

Foundation 1 Literacy scheme of Learning - Advent 2023-2024

Week 1 Week 2 We	Week 4	Week 5	Week 6
Settling time Settling in and exploring the classroom. Settling time Settling in and exploring the classroom.	Phonics Phase 1 – Environmental sounds Shows interest in play with sounds, match and copy heard	Week 5 Phonics Phase 1 – Instrumental sounds To make different sorts of sounds: fast, slow, loud, quiet, to continue repeat and make up rhythms. 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 page sequencing 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	Week 6 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 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 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, 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;

Week 7 Week 8 Phase 1 recap Environmental, Instrumental & Body Percussion sounds 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 page sequencing	Week 10 Week 11 Week 12 Week 13 Week 14 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. Progression of sounds: s a t p i n Phonemic awareness focus to hear the same initial sound for words and names of objects. 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 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, 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.	Week 15 Assessment Week
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	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, dough disco, Uses some of his/her print and letter knowledge in his/her early writing,	



Foundation 1 Literacy scheme of Learning - Lent 2023-2024

		Phonics Phase 2 –			Assessment Wee
e Wandle Letters and sounds r	revised Nursery Phoneme/graphe	me recognition, pronouncing phonemes correctly	hearing the initial pho	neme when said at the start of	
ls. Progression of sounds: m		recegnition, premeanoung prometion contents	,agaa pa	none mon cara at are start or	
		mes of objects and to distinguish different sounds			
icinio awareness rocas to raci	niny initial sources of words and rial	nes of objects and to distinguish different sounds	•		
Compreh	oneion	Comprehension –		Comprehension –	
			an learning new	<u> </u>	
	ns about stories, learning new	Engages in extended conversations about stori	es, learning new	Engages in extended	
abulary		vocabulary		conversations about stories,	
Word Re	eading –	Word Reading –		learning new vocabulary	
ough story sharing: Understand	ds that print has meaning,	Through story sharing: Understands that print h	nas meaning,	Word Reading –	
derstands that print can have d	ifferent purposes, Understands	Understands that print can have different purpo	ses, Understands	Through story sharing:	
t we read English text from left	to right and from top to bottom,	that we read English text from left to right and fi	rom top to bottom,	Understands that print has	
lerstands the names of the diff	erent parts of a book,	Understands the names of the different parts of	f a book,	meaning, Understands that print	
derstands the names of the diff	erent parts of a book,	Understands the names of the different parts of	f a book,	can have different purposes,	
derstands page sequencing, Is	developing his/her phonological	Understands page sequencing, Is developing h	is/her phonological	Understands that we read	
areness, so that he/she can cou	unt or clap syllables in a word,	awareness, so that he/she can spot and sugges	st rhymes,	English text from left to right	
Writi	na –	Writing –		and from top to bottom,	
	and fine motor skills, dough disco,	Through emergent writing, gross and fine motor	r ekille dough dieco	Understands the names of the	
es some of his/her print and lett		Uses some of his/her print and letter knowledge		different parts of a book,	
	oping list that starts at the top of	writing, e.g. writing a pretend shopping list that		Understands page sequencing,	
	Vrites some or all of his/her name.	the page; writes 'm' for mummy, Writes some o		Is developing his/her	
page, whice in for maining, vi	vitted doffic of all of file/fier flame.	Writes some letters accurately	r all of filo/filor flamo,	phonological awareness, so that	
		Trines come locals accurately		he/she can spot and suggest	
				rhymes,	
				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

Week 22 Week 23	Week 24	Week 25
Phonics Phase 2	? -	Assessment Week
Little Wandle Letters and sounds revised, Nursery. Phoneme/grapheme recognition, pro	onouncing phonemes correctly, hearing the initial phoneme when	
said at the start of words. Progression of sounds: u r h b f l j		
Phonemic awareness focus to identify initial sounds of words and names of objects and	, 0, , 0	
Comprehension	I 	
Engages in extended conversations about stories, learning new vocabulary		
Word Reading -	_	
Through story sharing: Understands that print has meaning, Understands that print can		
from left to right and from top to bottom, Understands the names of the different parts of phonological awareness, so that he/she can spot and suggest rhymes, and recognise w		
Writing –	,	
Through emergent writing, gross and fine motor skills, dough disco, Uses some of his/h	er 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 sor	me or all of his/her name, Writes some letters accurately	



Foundation 1 Literacy scheme of Learning - Pentecost 2023-2024

	Week 26 Week 27 Week 28	Week 29	Week 30 Week 31 Week 32	
Phonics Phase 2 –		Assessment Week	Phonics Phase 2 –	
	Little Wandle Letters and sounds revised, Nursery. Phoneme/grapheme recognition,		Little Wandle Letters and sounds revised, Nursery. Phoneme/grapheme recognition	١,
	pronouncing phonemes correctly, hearing the initial phoneme when said at the start of		pronouncing phonemes correctly, hearing the initial phoneme when said at the start	of
	words. Progression of sounds: v w y z qu ch		words. Progression of sounds: v w y z qu ch	
	Phonemic awareness focus to identify initial sounds of words and names of objects.		Phonemic awareness focus to identify initial sounds of words and names of objects.	
	Comprehension –		Comprehension –	
	Engages in extended conversations about stories, learning new vocabulary		Engages in extended conversations about stories, learning new vocabulary	
	Word Reading –		Word Reading –	
	Through story sharing: Understands that print can have different purposes, Understand		Through story sharing: Understands that print can have different purposes, Understands	ands
	the names of the different parts of a book, Understands page sequencing, Is developing	9	the names of the different parts of a book, Understands page sequencing, Is develo	ping
	his/her phonological awareness, so that he/she can spot and suggest rhymes, Is		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	n	developing his/her phonological awareness, so that he/she can count or clap syllable	
	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		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	3
	· · · · · · · · · · · · · · · · · · ·		,	
	Writing –		Writing –	
	Through emergent writing, gross and fine motor skills, Uses some of his/her print and		Through emergent writing, fine motor skills, Uses some of his/her print and lette	
1	letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts a	t	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		top of the page; writes 'm' for mummy, Writes some or all of his/her name, Writes so	ome
1	some letters accurately.		letters accurately.	

	Week 36	Week 37	Week 38
Little Wandle Letters and sounds revised, Nursery. Phoneme/grapheme recognition, pronouncing phonemes correctly, hearing the initial phoneme when said at the start of words. Progression of sounds: ck x sh th ng nk Phonemic awareness focus to identify final sounds of words and names of objects. Comprehension — Engages in extended conversations about stories, learning new vocabulary 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 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 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 Writing — Through emergent writing, fine motor skills, Uses some of his/her name, Writes some letters accurately.	Assessment	Week 37 Revisit areas of weakness for Nursery statements Pre-teach areas of Reception needed for HAPS	Week 38 Revisit areas of weakness for Nursery statements Pre-teach areas of Reception needed for HAPS