

2023-24						
LITERACY LONG-TERM PLANNING - YR						
	TERM 1 Autumn		TERM 2 Spring		TERM 3 Summer	
	Let's Explore	Marvellous Machines	Long Ago	Ready Steady Grow	Animal Safari	On the Beach
Narrative	Stories with familiar settings (6 weeks)		Traditional Tales and Fables (4 weeks)		Stories with familiar settings/stories from different cultures (4 weeks)	
Final written outcome	Write simple sentences to retell stories based on familiar settings through mark-making and ascribing meaning to marks and beginning to use phonic knowledge.		Use traditional tales to write retells of traditional tales through mark-making and ascribing meaning to marks and beginning to use phonic knowledge. Use 'finger spaces' between words and be aware of full stops.		Write a new version of a story using phonic knowledge to write words in a way that matches spoken language. Use 'finger spaces' between words and full stops at the end of a sentence.	
Suggested Context	1 st half- We're going on a bear hunt The three Billy goats gruff Mr Gumpy's outing 2 nd half- Squirrel's busy day Winnie's computer Mrs Armitage on wheels No-Bot the robot with no bottom		1 st half- Cinderella Peepo Gingerbread man Ruby's worry (Jane Considine unit) 2 nd half- The three little pigs Handa's surprise Jack and the beanstalk		1st half- Dear Zoo Greedy zebra 2nd half- The Rainbow fish The Lighthouse Keeper stories Where the wild things are	
Non-fiction	Labels, List and Captions (1 week)		Report (2 weeks)	Instructions (2 weeks)	Report (2 weeks)	Explanation (2 weeks)
	Recount (6 weeks)					
Final written outcome	Write labels, lists and captions for pictures about the local area through	Creating 'marvellous machines' and be able to write labels,	Be able to write about items/ toys from the past using	Be able to set out simple instructions to show how to plant and look after	Be able to write a simple report about the Ndebele tribe.	Be able to write simple explanations about how to look

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	mark making and ascribing meaning to marks, moving to using phonic knowledge.	captions and lists to explain what is needed.	the format of a simple report.	seeds in the form of a diary or book.		after our sea life and coastal regions.
Suggested Context	Non-fiction books about the local area	Non-fiction books about different types of machines.	Non-fiction- toys in the past and general books about life in the past.	Non-fiction- examples of instructions. Non-fiction books about planting and growth.	Non-Fiction- African culture- animal study, Ndebele tribe study	Non-fiction- investigating seas creatures, coastal features and seashores in the past
Poetry	Rhymes & Patterns (2 weeks)		Poems on a Theme (2 weeks)		Poetry-Traditional Rhymes (2 weeks)	
Final Outcome	Learn, recite and write rhyming poems Identify the part of the word that rhymes with another		Learn, recite and write poems on a theme Identify the part of the word that rhymes with another		Use an anthology as a stimulus to produce own writing	
Suggested Context	Machine poems Festive poems		Nursery rhymes past and present will be a focus during the term.		Rumble in the Jungle	

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LITERACY Sticky Knowledge- YR

Children will know how to	TERM 1 Autumn		TERM 2 Spring		TERM 3 Summer	
	Let's Explore	Marvellous Machines	Long Ago	Ready Steady Grow	Animal Safari	On the Beach
PD Fine Motor	Uses a pencil, in a finger grip, showing a preference for a dominant hand, effectively to form some recognisable letters.		Uses a pencil in the modified tripod grip, effectively to form recognisable letters of the letters of the alphabet.		Uses a pencil and holds it effectively in the tripod grip in almost all cases, to form recognisable letters, most of which are correctly formed	Hold a pencil effectively in preparation for fluent writing –using the tripod grip in almost all cases.
Literacy Writing	Link sounds to letters GPCs learned Write initial sounds of words.		Write CVC words (words containing both phase 2 and phase 3 GPCs)		Use phonic knowledge to write words in way that matches spoken sounds. Spell some common irregular words.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.
	Ascribe meaning to marks. Write own name.		Write independently during play Write labels and captions		Write simple sentences which can be re-read themselves	Write simple phrases and sentences that can be read by others.
Phonics and Spelling Children will be taught	Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 c k e u r l Week 5 h b f l the	Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch go no to into	Week 1 ai ee igh oa Week 2 oo oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp ff are sure pure Week 5 longer words	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs	Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words were here little says Week 4 longer words	Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/

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				<p>Week 4 longer words words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s words with - es at end /z/ Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s words with - es at end /z/</p>	<p>compound words there when what one Week 5 root words ending in: -ing, -ed /t/, - ed /id/ /ed/ -est out today Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words were here little says Week 4 longer words compound words there when what one Week 5 root words ending in: -ing, -ed /t/, - ed /id/ /ed/ -est out today</p>	<p>Phase 4 words ending - es longer words Week 4 root word ending in: -ing, -ed /t/, - ed /id/ /ed/, -ed /d/ Week 5 Phase 4 words ending in: -s /s/, -s /z/, - es longer words Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling Week 2 long vowel sounds CCVC CCCVCC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending - es longer words Week 4 root word ending in: -ing, -ed /t/, - ed /id/ /ed/, -ed /d/ Week 5 Phase 4 words ending in: -s /s/, -s /z/, - es longer words</p>
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