

LTP – Swallow Class – Literacy Plan 24-25

	Autumn 1 Me, Myself & I	Autumn 2 Celebrations	Spring 1 Discovery	Spring 2 Discovery	Summer 1 Amazing Earth	Summer 2 Amazing Earth
Possible themes, interests, lines of enquiry	Autumn Pete the Cat Family Halloween Pumpkins	Winter Christmas	Artic Environments Winter	Maps Pirates Mermaids Health, including Oral Health	Growing (Plants, seeds, life cycles – butterflies, beans, sunflowers – The sunflower Challenge)	Hot weather Hot environments Minibeasts
Celebrations and experiences	Harvest	Bonfire Night Diwali Remembrance Day Christmas	Big Garden Birdwatch Valentines Lunar New Year	Dentist visit World Book Day Mother's Day Pancake Day Easter	Ramadan Local church visit World Oceans Day	Sports Day Fathers Day
Comprehension Word Development	<ul style="list-style-type: none"> *Listen and enjoy sharing a range of books. *Hold a book correctly, handle with care. *Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. *Know that text in English is read top to bottom and left to right. *Know the difference between text and illustrations. *Recognise some familiar words in print, e.g., own name or advertising logos. *Enjoy joining in with rhyme, songs and poems. *Explain in simple terms what is happening in a picture in a familiar story. *Complete a repeated refrain in a familiar rhyme, story or poem. 	<ul style="list-style-type: none"> *Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and nonrhyming stories, realistic and fantasy stories. *Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. *Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. *Sequence two events from a familiar story, using puppets, pictures from book or role-play. 	<ul style="list-style-type: none"> *Use picture clues to help read a simple text. *Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. *Show understanding of some words and phrases in a story that is read aloud to them. *Express a preference for a book, song or rhyme, from a limited selection. *Play is influenced by experience of books (small world, role play). 	<ul style="list-style-type: none"> *Retell stories in the correct sequence, draw on language patterns of stories. *With prompting, show understanding of many common words and phrases in a story that is read aloud to them. *Suggest how an unfamiliar story read aloud to them might end. *Give a simple opinion on a book they have read, when prompted. *Recognise repetition of words or phrases in a short passage of text. *Play influenced by experience of books. *Innovate a well known story with support. 	<ul style="list-style-type: none"> *Correctly sequence a story or event using pictures and/or captions. *Make simple, plausible suggestions about what will happen next in a book they are reading. *Know the difference between different types of texts (fiction, nonfiction, poetry) *Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. *Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme. 	<ul style="list-style-type: none"> *Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. *Innovate a known story. *Recall the main points in text in the correct sequence, using own words and include new vocabulary. *When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. *With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

LTP – Swallow Class – Literacy Plan 24-25

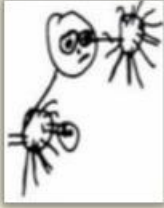
Word Reading Development	*Hear general sound discrimination and be able to orally blend and segment.	*Read individual letters by saying the sounds for them. *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. *Read a few common exception words matched to the school's phonic programme.	*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 a few common exception words matched to the school's phonic programme.	*Read some letter groups that each represent one sound and say sounds for them. *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	*Read some letter groups that each represent one sound and say sounds for them. *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some tricky words from Phase 4 e.g. said, like, have, so. *Re-read what they have written to check that it makes sense.
Phonics - ELS	Autumn 1 – Phase 2	Autumn 2 – Phase 3	Spring 1 Phase 3-4	Spring 2 Phase 3-4	Summer 1- Phase 4	Summer 2- Phase 5 Introduction
Emergent Writing	*Develop listening and speaking skills in a range of contexts. *Aware that writing communicates meaning. *Give meaning to marks they make. *Understand that thoughts can be written down. *Write their name copying it from a name card or try to write it from memory.	*Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. *Makes marks and drawings using increasing control. *Know there is a sound/symbol relationship. *Use some recognisable letters and own symbols. *Write letters and strings, sometimes in clusters like words.	Use appropriate letters for initial sounds.	Build words using known letter-sound correspondences in own writing.	*Continue to build on knowledge of letter sounds to build words in writing. *Use writing in play. *Use familiar words in their writing.	*Show awareness of the different audience for writing. *Write short sentences with words with known letter sound correspondences sometimes using a capital letter and full stop.
Compositional Skills	Use talk to organise describe events and experiences.	*Use talk to link ideas, clarify thinking and feelings. *Understands that thoughts and stories can be written down.	Orally compose a simple sentence and hold it in memory before attempting to write it.	Orally compose a simple sentence/caption and hold it in memory before attempting to write it.	Write a simple sentence/caption which may include a full stop.	Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop.
Spelling Development	*Orally segment sounds in simple words. *Write their name copying it from a name card or try to write it from memory.	*Orally spell VC and CVC words by identifying the sounds. *Write own name.	*Spell to write VC and CVC words independently using Phase 2 graphemes.	*Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. *Spell some irregular common (tricky) words e.g. the, to, no, go independently.	*Spell words by drawing on knowledge of known grapheme correspondences. *Make phonetically plausible attempts when writing more complex unknown words.	*Spell words by drawing on knowledge of known grapheme correspondences. *Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC

