



Foundation 1 Literacy scheme of Learning - Advent 2025-2026

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Staggered intake & Settling time Settling in and exploring the classroom.	Baseline assessments Class routines and where things belong.	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 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
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	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.						Assessment Week



Foundation 1 Literacy scheme of Learning - Lent 2025-2026

Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
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.		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 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		Assessment Week	

Week 22	Week 23	Week 24	Week 25	Week 26
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 spot and suggest rhymes, and recognise words with the same initial sound, such as money and mother 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				Assessment Week



Foundation 1 Literacy scheme of Learning - Pentecost 2025-2026

Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
<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>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>