

(Literacy) Scheme of Work

Reception – Autumn 1

Topic: All About Me

Activities	Intended Outcomes 3-4 year olds	Key Vocabulary and Questions
<p>Name writing</p> <p>Nursery rhymes</p> <p>Traditional tales</p> <p>Introduce a new story with repeated phrases. Provide some small world and role play resources for the children to retell and explore the story. Observe the children's comprehension of the story and their use of elements from the story.</p> <p>Talking and discussing stories- asking how/why questions</p> <p>Free writing opportunities- Mark making/ letter writing Linking sounds to letters. Noticing words starting with the same sound Writing labels/caption</p> <p>Develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Drawing story map for Rosie's Walk</p> <p>Role play areas and activities</p> <p>Story books</p> <ol style="list-style-type: none"> 1. Kippers Toybox, 2. Kipper's Birthday 3. The Gruffalo 4. Rosie's Walk 	<ul style="list-style-type: none"> Understand the five key concepts about print-print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book -page sequencing Develop phonological awareness, so that they can: spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mothers Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. 	<p>What do you notice about these two words? (e.g. sock and snake) Why did was the Bear sad? How did the frog turn into a prince? What sound can you hear at the beginning of this word?</p>
		<p style="text-align: center;">Assessment Opportunities</p> <p>Can they hear initial sounds? Can they hear rhymes? Are they able to answer how/why questions about familiar texts? Can they blend short words together? Can they link sounds to letters-Do they notice if a word starts with the same sound?</p>
		<p style="text-align: center;">Resources</p> <p>Various mark making tools e.g. shaving foam, chalk, paint, pencils, crayons, markers. Writing equipment e.g. whiteboard, paper, clipboards, big rolls of paper, tuft trays. Initial sound flashcards</p>
		<p style="text-align: center;">Carry out baseline assessments and update tracking records.</p>

(Literacy) Scheme of Work

Reception – Autumn 2

Topic: Fantasy, Festivals and Food

Activities	Intended Outcomes 3-4 year olds	Key Vocabulary and Questions
<p>Reading and hearing initial letter sounds Daily practise of name writing</p> <p>Drawing and labelling own drawings Writing speech bubbles- Beegu Writing lists-What they would like for Christmas, fruit salad Making posters- Supertato</p> <p>Free writing</p> <p>Writing captions Writing labels</p> <p>Letter to Father Christmas Cards</p> <p>Reading and talking about books, daily story times. Asking and answering questions. Following the RWI scheme for phonics – teach the children the Set 1/2/3/4 letters: m a s d t i n p g o u b c k c k e r h f f l l s s using the RWI scheme. Children to use Fred fingers to segment and blend words together. Teach segmentation for spelling. Practise segmenting and spelling high frequency words e.g. in, it, on, up, and, is, at, etc. Play a blending and segmenting game to note the children’s phonics skills. Practise segmenting and spelling CVC words using Set 1/2/3/4 sounds.</p> <p>Role play areas and activities Key texts –</p> <ol style="list-style-type: none"> 1. Beegu 2. Supertato, 3. Fred the fairy, 	<ul style="list-style-type: none"> • Understand the five key concepts about print-print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book -page sequencing • Develop phonological awareness, so that they can: • -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mothers • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately. 	Assessment Opportunities
		<p>Are they able to blend sounds into words?</p> <p>Are they able to hear individual sounds within words?</p> <p>Are they starting to form letters correctly?</p> <p>Are they able to read individual letters by saying the sounds?</p> <p>Are they starting to read common exception words?</p>
		Resources
		<p>RWI speed sounds</p> <p>Phonics flashcards</p> <p>Various mark making tools e.g. shaving foam, chalk, paint, pencils, crayons, markers.</p> <p>Writing equipment e.g. whiteboard, paper, clipboards, big rolls of paper, tuft trays.</p> <p>Initial sound flashcards- sorting baskets</p>

