

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 | Baseline | | | Comprehension – | | | |
| & Settling time | assessments | Engages in extended conversa | ations about stories, learning n | ew vocabulary | | | |
| | | | | Word Reading – | | | |
| Settling in and exploring the classroom. | Class routines and where things belong. | | | | | | |

| 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 | Engages in extended converged the converged of the conver | ersations about stories, lea erstands that print has me im top to bottom, Understa le sequencing, Is developi | Compreher arning new vocabulary. Word Read aning, Understands the ands the names of the d ng his/her phonological Writing Is, dough disco, Uses s | ding — t print can have different ifferent parts of a book, wavareness, so that he/s — ome of his/her print and | t purposes, Understands Understands the names she can count or clap syl letter knowledge in his/t | s that we read English of the different parts lables in a word, ner early writing, e.g. | Week 15 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 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. | Through story sharing: Understan purposes, Understands that we re the names of the different parts of Understands page sequencing, Is and suggest rhymes, Through emergent writing, gross knowledge in his/her early writing | Comprehension — ns about stories, learning new vocabu Word Reading — dest that print has meaning, Understander and English text from left to right and fift a book, Understands the names of the developing his/her phonological award Writing — and fine motor skills, dough disco, Use, e.g. writing a pretend shopping list the feor all of his/her name, Writes some | ds that print can have different from top to bottom, Understands he different parts of a book, reness, so that he/she can spot es some of his/her print and letter hat starts at the top of the page; | Assessment Week |

| Week 22 | Week 23 | Week 24 | Week 25 | Week 26 |
|---|---|---|--|-----------------|
| | Compreh | ension – | | Assessment Week |
| Engages in extended conversations about | stories, learning new vocabulary | | | |
| | Word Re | eading – | | |
| Through story sharing: Understands that pr and from top to bottom, Understands the na he/she can spot and suggest rhymes, and r | int has meaning, Understands that print ca ames of the different parts of a book, Unde | n have different purposes, Understands tha rstands page sequencing, Is developing his | | |
| The/she can spot and suggest mymes, and i | <u> </u> | <i>,</i> | | |
| Through emergent writing, gross and fine n list that starts at the top of the page; writes | | her print and letter knowledge in his/her ea | rly writing, e.g. writing a pretend shopping | |



Foundation 1 Literacy scheme of Learning - Pentecost 2025-2026

| Week 27 | Week 28 | Week 29 | Week 30 | Week 31 | Week 32 | | | | |
|---|--|--|---------------------------------|---------|-----------------|--|--|--|--|
| | | Comprehension – | | | Assessment Week | | | | |
| Engages in extended conversation | Engages in extended conversations about stories, learning new vocabulary | | | | | | | | |
| | Word Reading – | | | | | | | | |
| Through story sharing: Understar developing his/her phonological a syllables in a word, Is developing | | | | | | | | | |
| | | | | | | | | | |
| Through emergent writing, fine r | | | | | | | | | |
| | the page; writes 'm' for mummy | y, Writes some or all of his/her name, | Writes some letters accurately. | | | | | | |
| | | | | | | | | | |

| Week 33 | Week 34 | Week 35 | Week 36 | Week 37 | Week 38 |
|---|---|---------|---------|---|--|
| Through story sharing: Understar the different parts of a book, Under awareness, so that he/she can sp so that he/she can count or claps | 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 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 | | | Revisit areas of weakness for Nursery statements Pre-teach areas of Reception needed for HAPS | Revisit areas of weakness for Nursery statements Pre-teach areas of Reception needed for HAPS |
| early writing, e.g. writing a preten | Writing – otor skills, Uses some of his/her print d shopping list that starts at the top of e, Writes some letters accurately. | | | | |