



St George’s Primary Literacy – Long Term Plan

F2 Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development Matters Band	Communication and Language: Three and Four-Year-Olds <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.		Communication and Language: Three and Four-Year-Olds <ul style="list-style-type: none">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 storyBe 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.”		Communication and Language: Three and Four-Year-Olds <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.”	
	Reception: <ul style="list-style-type: none">Understand how to listen carefully and why listening is important.Learn new vocabulary.Use new vocabulary through the day.Articulate their ideas and thoughts in well-formed sentences.Develop social phrases.Engage in storytimes.Listen carefully to rhymes and songs, paying attention to how they sound.Learn rhymes, poems and songs.Engage in non-fiction books.		Reception: <ul style="list-style-type: none">Learn new vocabulary.Use new vocabulary through the day.Ask questions to find out more and to check they understand what has been said to them.Articulate their ideas and thoughts in well-formed sentences.Connect one idea or action to another using a range of connectives.Describe events in some detail.Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.Listen to and talk about stories to build familiarity and understanding.Use new vocabulary in different contexts.Listen carefully to rhymes and songs, paying attention to how they sound.Learn rhymes, poems and songs.Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary		Reception: <ul style="list-style-type: none">Learn new vocabulary.Use new vocabulary through the dayArticulate their ideas and thoughts in well-formed sentences.Connect one idea or action to another using a range of connectives.Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	
	ELG: Listening, Attention and Understanding - Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		ELG: Listening, Attention and Understanding - Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		ELG: Listening, Attention and Understanding - Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	
	ELG: Speaking - Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate ;Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		ELG: Speaking - Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		ELG: Speaking - Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
	Reading: Three and Four-Year-Olds <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 sequencingDevelop their 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 motherEngage in extended conversations about stories, learning new vocabulary.		Reading: Three and Four-Year-Olds <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 sequencingDevelop their 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 motherEngage in extended conversations about stories, learning new vocabulary.		Reading: Three and Four-Year-Olds <ul style="list-style-type: none">Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clapEngage in extended conversations about stories, learning new vocabulary.	
	Reception: <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 simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.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 simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.		Reception: <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 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 simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.		Reception: <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 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 simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	
					ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	
					ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-	

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Core Text	7 weeks <i>I like Bees, I don’t like honey!</i> By Sam Bishop <i>Living with Mum and Living with Dad</i> by Melanie Walsh <i>Jack and the Beanstalk</i> by Iona Treahy <i>The Three Little Pigs</i> by Nicola Baxter	7 Weeks <i>Room on the Broom</i> by Julia Donaldson x 2 <i>Goldilocks</i> by Nicola Baxter <i>Little Red Riding Hood</i> by Mandy Ross NF- Wolves (e-Book) <i>Nativity</i> (e-book)	6 Weeks <i>NF – The Emperor's Egg</i> by Martin Jenkins <i>Lost and Found</i> by Oliver Jeffers <i>Star in a Jar</i> by Sam Hay – Literacy Counts Unit of Work <i>Frog in winter</i> by Max Velthuijs	6 Weeks <i>NF – What can you see in Winter?</i> By Sian Smith <i>Supertato</i> by Sue Hendra & Paul Linnet x2 <i>Juniper Jupiter</i> by Lizzy Stewart – Literacy Counts Unit of Work x2 <i>The Something – Literacy Counts Unit of Work</i>	5 Weeks <i>NF - Look inside your body</i> by Louie Stowell <i>Jack and The Flum Flum Tree</i> by Julia Donaldson <i>Hattie Peck</i> by Emma Levey	7 Weeks <i>The Extraordinary Gardener</i> by Sam Boughton – Literacy Counts Unit of Work <i>NF – Usborne – Look Inside Space.</i> x2 <i>Whatever Next</i> by Jill Murphy x2 <i>Starting a new class</i>
Writing Outcomes	1.Hearing initial sounds 2.forming letters (mark making) 3. Labelling 4. Sentence stems	1.Hearing and writing initial sounds 2.Lists 3.Labelling	1.Writing initial and final sounds in words 2.Writing words cvc/cvvc 3.Lists 4.Labelling 5.Writing simple sentences	1.Writing words cvc/cvvc 2.Lists 3.Labelling 4. Posters 5.Writing simple sentences 5.Capital letters, finger spaces and full stops 6.Forming letters correctly 7. Sentence stems	1.Writing simple sentences 2.Capital letters, finger spaces and full stops 3..Writing simple phrases 4.Forming letters correctly	1.Story Writing 2.Sentence writing using capital letters, finger spaces and full stops 3.Forming letters correctly
Supporting text	<i>You Be You</i> by Linda Kranz <i>Whiffy Wilson The Wolf Who Wouldn’t go to School</i> by Caryl Hart	<i>The Nativity</i>	<i>Penguins - National Geographic Kids</i> - Anne Schelber	<i>NF – What can you see in Spring?</i> By Sian Smith Eating the Alphabet by Lois Ehlert <i>Oliver’s Vegetables</i> by Vivian French	<i>The Way Back Home</i> by Oliver Jeffers	<i>Ready Steady Mo!</i> By Kes Gray and Marta Kissi <i>Man on the Moon</i> by Simon Bartram <i>Footprints on the Moon and Other Poems about Space</i> - E Book

