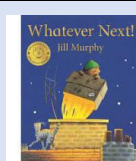
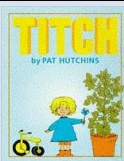
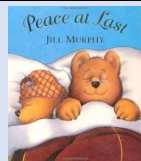




Willow Class Literacy Medium Term Plan

AUTUMN TERM



SQUIRRELS FS1

- To know that print carries meaning
- To know the title is the 'name' of the book
- To know books have a front and back cover and locate them
- To use new words they have learnt from stories/books
- To notice when words have the same initial sound
- To match words/objects by their initial sound (such as body parts for Simpkin. L is for leg, h is for head)
- To know the initial sound for their own name
- To recognise the initial letter for their name
- To engage in mark making in different ways using paper/pens/chalk/sticks
- To make meaningful marks (such as making labels, street names)
- To hear the sounds in words

- To know the title is the 'name' of the book
- To know books have a front and back cover
- To know that the author is the person that writes the book
- To know some books tell stories
- To be interested in and talk about stories
- To engage in conversations about stories
- To use new words they have learnt from stories/books
- To join in with repetitive refrains in stories
- To use story language such as 'Once upon a time / Happily ever after'
- To write the initial letter for their own name
- To copy vertical and circular marks
- To locate print in the environment (labels/displays etc)
- To join in with oral blending (fred games)
- To match objects/pictures with the same initial sounds
- To say the initial sound of a word/picture/object

OWLS FS2

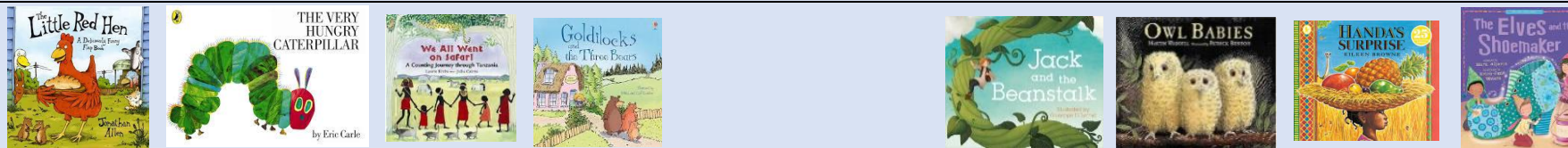
- To answer simple questions about a story read to them
- To know where the title, front and back cover can be found
- To know that the blurb is on the back cover and tells us a little about the book
- To orally blend simple words (Fred-talk)
- To read the letters and say the sounds for all set 1 sounds (m, a, s, d, t, i, n, p, g, o, c, k, u, b, f)
- To know the letter formation rhyme for letters taught above, developing good letter formation
- To use a comfortable pencil grip
- To use pencil with some control
- To use letters and print in their mark making
- To write some letters accurately
- To know a label tells us what something is (objects, signs, on pictures)
- To locate labels in different places (peg labels, classroom resources, in books)
- To write the initial sounds for words
- To write simple labels with support – hearing and saying some sounds in words

- To know the main characters in a story read to them
- To know the key events of a story read to them
- To use key vocabulary from the text when re-telling and talking about the story
- To predict what will happen next in a story
- To use new vocabulary introduced from stories, rhymes, books and poems
- To know where the title, front and back cover can be found
- To orally blend simple words (Fred-talk)
- To read the letters and say the sounds for all set 1 sounds (m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x)
- To know the letter formation rhyme for letters taught above, developing good letter formation
- To know writing goes left to right
- To say/sing the alphabet
- To use a comfortable pencil grip
- To use pencil with some control
- To write simple labels with support – hearing and saying some sounds in words



Willow Class Literacy Medium Term Plan

SPRING TERM

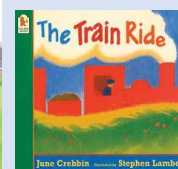
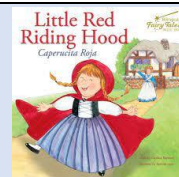
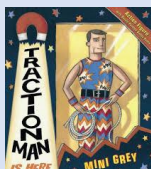
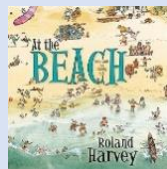
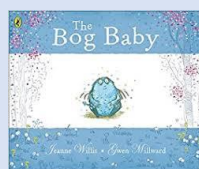