LTP – Swallow Class – Literacy Plan 24-25

						Spell irregular common (tricky) words e.g., he, she, we, be, me independently.
Helicopter Stories	Adults scribing and writing down word for word, child decides part he/she would like to play and then act out the story on a simple stage.	*Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. *Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.	*Child knows groups of letters make up a word and a group of words make sentences. *Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.	*More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. *Can use a phonic mat or word bank to support. *Adult writes any unknown words.	*Child takes the pen more and more, until eventually they are writing complete phrases. *May still need a phonics mat to support.	*Child confident to write a simple short story. *May still need a phonics mat to support.
Handwriting Development	*Know that print carries meaning and in English, is read from left to right and top to bottom. *Draws lines and circles.	*Form letters from their name correctly. *Recognise that after a word there is a space.	*Show a dominant hand. *Write from left to right and top to bottom. *Begin to form some recognisable letters.	*Holds a pencil effectively to form recognisable letters. *Know how to form clear ascenders and descenders.	*Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	*Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Year 1 Expectations	Writing Composition Understand what a sentence is and recognise sentences in my own writing. Say sentences out loud orally before writing them down. Create a sequence of sentences to create their own text. Re-read sentences carefully to spot any mistakes. Identify mistakes in their sentences when they are orally read to them. Discuss what they have written to an adult and peer	Genres covered in year 1 Instructional – Recipes Narrative - Fairy tale Informative - Fact File	Vocabulary, Punctuation and Grammar Know the job of a capital letter and full stop and use them accurately to mark a sentence. Create question sentences and use a question mark to punctuate it correctly. Mark statement and command sentences with an exclamation mark. Identify a statement, question, command, and exclamation sentence by its punctuation.	Vocabulary, Punctuation and Grammar Understand that nouns are objects, people, and places. Use capital letters for proper nouns: people, places, days of the week and I. Understand the job of an adjective and start to identify them in sentences. Begin to use adjectives to create simple noun phrases.	Vocabulary, Punctuation and Grammar Use talk to organise events and experiences. Write in past tense and use simple past tense verbs. Write in the present tense To be able to use the conjunctions "and", "but" and "because" to create compound sentences. Discuss word meaning of new words.	Reading Summary Make simple inferences about the characters and about events. Predict what might happen next from repetitive phrases and/or from what has already been read. Discuss the significance of the title. Identify the events/points from the text. Explain what has just been read to them orally. Answer simple retrieval questions by finding the information in non-fiction and fiction texts.