Composition	NF- What can you see in Autumn?			Planting Books The Farmer Plants the Seeds poem My Doctor Helps Me		NF - What can you see in Summer?
	Mark making Continuous provision – fine and gross motor skills	Labels Lists Mark making Postcards Simple sentences Speech bubbles	Simple sentences Lists Speech Bubbles Labels	Simple sentences Posters Easter Cards	Sentences Letter Writing Non-Fiction Writing Story Writing	Story writing Sentences Non-Fiction Writing Fact Books
Vocabulary, punctuation and grammar		Finger spaces	Capital letters Finger spaces Full Stops	Capital letters Finger spaces Full Stops	Capital letters Finger spaces Full stops Exclamation Marks Questions Marks	Capital letters Finger spaces Full stops Exclamation Marks Questions Marks
Spelling (taught through RWInc spelling)	Set 1 sounds m a s d t i n p g o c k u b f e l h Cvc words	Set 1 sounds and Special Friends m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k Cvc words	Special friends m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k Recap set 1	Special friends and Set 2 Sounds m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k a y e e i g h o w o o o o o r a i r i r o u o y	Set 2 sounds sh th ch qu ng nk ay ee igh ow oo oo or air ir ou oy ea oi a-e i-e o-e u-e	Set 2 & set 3 sounds sh th ch qu ng nk ay ee igh ow oo oo or air ir ou oy ea oi a-e i-e o-e u-e
Word list (Common exception words) Word List red words		Red Words: The, you, my HFW: The and a to said in he I of it was you they on she is for at his but	Red Words: My, of, she, he HFW: That with all we can are had up my her what there out this have went be like some so	Red Words: We, me, be, they HFW: Not then were go little as no mum one them do me down dad big when it's see looked very	Red Words: Some, like, all, said HFW: Look don't come will into back from children him Mr get just now came oh about got their people your	Review all red words HFW: Put could house old too by day made time I'm if help Mrs called here off asked saw make an
Handwriting	Form lower-case letters in the correct direction, starting and finishing in the right place – using RWInc letter formation and rhymes. Fine motor strength – squiggle while you wiggle, dough disco.		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. Form capital letters at the beginning of sentences.		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. Form capital letters at the beginning of sentences.	
Oracy	Oral Rehearsal- extending language Christmas Nativity 'All About Me' Box Role Play Area Continuous Provision Forest School Mystery reader Story box		Oral Rehearsal- extending language Role Play Area Continuous Provision Forest School Books for Bedtime Event Mystery reader Leaping into Language Box 3: Spring Leaping into Language Box 4: Fruit and Veg Leaping into Language Box 5: Doctors Author Visit Doctor Visit		Oral Rehearsal- extending language Role Play Area Continuous Provision Forest School School Trip to Underwater Street Mystery reader Leaping into Language Box 6: Space Police Person visit	