

Foundation 1 Literacy scheme of Learning - Advent 2024-2025

exploring the classroom. where things belong. where things belong. where things belong. where things belong. sounds, make sounds to go with pictures. Comprehension – Engages in extended sounds, make sounds to go with pictures. Comprehension – Engages in extended sounds, make up rhythms. slow, loud, quiet, to continue repeat and make up rhythms. slow, loud, quiet, to continue repeat and make up rhythms. sounds Comprehension – Engages in extended Engages in extended	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
learning new vocabulary Word Reading — Through story sharing: Understands that print has meaning, Un	Staggered intake & Settling time Settling in and exploring the	Baseline assessments Class routines and where things	Baseline assessments Class routines and where things	Phonics Phase 1 — Environmental sounds Shows interest in play with sounds, match and copy heard sounds, make sounds to go with pictures. 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	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	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	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 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

Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Phase 1 recap Environmental, Instrumental & Body Percussion sounds	Little Wandle Letters and sou when said at the start of word Phonemic awareness focus to	ds. Progression of sound	ds:satpinm	ognition, pronouncing pho	onemes correctly, hearing	ng the initial phoneme	Assessment Week
Comprehension — Engages in extended conversations about stories, learning new vocabulary	Engages in extended conver		Comprehe arning new vocabulary.	nsion –			
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	Through story sharing: Unde text from left to right and fron of a book, Understands page Through emergent writing, writing a pretent	n top to bottom, Understa e sequencing, Is develop gross and fine motor ski	ands the names of the ing his/her phonologica Writin ills, dough disco, Uses	at print can have different different parts of a book, all awareness, so that he/s g -	Understands the names he can count or clap syl letter knowledge in his/l	of the different parts lables in a word, ner early writing, e.g.	
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							



Foundation 1 Literacy scheme of Learning - Lent 2023-2024

		Phonics Phase 2 –			Assessment Wee
	sed, Nursery. Phoneme/grapheme	e recognition, pronouncing phoneme	s correctly, hearing the initial phoneme	when said at the start of words.	
gression of sounds: d g o c k e	vinitial sounds of words and name	s of objects and to distinguish differen	ent sounds		
memic awareness rocus to identify	initial souries of words and hame	3 of objects and to distinguish direct	on Sounds.		
Comprehe	nsion –		Comprehension –		
gages in extended conversations a		Engages in extended conversation	s about stories, learning new vocabula	ry	
abulary			Word Reading –		
Word Rea	ding –	Through story sharing: Understand	ds that print has meaning, Understands	that print can have different	
ough story sharing: Understands			ad English text from left to right and from		
erstands that print can have diffe		•	a book, Understands the names of the	· · · · · · · · · · · · · · · · · · ·	
ead English text from left to right erstands the names of the differe	•	and suggest rhymes,	developing his/her phonological aware	ness, so that he/she can spot	
names of the different parts of a b		and dagged my mad,	Writing –		
uencing, Is developing his/her pho		Through emergent writing gross a	nd fine motor skills, dough disco, Uses	some of his/her print and letter	
he can count or clap syllables in	a word,		e.g. writing a pretend shopping list that	•	
Writin	g –		e or all of his/her name, Writes some le		
ough emergent writing, gross and					
es some of his/her print and letter ting, e.g. writing a pretend shoppir	,				
ge; writes 'm' for mummy, Writes s					

Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28		
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: u r h b								
Phonemic awareness focus to	dentity initial sounds of words an	•	late sounds correctly – including	olaying with voice sounds.				
		Comprehen	sion –					
Engages in extended conversa	Engages in extended conversations about stories, learning new vocabulary							
Word Reading –								
Through story sharing: Underst	ands that print has meaning, Und	derstands that print can have diff	ferent purposes, Understands tha	t 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, and recognise words v	vith the same initial sound, such a	as money and mother						
		Writing	-					
Through emergent writing, gros	s and fine motor skills, dough dis		and letter knowledge in his/her ea	ly writing, e.g. writing a pretend	shopping list that			
starts at the top of the page; wr	ites 'm' for mummy, Writes some	or all of his/her name, Writes so	ome letters accurately		· · ·			



Foundation 1 Literacy scheme of Learning - Pentecost 2023-2024

Week 29	Week 30	Week 31	Week 32
	Phonics Phase 2 -		Assessment Week
Little Wandle Letters and sounds revised, Nursery. Pho said at the start of words. Progression of sounds: j v w y		nemes correctly, hearing the initial phoneme when	
Phonemic awareness focus to identify initial sounds of v	ords and names of objects.		
	Comprehension –		
Engages in extended conversations about stories, learn	ing new vocabulary		
	Word Reading –		
Through story sharing: Understands that print can have sequencing, Is developing his/her phonological awarenthat he/she can count or clap syllables in a word, Is developed, such as money and mother	different purposes, Understands the names or ess, so that he/she can spot and suggest rhym	es, Is developing his/her phonological awareness, so	
	Writing –		
Through emergent writing, fine motor skills, Uses some starts at the top of the page; writes 'i		3 3 1 11 3	

Week 33 Week 34	Week 35	Week 36	Week 37	Week 38
Phonics Phase 2 –		Assessment	Revisit areas of	Revisit areas of
Little Wandle Letters and sounds revised, Nursery. Phoneme/graphe phonemes correctly, hearing the initial phoneme when said at the sta			weakness for Nursery	weakness for Nursery
ck x sh th ng nk			statements Pre-teach areas of	statements Pre-teach areas of
Phonemic awareness focus to identify final sounds of words and nam	es of objects.		Reception needed for	Reception needed for
Comprehension – Engages in extended conversations about stories, learning new voca	hulary		HAPS	HAPS
Word Reading –	Sulary			
Through story sharing: Understands that print can have different purp	ooses, Understands the names of			
the different parts of a book, Understands page sequencing, Is devel				
awareness, so that he/she can spot and suggest rhymes, Is developing so that he/she can count or clap syllables in a word, Is developing his				
that he/she can recognise words with the same initial sound, such as				
Writing –				
Through emergent writing, fine motor skills, Uses some of his/her prin				
early writing, e.g. writing a pretend shopping list that starts at the top Writes some or all of his/her name, Writes some letters accurately.	or the page; writes 'm' for mummy,			
vinces some of all of morner name, writes some letters accurately.				