4. Rama and Sita.
5. Handa's Surprise
6. Hue Boy
7. The Christmas story

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

(Literacy) Scheme of Work

Reception – Spring 1 Topic: Me and My World

Activities	Intended Outcomes In Reception	Key Vocabulary and Questions
<p>Reading and hearing initial letter sounds</p> <p>Daily practise of name writing, letter sounds and patterns, numbers</p> <p>Drawing and labelling own drawings</p> <p>Writing speech bubbles</p> <p>Writing lists</p> <p>Making posters</p> <p>Free writing papers</p> <p>Writing captions – Police Officer’s Report</p> <p>Writing labels- Labelling uniforms and equipment</p> <p>Reading and talking about books, daily story times. Asking and answering questions.</p> <p>‘I can write’ sentences Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Following the RWI scheme for phonics –teach the children the Set 5 letters using the RWI scheme.</p> <p>Children to use Fred fingers to segment and blend words together.</p> <p>Teach segmentation for spelling. Practise segmenting and spelling high frequency words e.g. in, it, on, up, and, is, at, etc.</p> <p>Practise segmenting and spelling CVC words using Set 5 sounds.</p> <p>Phonics ng. nk</p> <p>Tricky words</p> <p>Role play areas and activities</p> <p>Learn new vocabulary. Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in well-formed sentences. Modelled by adult</p> <p>Describe events in some detail i.e. Christmas</p>	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and., where necessary, a few exception words. • Re-read these books to build up their confidence in words reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p>Which was your favourite part of the story?</p> <p>What would happen if....?</p> <p>-</p>
		Assessment Opportunities
		<p>Are they able to read individual letters by saying the sounds?</p> <p>Are they able to blend sounds into words?</p> <p>Are they able to hear individual sounds within words?</p> <p>Are they starting to read common exception words?</p> <p>Are they starting to form letters correctly?</p>
		Resources
		<p>RWI speed sounds</p> <p>Phonics flashcards</p> <p>Various mark making tools e.g. shaving foam, chalk, paint, pencils, crayons, markers.</p> <p>Writing equipment e.g. whiteboard, paper, clipboards, big rolls of paper, tuft trays.</p>

<p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Stories:</p> <ol style="list-style-type: none"> 1. Naughty Bus 2. Stories from around the world <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Guided Reading</p> <p>People who help us- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<hr/>	<p>Story books Non fiction books Poetry books Guided reading books CVC words and sentences</p>
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(Literacy) Scheme of Work

Reception – Spring 2
Topic: Where Shall We Go Today?

Activities	Intended Outcomes In Reception	Key Vocabulary and Questions
<p>Reading and hearing initial letter sounds</p> <p>Daily practise of name writing, letters, numbers</p> <p>Drawing and labelling own drawings</p> <p>Writing speech bubbles-Farmer Duck</p> <p>Writing lists colour mixing potions</p> <p>Making posters</p> <p>Free writing papers</p> <p>Writing captions</p> <p>Writing labels- story maps</p> <p>Cards</p> <p>Alphabet song- Letter names</p> <p>Dear Zoo Flip up books</p> <p>‘I can write’ sentences. Dictated sentences. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Ditties</p> <p>Children to use Fred fingers to segment and blend words together. Teach segmentation for spelling. Practise segmenting and spelling high frequency words</p> <p>Practise segmenting and spelling CVC words</p> <p>Role play areas and activities</p> <p>Learn new vocabulary. Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in well-formed sentences. Modelled by adult</p> <p>Describe events in some detail i.e. What I did at the weekend.</p>	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in words reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	
		Assessment Opportunities
		<p>Can they able to spell simple words using the phonics they have been taught?</p> <p>Can they develop storylines in their pretend play?</p>
		Resources
		<p>RWI speed sounds</p> <p>Phonics flashcards</p> <p>Ditty sheets</p> <p>Various mark making tools e.g. shaving foam, chalk, paint, pencils, crayons, markers.</p> <p>Writing equipment e.g. whiteboard, paper, clipboards, big rolls of paper, tuft trays.</p> <p>Story books</p> <p>Non fiction books</p> <p>Poetry books</p> <p>Guided reading books</p> <p>CVC words and sentences</p>

Use talk to help work out problems and organise thinking and activities.
Explain how things work and why they might happen.

Reading and talking about books, daily story times. Asking and answering questions.