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| <p>SQUIRRELS FS1</p> | <ul style="list-style-type: none"> - To locate the front and back cover on a book - To know that writing goes from left to right - To turn pages carefully - To recognise some familiar logos (supermarkets/TV shows) - To recognise their written name - To write the initial letter from their name and 1 or 2 other letters - To show some confidence with oral blending (fred games) - To engage in mark making during play (lists, menu's, role play) - To hear when words sound the same (Rhyme) - To clap out syllables for their own name | <ul style="list-style-type: none"> - To know that some books are stories and some give information - To turn pages carefully, talking about the pictures - To sequence the beginning, middle and end of a story - To use some recognisable letters in mark making - To re-tell familiar stories using story map/sequencing - To write most letters in their name - To write known letters using correct letter formation - To orally blend words confidently (fred-games) - To clap out syllables for words with increasing accuracy - To hear and say when words rhyme - To hold pencil with increasing control - To use recognisable letters in mark making |
| <p>OWLS FS2</p> | <ul style="list-style-type: none"> - To know the main characters in a story - To know the main events of a story - To use key vocabulary from the text when re-telling and talking about the story - To predict what will happen next in a story - To use new vocabulary introduced from stories, rhymes, books and poems - To locate the key parts of a book (front cover, back cover, author, illustrator, blurb) - To sort books into fiction and non-fiction - To know non-fiction books have a contents page - To read the letters and say the sounds for all set 1 sounds including set 1 special friends sh, ch, th, ck, qu, ng, nk - To fred talk and read words from word time 1.1 to 1.4 - To use fred fingers to write simple CVC words - To know the letter formation rhyme for all letters, developing good letter formation - To write simple phrases such as 'big cat' - To make phonetically plausible attempts at unknown words - To sequence events in a story - To know a word is a collection of letters together that can be read and understood - To know words need spaces between them when written | <ul style="list-style-type: none"> - To re-tell stories that are familiar to the children using key vocabulary - To match capital letters to lower case letters - To be able to name some of the letters of the alphabet - To form some capital letters - To sort books into fiction and non-fiction - To know non-fiction books have a contents page - To begin to learn some set 2 sounds. ay, ee, igh, ow, ay, oo, oo, - To fred talk and read words with set 2 sounds - To fred talk and read words up to word time 7 - To use fred fingers to write words containing phonemes known so far - To know a word is a collection of letters together that can be read and understood - To know words need spaces between them when written - To read simple phrases containing sounds known - To write simple phrases containing sounds known - To know there are some words that cannot be segmented and need to be learnt (red words) - To read some red words from Red/Green books - To know writing can have different purposes (label, list, poster) |

Summer Term



Willow Class Literacy Medium Term Plan



SQUIRRELS FS1

- To locate front/back cover
- To know that the person who writes the book is the author
- To know writing goes from left to right
- To write their name confidently
- To write most letters in their name using correct letter formation
- To use recognisable letters in their mark making
- To engage in a range of mark making activities
- To write for different purposes
- To confidently clap syllables in words
- To match words/pictures/objects that rhyme
- To suggest rhyming words
- To orally blend confidently (fred-games)
- To begin to learn letter rhymes for set 1 sounds (m, a, s, t, p, i, n)

- To hold a pencil with a comfortable grip
- To use a pencil with some control
- To write their name confidently
- To write additional letters confidently
- To notice writing across the environment and make a sensible guess of what it might say
- To sequence 4 pictures of a story
- To re-tell familiar stories
- To orally blend with confidence
- To begin to segment the sounds in words orally
- To show some confidence with the letter rhymes taught (m, a, s, t, p, i, n, g, o, c, k)

