

Foundation Stage Long Term Planning for LITERACY 2017 - 2018

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<i>Once upon a mixed up time</i>	<i>Is it always cold in winter?</i>	<i>How do we make sense of the world?</i>	<i>Are all mini beasts scary?</i>	<i>Who are the characters in my books?</i>	<i>Is everybody's home the same?</i>
oral skills	<ul style="list-style-type: none"> Join in with repetitive stories Develop listening skills Teachers modelling of oral sentence construction 	<ul style="list-style-type: none"> Develop use of language to describe things introduce activities to support oral contributions such as an 'all about me' box 	<ul style="list-style-type: none"> Using rhyming words Begin to talk about the stories they have read to them or read themselves Reciting poems from memory using Talk for Writing approach develop descriptive language 	<ul style="list-style-type: none"> Using writing for a purpose in role play such as lists, signs role play/act out stories 	<ul style="list-style-type: none"> use Talk for Writing to learn stories by heart and develop complete sentence knowledge 	<ul style="list-style-type: none"> Writing invitations Use accurate spelling for some words and phonic strategies for others speak in complete sentences
phonics, handwriting and spelling	<ul style="list-style-type: none"> Begin to learn Set 1 RWI sounds and accurate letter formation: m, a, s, d, t, i, word time 1, l, n, p, review introduce motor control exercises to strengthen muscles in their wrists and hands to support writing process teach scissor control lessons Introduce common exception words - I, no, go, the, he, she 	<ul style="list-style-type: none"> Begin to learn Set 1 RWI sounds and accurate letter formation: g, o, c, k, word time 2, u, b, f, e, l, h word time 3, review Begin to blend to spell using 'Fred Fingers' Writing simple CVC, CCVC words using phonic knowledge Blending to read using phonics Reading common exception words: I, no, go, the, he, she 	<ul style="list-style-type: none"> Set children in groups for RWI reviewing sounds so far and introducing new sounds for those who are ready Reading common exception words: a, is, to, put, the, me Writing and using common exception words: I, no, go, the, he, she 	<ul style="list-style-type: none"> ensure correct letter formation Writing and using common exception words: a, is, to, put, the, me spell some common exception words accurately 	<ul style="list-style-type: none"> ensure correct letter orientation Reading, writing and using common exception words: so, my, be, we, by spell some common exception words accurately 	<ul style="list-style-type: none"> work on developing relative size of letters and sitting letters on the line
text knowledge	<ul style="list-style-type: none"> Use initial sound knowledge to support matching labels to pictures <ul style="list-style-type: none"> develop an understanding of the purpose of text Copy words that are relevant to the child eg. name Teachers modelling of writing eg. labels for body parts, family members 	<ul style="list-style-type: none"> listen to a variety of stories, poems and information texts Understand the need for sequencing begin to use language such as page, title, front cover etc 	<ul style="list-style-type: none"> Begin to sequence simple stories begin to construct simple sentences orally begin to comment on likes and dislikes about stories or texts 	<ul style="list-style-type: none"> Using capital letters for names/start of a sentence Developing sentence structure ideas - capital letters, full stops, make sense 	<ul style="list-style-type: none"> Understand we can learn information from text be able to write a story with a simple structure Develop story structure awareness Begin to understand about speech bubbles 	<ul style="list-style-type: none"> use conventions of writing a sentence follow patterns learnt from texts to construct their own