



St George's Primary Literacy – Long Term Plan

F1 Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development Matters Band	<p>Communication and Language:</p> <p>0-3 year olds:</p> <ul style="list-style-type: none"> Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other peoples talk with interest, but can easily be distracted by other things. Make themselves understood, can become frustrated when they can't. Start to say how they are feeling, using words as well as actions. Start to develop conversation often jumping from topic to topic. Develop pretend play. <p>Three and Four-Year-Olds</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. <p>Literacy:</p> <p>0-3Year Olds</p> <ul style="list-style-type: none"> Distinguish between the different marks they make. Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. <p>Three and Four-Year-Olds</p> <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 top to bottoms, the names of the different parts of the book, page sequencing. Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sounds e.g. money and mother. Engage in extended conversations about stories, learning new vocabulary. 	<p>Communication and Language:</p> <p>0-3 year olds (due to second intake):</p> <ul style="list-style-type: none"> Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other peoples talk with interest, but can easily be distracted by other things. Make themselves understood, can become frustrated when they can't. Start to say how they are feeling, using words as well as actions. Start to develop conversation often jumping from topic to topic. Develop pretend play. <p>Three and Four-Year-Olds</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Literacy:</p> <p>0-3 Year Olds</p> <ul style="list-style-type: none"> Distinguish between the different marks they make. Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. <p>Three and Four-Year-Olds</p> <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 top to bottoms, the names of the different parts of the book, page sequencing. Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sounds e.g. money and mother. 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>Communication and Language:</p> <p>0-3 year olds (due to third intake):</p> <ul style="list-style-type: none"> Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other peoples talk with interest, but can easily be distracted by other things. Make themselves understood, can become frustrated when they can't. Start to say how they are feeling, using words as well as actions. Start to develop conversation often jumping from topic to topic. Develop pretend play. <p>Three and Four-Year-Olds</p> <ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Literacy:</p> <p>0-3 Year Olds</p> <ul style="list-style-type: none"> Distinguish between the different marks they make. Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. <p>Three and Four-Year-Olds</p> <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 top to bottoms, the names of the different parts of the book, page sequencing. Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sounds e.g. money and mother. 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. 			

Core Text	7 weeks Goodbye summer, hello Autumn by Kenard Pak Little Red Hen by Jerry Pinkney Leaf Man by Lois Ehlert	7 Weeks What's in the witch's kitchen? by Nick Sharrat Aaaarrgggh Spider by Lydia Monks In the foggy, foggy forest. by Nick Sharrat Dear Santa by Debbie Macomber	7 Weeks Secrets of winter by Carron brown My first book of garden birds (NF) by Mike Unwin Dragons in the city by Rasana Atreya Mr Wolf's pancakes by Jan Fearnley	6 Weeks Snails Matisse Magic Trail by Tim Hopgood Snail trail book by Ruth Brown Springtime NF It is Easter time Twinkl	5 Weeks Bug hotel (NF) by Clover Robin Why do we need bees? (NF) By Katie Daynes Hungry Caterpillar by Eric Carle	7 Weeks Lucy and Tom at the seaside by Shirley Hughes Shark in the dark by Peter Bently Sports
Writing Outcomes	Mark-making	Mark-making Tracing	Mark-making Name writing	Mark-making Name writing Initial sounds.	Mark-making Name writing Initial sounds.	Mark making Name writing Initial sounds. CVC words
Supporting text	Leaf Trouble by Johnathon Emmet Say Hi to hedgehogs by Jane McGuiness	Meg and Mog books by Helen Nicoll and Jan Pienkowski Christmas Nativity Alfies Christmas by Shirley Hughes	Bird builds a nest Messy Magpie Twinkl	Wee Willie Winkie Chicken Licken Gingerbread man Little red riding hood Three little pigs	Traditional tales	A seed in need by Sam Godin How do flowers grow (NF)
Composition	Mark making Continuous provision – fine and gross motor skills Drawing lines and circles	Mark making Continuous provision – fine and gross motor skills Drawing lines and circles	Mark making Continuous provision – fine and gross motor skills Holding a pencil – pencil control Draw faces with expression	Mark making Continuous provision – fine and gross motor skills Holding a pencil – pencil control Draw faces with expression	Mark making Continuous provision – fine and gross motor skills Holding a pencil – pencil control Draw people	Mark making Continuous provision – fine and gross motor skills Holding a pencil – pencil control Draw people
Spelling (taught through RWInc spelling)	Phase 1 letters and sounds Listening skills Environmental sounds, instrumental sounds and body percussion. Rhythm and rhyme Alliteration	Phase 1 letters and sounds Listening skills Voice sounds Oral blending and segmenting.	RWI/phase 1 Set 1 – three times a week 2 days a week (phase 1) RWI - Week 1 - m a s Week 2 - d t, I Week 3 - n p g Week 4 - o, c k Week 5 - u b, f Week 6 - e l h	RWI/phase 1 Set 1 – three times a week 2 days (phase 1) Week 1 – r j v Week 2 – y w z Week 3 – x Week 4 – m a s Week 5 – d t I Week 6 – n p g	RWI Set 1 – five times a week Week 1 – o c k u b Week 2 – f e l h r Week 3 – j v y w z Week 4 – x m a s d t Week 5 - I n p g o	RWI Set 1 – five times a week Recapping all of set 1 (m a s d t l n p g o c k u b f e l h r j v y w z x) Special friends – sh, th, ch, qu, ng, nk (only taught once secure on set 1 sounds)
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly Form lower-case letters in the correct direction, starting and finishing in the right place – using RWInc letter formation and rhymes. Teach children to write their name.		Sit correctly at a table, holding a pencil comfortably and correctly Form lower-case letters in the correct direction, starting and finishing in the right place – using RWInc letter formation and rhymes. Teach children to write their name.		Sit correctly at a table, holding a pencil comfortably and correctly Form lower-case letters in the correct direction, starting and finishing in the right place – using RWInc letter formation and rhymes. Teach children to write their name.	
Oracy	Oral rehearsal Story map Retell stories orally Role play Everywhere Bear Nativity Parent event – children to retell the story of Little Red Hen. Poems – learn and recite Beat babies Banks of songs and rhymes Harvest Festival	Oral rehearsals Retell stories orally Story maps Role play Everywhere Bear Chinese New Year workshop – children to dance and sing Poems – learn and recite Beat babies Banks of songs and rhymes	Oral rehearsals Retell stories orally Story maps Role play Everywhere Bear Chinese New Year workshop – children to dance and sing Poems – learn and recite Beat babies Banks of songs and rhymes	Oral rehearsals Everywhere Bear Retell stories orally Poems – learn and recite Parent event – children to follow instructions with a bee bomb – focussing on specific language and longer sentences. Beat babies Banks of songs and rhymes Child Graduation Questioning and understanding	Oral rehearsals Everywhere Bear Retell stories orally Poems – learn and recite Parent event – children to follow instructions with a bee bomb – focussing on specific language and longer sentences. Beat babies Banks of songs and rhymes Child Graduation Questioning and understanding	Oral rehearsals Everywhere Bear Retell stories orally Poems – learn and recite Parent event – children to follow instructions with a bee bomb – focussing on specific language and longer sentences. Beat babies Banks of songs and rhymes Child Graduation Questioning and understanding