



## Literacy Long Term Plan 2023-2024

F2	Au1	Au2	Sp1	Sp2	Su1	Su2
<p><b>Core Knowledge: Decoding and word reading skill</b></p>	<p>EY2P: Friendship Bench EY2P: Amazing</p> <p>To be able to name and sound letters of the alphabet.</p> <p>To be able to continue a rhyming string.</p> <p>To read some common irregular words (high frequency words) including the to go no</p>	<p>EY2P: The Little Red Hen EY2P: The Leaf Thief</p> <p>To be able to hear and say the initial sounds in words.</p> <p>To read some common irregular words (high frequency words) including the to go no into just want</p>	<p>EY2P: The Storm Whale in Winter EY2P: Hello Penguin</p> <p>To segment sounds in simple words and blend them to read.</p> <p>To read some common irregular words (high frequency words) including the to go no into just want they he she you</p>	<p>T4W: Dear Zoo and Mr Gumpy's Outing</p> <p>To read sentences containing some phase 2 and 3 graphemes.</p> <p>To read some common irregular words (high frequency words) including the to go no into just want they he she see you said like</p>	<p>EY2P: Woolly Bear Caterpillar</p> <p>To read sentences containing all phase 2 and 3 graphemes.</p> <p>To know which letters are vowels and which are consonants withing the alphabetic order.</p> <p>To read some common irregular words (high frequency words) including the to go no into just want they he she see you said like look little</p>	<p>EY2P: Somebody Swallowed Stanley</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>To read words consistent with their phonic knowledge by sound-blending.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>
<p><b>Key Vocab:</b></p>	Rhyme, letter, sound, phoneme, grapheme	Segment, blend	Word, information	sentence, high frequency word	story/ narrative, vowel, consonant	Non-fiction
<p><b>Main Skills: Comprehension skills</b></p>	To show enjoyment for an increasing range of books.	To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	<p>To know that information can be retrieved from books and computers.</p> <p>To begin to understand that non-fiction books are different to fiction.</p>	To be able to follow a story without pictures or props.	To demonstrate understanding of what they have read when talking with others.	<p>To anticipate (where appropriate) key events in stories.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>

<b>Main Skills: Writing</b>	<p>To give meaning to marks they make as they draw, write and paint.</p> <p>To begin to write their own name.</p> <p>To show a preference for a dominant hand.</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>To write labels and captions.</p> <p>To use a pencil and hold it effectively to form recognisable letters.</p>	<p>To attempt to write short sentences in meaningful contexts.</p> <p>To write some irregular common words (high frequency words).</p>	<p>To use phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>To write simple sentences which can be read by themselves and others.</p> <p>To spell some words correctly with phonetically plausible attempts at others.</p> <p>To write recognisable letters, most of which are correctly formed.</p>
<b>Cross-curricular links:</b>	<p>Music- Phase 1- Links with musical sounds.</p> <p>EAD: Self portraits</p> <p>UtW (Geography) school environment and where we live</p>	<p>UtW (Science)- Begin to explore light and dark</p> <p>EAD – Drama and music for Christmas Play</p> <p>RE – Christmas around the World</p> <p>Geography – Christmas around the World</p>	<p>PSED- Self Confidence and Self Esteem- drama and role play, celebrating own strengths</p> <p>UtW (Science)- Habitats</p> <p>UtW (Geography)- journeys to school</p>	<p>UtW (R.E)- New life, Easter celebrations</p> <p>UtW (History) Transport from past to present</p> <p>UtW (Science)- Forces, seasons</p>	<p>UtW (Science)- Early understanding of life cycles</p> <p>EAD- introduction to sculpture- minibests</p>	<p>UtW (Geography)- journeys around the world, maps.</p> <p>UtW (History) Dinosaurs and Extinction, Memories of F2</p> <p>UtW (Science) Caring for our World</p>
<b>Key vocabulary (including but not limited to)</b>	<p>Woodchurch estate, Church, school, map, dentist, teeth, respect, unique, emotions, celebrate, parade, gift, feast, decorate, advent, nativity, festive</p>		<p>Rescue, firefighters conflict, freezing, seasons, ancient, environment, polar, desert, tropical, marine, vast, past, penny farthing, steam train, electric, present, maps, coral reef, conservation</p>		<p>germination, senses, develop, healthy, skeleton, recycle, metamorphosis, arachnid, insect, nocturnal, Carnivore, Herbivore, Archaeologist, Fossil, Extinct</p>	
<b>Cultural capital:</b>	<p>Understanding responsibility and community when starting school.</p>	<p>Celebrating difference within our community and around the world</p>		<p>Empathy and understanding the theme of loss.</p>	<p>Understanding new life</p>	<p>Begin to discuss changes to our planet (climate change).</p>