OWLS FS2

- To re-tell stories that are familiar to the children using key vocabulary
- To match capital letters to lower case letters
- To be able to name some of the letters of the alphabet
- To form most capital letters
- To sort books into fiction and non-fiction
- To know non-fiction books have a contents page
- To learn set 2 sounds. **ay, ee, igh, ow, ay, oo, oo, ar, ir, air, ou, oy**
- To fred talk and read words with set 2 sounds
- To read a range of words (1.1-1.6 words) speedily
- To use fred fingers to write words containing phonemes known so far
- To know a word is a collection of letters together that can be read and understood
- To know words need spaces between them when written
- To read simple sentences containing sounds known
- To know there are some words that cannot be segmented and need to be learnt (red words)
- To read some red words from Red/Green books
- To know sentences are a collection of words that when read together make sense
- To know and use a capital letter when attempting to write a sentence
- To leave finger spaces when sentence writing
- To know a sentence requires a mark at the end (full stop)
- To know writing can have different purposes (label, list, poster, story, poem)

- To re-tell stories that are familiar to the children using key vocabulary
- To match capital letters to lower case letters
- To be able to name some of the letters of the alphabet
- To form all capital letters
- To be confident in the knowledge of all set 1 sounds and these set 2 sounds **ay, ee, igh, ow, ay, oo, oo, ar, ir, air, ou, oy**
- To read words more speedily using sounds known
- To use fred fingers to spell words
- To read simple sentences containing sounds known
- To know there are some words that cannot be segmented and need to be learnt (red words)
- To read red words from Red/Green books
- To know sentences are a collection of words that when read together make sense
- To know and use a capital letter when attempting to write a sentence
- To leave finger spaces when sentence writing
- To know a sentence requires a mark at the end (full stop)
- To know writing can have different purposes (label, list, poster, story, poem, information, recipe)



Willow Class Literacy Medium Term Plan

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| <p>DEAR – Drop everything and read texts to embed</p> | <p><i>The Proudest Blue</i> My Mum My Dad My Two grannies A squash and a squeeze All are welcome The smartest giant in town Fussy Frank Funnybones Love The great bog book of families</p> | <p><i>The Jolly postman</i> Goldilocks Hansel and Gretel The ugly Duckling Rama & Sita Christmas stories Nativity Zog Hat's of faith Best Diwali ever Guy Fawkes for kids</p> | <p><i>The emperors egg</i> Aghh Spider Tiger who came to tea Diary of a wombat Pig in the pond Can bears ski? Papa penguin The Lion inside Oi Frog Puffin Peter Handa's hen Lion Hunt Monkey Puzzle</p> | <p><i>Handa's surprise</i> Handa's Hen The tiny seed Farmer Duck Olivers Vegetables Jasper's beanstalk One plastic bag On the way home A stroll through the seasons The extraordinary gardiner</p> | <p><i>The snail and the whale</i> The naughty bus My Gumpy's outing Beegu Oi, Get off my train Q Pootle 5 Astro girl Meet the oceans Lunch on a pirate ship</p> | <p><i>Lighthouse keeper's lunch</i> Under the sea P is for passport The journey Zoom Passport to Paris World Atlases Tiddler Splash Octopus Shocktopus</p> |
| <p>Rhyme Time – Rhymes to embed each term</p> | <p>If you're happy and you know it Days of the week Monday's Child Polly put the kettle on The Animal Fair The Muffin Man</p> | <p>Five Little Men in a Flying Saucer Pease Porridge Hot Ten in the Bed Hey Diddle Diddle 10 Green Bottles Five Little Snowmen</p> | <p>One, Two Buckle my shoe Sing a Song of Sixpence Old King Cole ABC song This Old Man There was an old woman who swallowed a fly</p> | <p>Mary had a little lamb 5 Current Buns Dingle, Dangle Scarecrow The Grand Old Duke of York 5 Speckled Frogs Mary, Mary Quite Contrary</p> | <p>London Bridge Little Miss Muffet Down in the Jungle I had a little nut tree Oranges and Lemons</p> | <p>5 Little Monkeys swinging in the tree The Queen of Hearts Apples and Bananas My Bonnie lies over the ocean Bobby Shaftoe 10 Fat Sausages BINGO</p> |