



Foundation 1 Literacy scheme of Learning - Advent 2024-2025

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Staggered intake & Settling time</p> <p>Settling in and exploring the classroom.</p>	<p>Baseline assessments</p> <p>Class routines and where things belong.</p>	<p>Baseline assessments</p> <p>Class routines and where things belong.</p>	<p>Phonics Phase 1 – Environmental sounds Shows interest in play with sounds, match and copy heard sounds, make sounds to go with pictures.</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</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</p>	<p>Phonics Phase 1 – Instrumental sounds To make different sorts of sounds: fast, slow, loud, quiet, to continue repeat and make up rhythms.</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</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</p>	<p>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.</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 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</p>	<p>Phase 1 recap Environmental, Instrumental & Body Percussion sounds</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</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</p>

Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<p>Phase 1 recap Environmental, Instrumental & Body Percussion sounds</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</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</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. Progression of sounds: s a t p i n m Phonemic awareness focus to hear the same initial sound for words and names of objects.</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>Assessment Week</p>



Foundation 1 Literacy scheme of Learning - Lent 2023-2024

Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
Phonics Phase 2 –					Assessment Week
<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. Progression of sounds: d g o c k e Phonemic awareness focus to identify initial sounds of words and names of objects and to distinguish different sounds.</p>					
<p style="text-align: center;">Comprehension –</p> <p>Engages in extended conversations about stories, learning new vocabulary</p> <p style="text-align: center;">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 style="text-align: center;">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>		<p style="text-align: center;">Comprehension –</p> <p>Engages in extended conversations about stories, learning new vocabulary</p> <p style="text-align: center;">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 spot and suggest rhymes,</p> <p style="text-align: center;">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, Writes some letters accurately</p>			

Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28
Phonics Phase 2 –						Assessment Week
<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. Progression of sounds: u r h b f l Phonemic awareness focus to identify initial sounds of words and names of objects and to articulate sounds correctly – including playing with voice sounds.</p>						
<p style="text-align: center;">Comprehension –</p> <p>Engages in extended conversations about stories, learning new vocabulary</p> <p style="text-align: center;">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 spot and suggest rhymes, and recognise words with the same initial sound, such as money and mother</p> <p style="text-align: center;">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, Writes some letters accurately</p>						



Foundation 1 Literacy scheme of Learning - Pentecost 2023-2024

Week 29	Week 30	Week 31	Week 32
<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. Progression of sounds: j v w y z qu ch Phonemic awareness focus to identify initial sounds of words and names of objects.</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>			<p>Assessment Week</p>

Week 33	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. Progression of sounds: ck x sh th ng nk Phonemic awareness focus to identify final sounds of words and names of objects.</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>			<p>Assessment</p>	<p>Revisit areas of weakness for Nursery statements Pre-teach areas of Reception needed for HAPS</p>	<p>Revisit areas of weakness for Nursery statements Pre-teach areas of Reception needed for HAPS</p>