sounds: fast, slow,	Phonics Phase 1 –Body Percussion 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.
		Comprehension – Engages in extended conversations a stories, learning new vocabulary	bout Engages in extended co stories, learning new voo	nversations about	Comprehension – Engages in extended conversations about stories, learning new vocabulary
		Word Reading – Through story sharing: Understands the print has meaning, Understands that is can have different purposes, Understands that we read English text from left to read and from top to bottom, Understands names of the different parts of a book Understands page sequencing Writing – Through emergent writing, gross and motor skills, dough disco, Uses some	orint ands ight the , fine thas meaning, Understand different purposes, Under English text from left to r bottom, Understands the different parts of a book, sequencing Writin	Inderstands that print ds that print can have erstands that we read ight and from top to a names of the Understands page 19 – g, gross and fine	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 count or clap syllables in a word Writing – Through emergent writing, gross and fine motor skills,
		his/her print and letter knowledge in h early writing, e.g. writing a pretend sh list that starts at the top of the page; v 'm' for mummy	is/her his/her print and letter kr opping early writing, e.g. writing	nowledge in his/her a pretend shopping	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

Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Phase 1 recap Environmental,			P	honics Phase 2 -	-		
Instrumental & Body Percussion sounds			ursery. Phoneme/grap	heme recognition, pror	nouncing phonemes co	rrectly, hearing the ini	tial phoneme when
Comprehension –	said at the start of wo	rds.					
Engages in extended conversations about stories,	Comprehension –						
learning new vocabulary	Engages in extended	conversations about s	tories, learning new vo	cabulary			
Word Reading –				Word Reading –			
Through story sharing: Understands that print has	Through story sharing: Understands that print has meaning, Understands that print can have different purposes, Understands that we read English text						
meaning, Understands that print can have different	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.						
purposes, Understands that we read English text from left to right and from top to bottom, Understands the	Understands page se	querionity, is developin	iy nis/ner phonological	,	She can count of clap	syllables in a word,	
names of the different parts of a book, Understands				Writing –			
page sequencing			otor skills, dough disco f the page; writes 'm' fo				riting, e.g. writing a
Writing –	pretend shopping list	that starts at the top of	i the page, whites in to	or mummy, writes some	e or all of his/her hame		
Through emergent writing, gross and fine motor skills,							
dough disco. Uses some of his/her print and letter							

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



Foundation 1 Literacy scheme of Learning- Lent

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Week 17 Week 18		Week 19	Week 20	Week 21		
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. Comprehension – Engages in extended conversations about stories, learning new vocabulary 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 the names of the different parts of a book, Understands the names of the different parts of a book, Understands the names of the different parts of a book, 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, 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		Week 19 Week 20 Week 21 Phonics Phase 2 – ittle Wandle Letters and sounds revised; Nursery. Phoneme/grapheme recognition, pronouncing phonemes correctly, earing the initial phoneme when said at the start of words. Comprehension – Ingages in extended conversations about stories, learning new vocabulary Word Reading – hrough story sharing: Understands that print has meaning, Understands that print can have different purposes, Understands hat 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 wareness, so that he/she can spot and suggest rhymes, Writing – hrough emergent writing, gross and fine motor skills, dough disco, Uses some of his/her print and letter knowledge in his/her arly 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 is/her name, Writes some letters accurately				
or all of his/her name. Week 22 Week 23 W	/eek 24	Week 25	Week 26	Week 27 Week 28		
Phonics Phase 2 – Little Wandle Letters and sounds revised; Nursery. Phoneme/grapheme pronouncing phonemes correctly, hearing the initial phoneme when sai words. Comprehension – Engages in extended conversations about stories, learning new vocabu Word Reading – Through story sharing: Understands that print has meaning, Understand have different purposes, Understands that we read English text from le from top to bottom, Understands the names of the different parts of a b page sequencing, Is developing his/her phonological awareness, so that	e recognition, d at the start of lary ds that print can ft to right and ook, Understands	Little Wandle Letters and sour hearing the initial phoneme wh Engages in extended converse Through story sharing: Unders Understands that we read Eng parts of a book, Understands	Phonics Phase 2 ds revised; Nursery. Phoneme/grapher ien said at the start of words. Comprehension ations about stories, learning new voca Word Reading tands that print has meaning, Understa lish text from left to right and from top t	2 – me recognition, pronouncing phonemes correctly – bulary – ands that print can have different purposes, to bottom, Understands the names of the differen phonological awareness, so that he/she can		
and suggest rhymes, Writing – Through emergent writing, gross and fine motor skills, dough disco, Us his/her print and letter knowledge in his/her early writing, e.g. writing a list that starts at the top of the page; writes 'm' for mummy, Writes some name, Writes some letters accurately	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					



Foundation 1 Literacy scheme of Learning- Pentecost

Week 29	Week 30	Week 31	Week 32	Week 33
	Phonics Phase 2 –	Hook of	Phonics Pho	
Little Wandle Letters and sounds revised; the initial phoneme when said at the start of	Nursery. Phoneme/grapheme recognition, p	pronouncing phonemes correctly, hearing	Little Wandle Letters and sounds revised; Nu recognition, pronouncing phonemes correctly said at the start of words.	irsery. Phoneme/grapheme
Engages in extended conversations about	, 0 ,		Comprehen Engages in extended conversations about sto	
Through story sharing: Understands that pr book, Understands page sequencing, Is de rhymes, Is developing his/her phonological his/her phonological awareness, so that he Through emergent writing, gross and fine m e.g. writing a pretend shopping list that star Writes some letters accurately.	eveloping his/her phonological awareness, s awareness, so that he/she can count or cl /she can recognise words with the same in Writing – notor skills, Uses some of his/her print and	so that he/she can spot and suggest ap syllables in a word, Is developing itial sound, such as money and mother letter knowledge in his/her early writing,	Word Read Through story sharing: Understands that prin Understands the names of the different parts sequencing, Is developing his/her phonologic and suggest rhymes, Is developing his/her ph can count or clap syllables in a word, Is deve awareness, so that he/she can recognise wor as money and mother Writing Through emergent writing, fine motor skills, L knowledge in his/her early writing, e.g. writing the top of the page; writes 'm' for mummy, W Writes some letters accurately.	ding – t can have different purposes, of a book, Understands page al awareness, so that he/she can spot nonological awareness, so that he/she loping his/her phonological rds with the same initial sound, such J – Jses some of his/her print and letter g a pretend shopping list that starts at
Week 34	Week 35	Week 36	Week 37	Week 38
Little Wandle Letters and sounds revised; It the initial phoneme when said at the start of	Phonics Phase 2 – Nursery. Phoneme/grapheme recognition, p		Revisit areas of weakness f Pre-teach areas of Recept	or Nursery statements
Engages in extended conversations about				
Through story sharing: Understands that put that he/she can spot and suggest rhymes, syllables in a word, Is developing his/her pl sound, such as money and mother	Is developing his/her phonological awarene	ess, so that he/she can count or clap		
Through emergent writing, fine motor skills a pretend shopping list that starts at the top some letters accurately.				