



Links to other subject units this term	
Literacy links to all other subjects in the curriculum. By developing children's ability to read and write it allows them to access all other curriculum areas.	
Prior Learning	
The children will be able to identify characters and settings in familiar stories and join in with repeated refrains. They can recognise the following sounds when reading: s, a, t, p, i, n, m, d, g, o, c, k, -ck, e, u, r, h, b, f, -ff, l, -ll, -le, -le, -ss and blend sounds to read CVC words. The children can recognise common exception words- I, to, the, no, go, into both on their own and in their reading books. They will be able to write their name with the correct letter formation, form some other letters correctly and write the sounds they can hear in simple CVC words.	
Key vocabulary for this unit	
Letter, sound, phonics, word, read, blend, segment, capital letter, full stop, finger spaces, sentence, caption, label, letter, book, pages, front cover, blurb, author, illustrator, character, setting, act, pretend, listen, have a go, diagraph, trigraph, syllable	
Learning Sequence	
Comprehension	<ul style="list-style-type: none"> • Listen to a range of traditional tales and join in with repeated refrains • Retell traditional stories using images and props • Using 'helicopter stories', act and tell their own stories • Use story maps to sequence events • Identify new language and vocabulary in the stories • Listen to different versions of stories and talk about similarities and differences • Use language from books in a variety of contexts • Identify alliteration within texts • Talk about books they like and why • Answer questions about 'who', 'what', 'why', and 'when' • Identify the characters within the book and their characteristics

	<ul style="list-style-type: none"> • Identify some features of a non-fiction book • Use the contents page to find information in a non-fiction book
Word reading	<ul style="list-style-type: none"> • Recognise these sounds when reading: s, a, t, p, i, n, m, d, g, o, c, k, -ck, e, u, r, h, b, f, -ff, l, -ll, -le, -le, -ss, j, v, w, -x, y, z, -zz, qu, ch, sh, th, -ng, j-dge, v-ve, w, wh, -cks, tch • Listen and identify sounds in words • Identify the syllables within words • Know how to break long words into smaller chunks when reading • Blend sounds CCVC/ CVCC words • Recognise common exception words- I, the, to, no, go, into, he, me, we, she, be, all, was, you, her, they, my.
Writing	<ul style="list-style-type: none"> • Hold a pencil with a tripod grip • Develop greater control and coordination when mark making and using different tools • Write most letters with correct formation • Write the sounds in CCVC / CVCC words • Write simple captions and sentences • Use a capital letter, finger spaces and a full stop • Write a letter using specific features 'Dear/ to', 'from' • Label particular features of a picture
Assessment milestones	

<p>I can sequence a familiar story using pictures or objects.</p> <p>I can tell the story to another person using the book or images.</p> <p>I can make a simple prediction based on the events of a story so far.</p> <p>I can use the language from a story within role play and discussions.</p>	<p>I can read the sounds j, v, w, -x, y, z, -zz, qu, ch, sh, th, -ng, j-dge, v-ve, w, wh, -cks, tch</p> <p>I can blend and read CCVC/ CVCC words.</p> <p>I can identify syllables in words</p> <p>I can read words with initial and final blends.</p> <p>I can recognise common exception words- he, me, we, she, be, all, was, you, her, they, my.</p>	<p>I can form all letters of the alphabet correctly.</p> <p>I hold my pencil correctly with a tripod grip.</p> <p>I can write words that can be read by myself and others.</p> <p>I can attempt to write a short sentence.</p>
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