

Hedgehog Class 2020/2021

Taken from whole school overview:

Aspect	YR	Y1
Punctuation	Spaces between words Full stops Capital letters for names	Capital letters at the start of sentences Question marks Exclamation marks
Handwriting	Develop an efficient and comfortable pencil grip Write their name with the correct lower case and uppercase letters Form each of the single letters correctly	Correct formation of each letter, starting and finishing in the correct place Correct formation of capital letters Correct formation of digits 0 to 9 Appropriate spacing between words Some consistency of sizing
Spellings (see NC 2014 Appendix 1 and 2 for more details)	Recognise and use one way of writing each of the 40+ phonemes Some early CEWs spelt correctly (eg the, I, to, no, go)	Learn and begin to use alternative ways to spell 40+ phonemes (see appendix) Spell words from Appendix 1 Days of the Week Prefix: un- Suffixes added to verbs: -er, -ed, -ing Suffixes added to adjectives: -er, -est
Sentence Structure	Writes a simple sentence which can be read by themselves and others	Writes sentences clearly demarcated. Conjunctions: and, so, but, because Simple adjectives
Planning, Drafting, Editing		Creating whole-class plans for writing Re-reading their writing to check it makes sense Discuss what they have written with a teacher or other pupils
Suggested Genres	Simple sentence writing with a purpose, with child led learning Lists	Simple story-telling (Once upon a time, one day, unfortunately, luckily, finally) Recount Character description Poetry
Terminology	Letter, capital letter, sound, word, sentence, full stop, finger space	Conjunction Adjective, verb, noun question singular, plural punctuation, question mark, exclamation mark

Literacy Long Term Plan: Foundation Stage

Note: these are guidelines only and teaching will depend upon individual children and their readiness to read and write (for example, if a child is ready to write using a pencil before Spring, they will be encouraged to do so)

		Autumn 1 7.5 weeks	Autumn 2 6.5 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Foundation Stage: Phonics sessions Fine and gross motor activities Letter formation building to handwriting in Spring Term Whole class big books Small group reading conferences around children's chosen picture books Individual readers HFW and phonics lists sent home in pencil cases	Phonics	1. s a t p 2. i n m d 3. g o c k ck	4. e,u,r 5. h b f, ff l,ll, ss 6. j v w x 7. y, z, zz	8. qu 9. ch sh th ng 10. ai ee igh oa oo	11. ar or ur ow oi 12. ear air er 13. Revision	Phase 4 Spelling words and writing sentences Applying what we know	Lots of revision and application
	Reading HFWs	Yellow List	Orange List	Red List	Pink List	Purple List	Blue List
	Reading	<i>30-50 mths: Rhyming activities; alliteration activities; listening and joining in with stories and poems; joins in with repeated phrases; anticipates key events and phrases; simple story structure; suggests and ending; describes main events, characters etc; shows interest in illustrations and print in books and the environment; recognises familiar words and signs; looks at books independently; handles books carefully; knows information can be relayed in the form of print; holds books the correct way up and turns pages; knows that print carries meaning and in English is read left to right and top to bottom</i>		<i>40-60 mths: Continues a rhyming string; hears and says the initial sounds in words; segments the sounds in simple words and blends them together; knows which letters represent some sounds; links sounds to letters, naming and sounding letters of the alphabet; begins to read words and simple sentences; uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; enjoys and increasing range of books; knows that information can be retrieved from books and computers</i>		<i>ELG: Children can read and understand simple sentences; they use phonic knowledge to decode regular words and read them aloud accurately; they read some common irregular words; they demonstrate understanding when talking to others about what they have read</i> <i>ELG+ Children can read phonetically regular words of more than one syllable as well as many irregular but high frequency words; they use phonics, semantic and syntactic knowledge to understand unfamiliar vocabulary; they can describe the main events in the simple stories they have read</i>	
	Spelling CEWs		The to l no go	He we me be she	Was my you they her are all	Said like some come have were	there, little, one, do, when, out, what Work towards the Spelling Bee
	Handwriting	Busy fingers time Fine and gross motor activities C, l r shapes Letter formation linked to phonics	Pre-writing patterns and activities C, l, r shapes Busy fingers time Find and gross motor activities Letter formation linked to phonics	Begin to use a pencil Pre-writing patterns and activities Daily letter formation linked to patterns (c, l, r etc) Name writing Ongoing busy fingers time		Ongoing letter formation linked to patterns Spelling common exception words through handwriting	Ongoing letter formation linked to patterns Spelling common exception words through handwriting
	Writing	Modelled writing through play Making VC and CVC words using magnetic letters etc	Modelled writing through play Making VC and CVC words using magnetic letters etc	Children begin to write VC and CVC words Writing opportunities throughout provision		Children writing VC, CVC words and some Phase 4 blends Children write a simple sentence with spaces Children begin to form capital letters	
		<i>30-50 mths: Sometimes gives meaning to marks as they draw and paint; ascribes meanings to marks that they see in different places</i> <i>40-60 mths: gives meaning to marks as they draw, write and paint; begins to break the flow of speech into words; continues a rhyming string; hears and says the initial sound in words; can segment the sounds in simple words and blend them together; links sounds to letters, naming and sounding letters of the alphabet</i>		<i>40-60 mths: gives meaning to marks as they draw, write and paint; begins to break the flow of speech into words; continues a rhyming string; hears and says the initial sound in words; can segment the sounds in simple words and blend them together; links sounds to letters, naming and sounding letters of the alphabet; uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence; writes own name and other things such as labels and captions</i>		<i>40-60 mths: attempts to write short sentences in meaningful sentences</i> <i>ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds; they also write some common irregular words; they write simple sentences which can be read by themselves and others; some words are spelt correctly and others are phonetically plausible</i> <i>ELG+ Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words; they use key features of narrative in their own writing</i>	