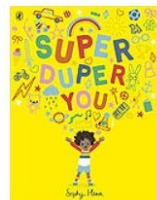
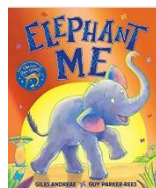
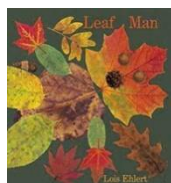
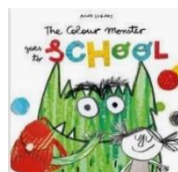
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Typical Writing Progression

Pre-Writing			Letter Strings		
Pictures	Random Scribble	Scribble Writing	Symbols	Random Letters	Letter Strings
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Symbols that represent letters	Letters have no relationship	Letter strings move from L to R and move down the page
					
Environmental Print	Letter Name Stage	Early Developmental Spelling	Syllables Represented	Inventive Spelling	Transitional Spelling
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words	Vowel sounds appear Evidence of tricky words	A child hears beginning, middle and end sounds.	Whole sentence writing develops, spaces in between words	Multiple related sentences with many words spelled correctly, punctuation evident.
					

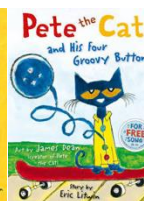
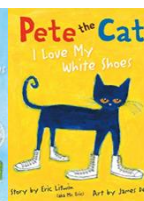
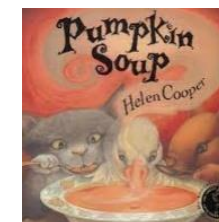
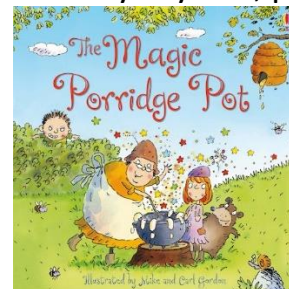
LTP – Swallow Class – Literacy Plan 24-25

Autumn Term 1 – Me, myself & I



Literacy Focus Text Suggestions

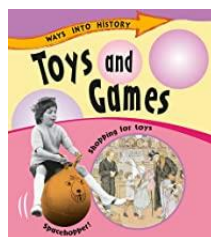
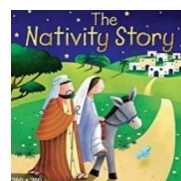
Nursery rhymes, poems and songs



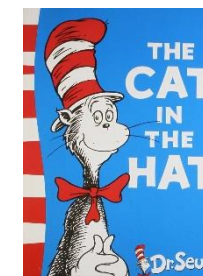
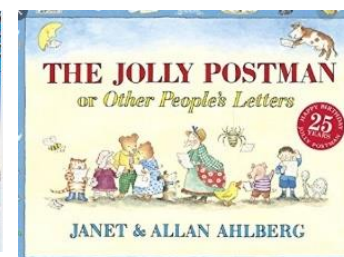
Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.

+ Daily songs,
nursery rhymes
and school/class
songs.

Autumn Term 2 – Celebration

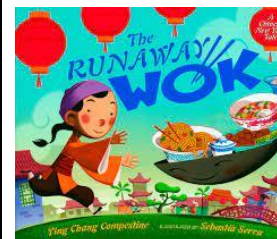
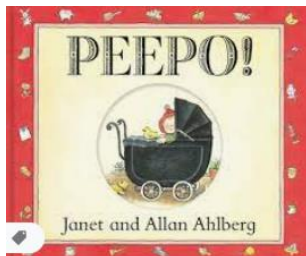
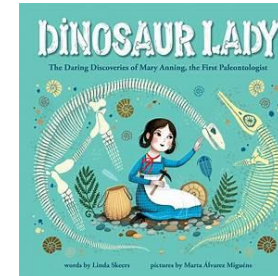
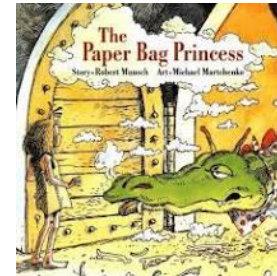
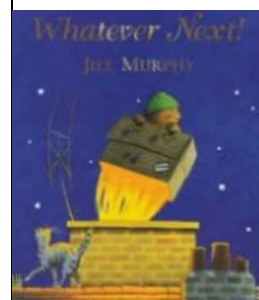
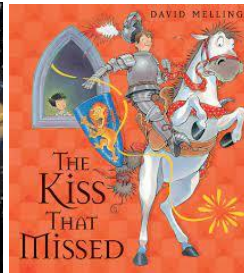
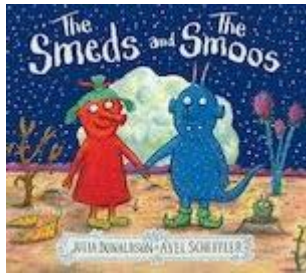