Listen to and talk about stories to build familiarity and understanding.
Stories:

1. The Jolly Postman
2. Farmer Duck
3. Dear Zoo
4. Pig in the pond
5. Tadpole's Promise
6. The Easter Story

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Guided Reading

Non Fiction books on farm animals- Listen to and talk about to develop a deep familiarity with new knowledge and vocabulary.

(Literacy) Scheme of Work

Reception – Summer 1 Topic: How Do Things Grow?

Activities	Intended Outcomes In Reception	Key Vocabulary and Questions
<p>Ditties Children to use Fred fingers to segment and blend words together. Teach segmentation for spelling. Practise segmenting and spelling high frequency words Practise segmenting and spelling CVC words</p> <p>Role play areas and activities</p> <p>Learn new vocabulary. Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in well-formed sentences. Modelled by adult Describe events in some detail i.e. What I did at the weekend.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Reading and talking about books, daily story times. Asking and answering questions.</p> <p>Listen to and talk about stories to build familiarity and understanding. Stories:</p> <ol style="list-style-type: none"> 1. The Odd Egg 2. Jack and the Beanstalk 3. Jim and the Beanstalk 4. Jaspers Beanstalk <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use these stories to compare and contrast characters from stories, including figures from the past (Beebo)</p>	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in words reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	Why did the character say/do that?
		Assessment Opportunities
		Are they able to spell simple words using the phonics they have been taught? Carry out assessments and send scores to LA; emerging or expected
		Resources
		<p>RWI speed sounds Phonics flashcards Ditty sheets Various mark making tools e.g. shaving foam, chalk, paint, pencils, crayons, markers. Writing equipment e.g. whiteboard, paper, clipboards, big rolls of paper, tuft trays.</p> <p style="text-align: center;">Story books Non fiction books Poetry books Guided reading books</p>

<p>Guided Reading</p> <p>Non Fiction books on- water/growing and life cycles. Listen to and talk about to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Daily practise of name writing, letters, numbers</p> <p>Drawing and labelling own drawings</p> <p>Writing speech bubbles</p> <p>Writing lists</p> <p>Making posters</p> <p>Free writing papers</p> <p>Writing captions</p> <p>Writing labels</p> <p>Alphabet song- Letter names</p>		<p>CVC words and sentences</p>
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(Literacy) Scheme of Work

Reception – Summer 2

Topic: Water and Waves

Activities	Intended Outcomes ELG	Key Vocabulary and Questions
<p>Reading Books-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Stories:</p> <ol style="list-style-type: none"> 1. Bog Baby 2. Island in the Sun 3. Commotion in the Ocean 4. Billy's Bucket 5. Mrs Lather's Laundry <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Guided Reading</p> <p>Non Fiction books on – Water, oceans, sea creatures, habitats</p> <p>Reading and talking about books, daily story times. Asking and answering questions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p align="center">Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>-Anticipate – where appropriate – key events in stories;</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p align="center">Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>-Read words consistent with their phonic knowledge by sound-blending;</p> <p>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p align="center">Writing</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>-Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>-Write simple phrases and sentences that can be read by others</p>	<p>What do you think might happen at the end of the story?</p>
		Assessment Opportunities
		<p>Can they invent, adapt and recount narratives and stories with peers and teachers?</p> <p>Carry out assessments and update tracking records for Year 1 teachers.</p>
		Resources
		<p>RWI speed sounds</p> <p>Phonics flashcards</p> <p>Various mark making tools e.g. shaving foam, chalk, paint, pencils, crayons, markers.</p> <p>Writing equipment e.g. whiteboard, paper, clipboards, big rolls of paper, tuft trays.</p> <p align="center"> Story books Non fiction books Poetry books Guided reading books CVC words and sentences </p>

Children to use Fred fingers to segment and blend words together.
Teach segmentation for spelling. Practise segmenting and spelling high frequency words
Practise segmenting and spelling CVC words

Role play areas and activities

Daily practise of name writing, letters, numbers

Drawing and labelling own drawings

Writing speech bubbles

Writing lists- What's in my Bucket?

Making posters- Mrs Lather's Laundry

Free writing papers

Writing captions

Writing labels

Poems- Commotion in the Ocean

Alphabet song- Letter names