Hedgehog Class 2019/2020

Literacy Long Term Plan: Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
MoE Theme	Woodlands and Habitats: Bog Babies	Bonfire Night/ The Christmas Story	Oceans/Turtle Watch		Castles/Knights	
Writing opportunities	Labelling the woodlands Signs on habitats Speech bubbles for animals Park Keeper record keeping	Bonfire posters Bonfire party invitations Christmas cards Signs for doors Christmas story	Turtle fact files Turtle tracking log books Reporting to the client Narration for a 'Blue Planet' style documentary		Reports for the king Letters to the King History-linked writing (eg news report on the Battle of Hastings)	
Key written skills: Composition	Writing a sentence by saying it out loud first Adjectives		Read my sentence to check it makes sense Sequence sentences to form narratives Using story language Talk about my writing with my teacher or children in my class Non-fiction sentences		Read my sentences out loud so that children in my class can hear and understand me Using sentence openers Using time words	
Phonics	Phase 3 and 4 revision and application (extended this year due to shortened Reception year) Double letters		Wh, ph, tch, Ay alternatives Ee alternatives lgh alternatives Oa alternatives	Oo alternatives Or alternatives Ur alternatives Oi/oy Ow/ou Ear/air	Revision and application for phonics checks Spelling rules (see below)	
Spellings	Breaking down words into sounds Spellings some CEWs CEWs: the, a, do, to, of, said, are, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my		Writing dictated sentences with the correct spellings CEWs: today, says, were, was, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our		Plurals s and es Simple spelling rules un- prefix ing, ed, er and est to change the meaning of a word CEWs: Days of the Week, Numbers to 20 As needed based on assessment of previous terms' words	
Punctuation and Grammar	Finger Spaces Full Stops Writing simple sentences		Capital Letters Conjunctions: and, because, so, but Non fiction sentences		Question Marks Exclamation Marks Writing narratives punctuated with capital letters and full stops Time words: first, next, then, after that	
Key Vocabulary	Letter, word, sentence, full stop, finger space, adjective, story language		Capital letter, verb, imperative verb, non-fiction, heading, sub-heading, bullet points		Singular, plural, question mark, exclamation mark, conjunction,	