Literacy Focus Texts Suggestions

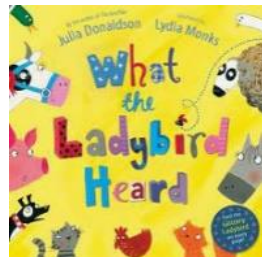


LTP – Swallow Class – Literacy Plan 24-25

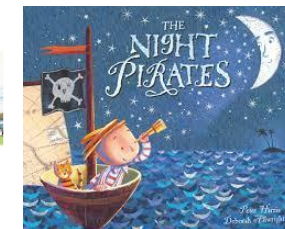
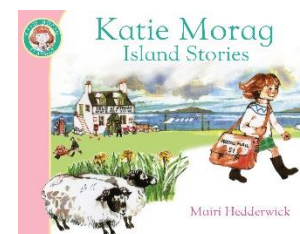
Spring 1 : Discovery (Historical)



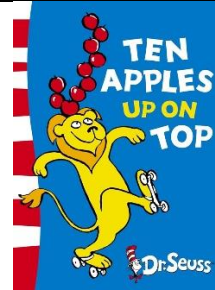
Spring 2 :Discovery (location & maps)



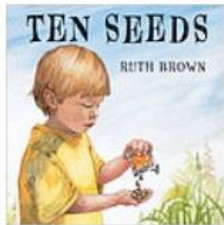
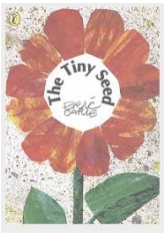
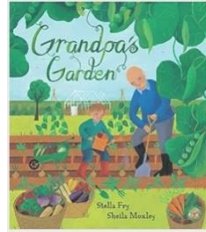
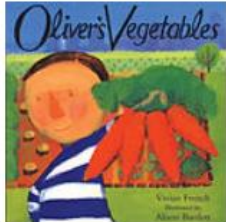
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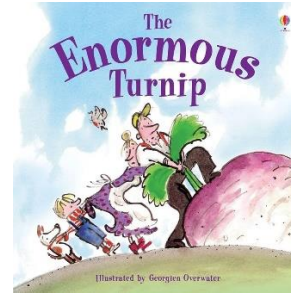
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Summer 1: Amazing Earth-4 Weeks

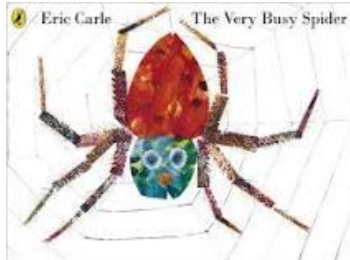
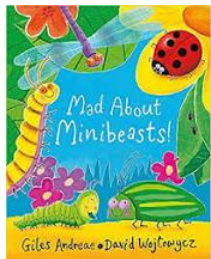
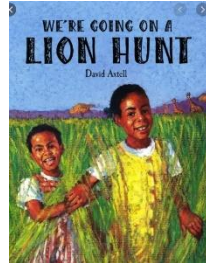
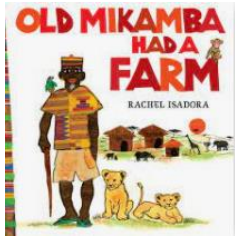
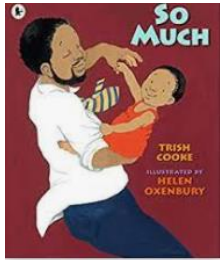


Literacy Focus Text Suggestions



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Summer 2 Amazing Earth-8 Weeks



Literacy Focus Text Suggestions

