

Ducklings Literacy Overview

Literacy This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.

ELG 09 Reading:

- Children read and understand simple sentences
- They use phonic knowledge to decode regular words and read them aloud accurately
- They also read some common irregular words
- They demonstrate understanding when talking with others about what they have read

ELG 10 Writing:

- Children use their phonic knowledge to write words in ways which match their spoken sounds
- They also write some irregular common words
- They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

Daily/ Weekly **non-negotiable** objectives and activities:

- To develop phonic knowledge and early reading skills through RWInc programme- **Daily to begin week 1. (Parents to be given sound cards to practice at home- these need to be updated weekly)**
- Hold books the correct way up and turn pages
- Know that print carries meaning and is read from left to right and top to bottom.
- Enjoy an increasing range of books **(Children to read at least once a week 1:1 with an adult and to continuously have access to a wide range of varied, high quality texts. All children to have a reading book to take home and this to be changed at least twice weekly on a Monday and Friday).**
- Reading high frequency words- **(RWInc Red words- cards to be sent home to be practised and renewed weekly)**
- Hearing rhyming words- **Traditional Nursery Rhymes and action and maths rhymes to be sung regularly throughout each week and varied to ensure that children hear and sing a wide range.**
- Recognising and writing own name. **(Daily self-registration system to be set up. Children to have daily writing practice to write own name as appropriate to ability)**
- Ascribe meaning to marks and develop pencil control- varied writing activities to be available linked to topic and through continuous provision
- Learning the correct letter formation. **(Daily practise through RWInc, modelling and scaffolding)**

All about Me!- Autumn A- Literacy		
Week	Key focuses	Literacy coverage and key resources an activities
1	Settling in Observations PSED Independent activities set up in all areas of learning.	Story time to be included as part of daily routine Children to have access to varied writing activities related to topic and books and to include recognising own name through self-registration system and beginning to write own name. Children to all have opportunity to share a picture book 1:1 with an adult throughout week Children to also familiarise with written signs around school
2	To know that print carries meaning	Using photo of each child, attempt to write their name in the speech bubble. My name is Children to also have opportunity to share other details about themselves- scribed by teacher focused on correct sentence formation eg. My name is X. I am 4 years old. I live in a house. My favourite food is. Children to have opportunities to develop speaking and listening skills and draw things about them to create an 'all about me' poster throughout the week about themselves. Teacher to scribe what they say under pictures to develop understanding of link between print and meaning
3	To sequencing a known story and my own story in order	The hungry caterpillar Story sequencing activities Drama activities to explore character of the hungry caterpillar Develop use of describing words to describe different foods Make own caterpillar story choosing own fruit and trying to write initial sounds or make marks.
4	To use illustrations as clues to tell a story. To sequence stories in order and act them out.	Handa's Surprise Develop understanding of what is happening in the story through illustrations- use drama to explore characters- think about what they are feeling and thinking Story sequencing activities Begin to form an alternative story- ordering what the animals did eg. 1. The X ate the X.

5	To discuss main characters events and story settings in a range of texts.	<p>Look at different texts including The Enormous Turnip and Little Red Hen</p> <p>Use drama to explore how the different characters feel and what they are thinking</p> <p>Begin to get the children to think about which characters they do/ do not like and why</p> <p>Varied linked phonic and writing opportunities to name characters and sound out and write CVC words by labelling characters eg. MAN, HEN, DOG, CAT as appropriate</p> <p>(DT LINK- Baking bread)</p>
6	To begin to use Non-fiction texts	<p>Introduce Non-fiction books - Autumn and Harvest- look at a range of texts (science link- seasonal changes)</p> <p>Look at difference in how these are laid out- use correct vocabulary eg. Contents, caption, image (model how to use)</p> <p>Children to go on an autumn walk to see how the school grounds are changing</p> <p>Children to label (with scaffolds) different tree images Spring Summer Autumn Winter- develop vocabulary and sentence structure and scribe children's ideas eg. 'The leaves fall in autumn'. 'The leaves turn brown'.</p>

All about Me!- Autumn B- Literacy		
Week	Key focuses	Literacy coverage and key resources and activities
1 NB Divali 27th October	To sequence a story To use non-fiction texts	The Story of Divali- sequencing activities Drama opportunities Children to look at different non-fiction books which explain how Divali is celebrated- Build up to Class Divali Celebration - include writing labels for things which are included as part of this festival
2 NB Bonfire Night 5th November	To recognise and use create sounds	Firework poetry- Listen to fireworks and think of sounds which describe what they can hear eg. BANG, CRACK. Also use instruments to create different sounds Children to create own firework poems using sound words (onomatopoeia) and illustrate for display
3 NB Remembrance Day 11th November	To use words to give description	Poppy- develop children's understanding of the significance of Remembrance Day and the Poppy- use appropriate non-fiction material. Develop description of poppies using adjectives- and annotate on to their own drawing of a poppy
4	To listen to and identify rhyming words To create and perform a rhyme	Link to maths- Counting rhymes- eg. 5 current buns, 5 little men, 5 little monkeys, 5 fat sausages - children to listen to and identify rhyming words Children to create their own counting rhymes based on these and have chance to perform to another class.
5	To ask questions and understand that we can find information in books and using ICT	Introduce the Christmas theme- with an 'I wonder question' eg. I wonder why we celebrate Christmas? I wonder why we have Christmas trees? Children to develop own questions and teacher model how to write Spend time with the children using non-fiction books and I pads to find the answers
6	To sequence a story To recognise key characters	The Nativity Story- sequencing activities Drama opportunities through Nativity practice Opportunities to see different versions of the story- eg. Picture book, bible, on screen

		Jesus is special because... Children to develop understanding of why Jesus is special from the story and either verbalise in a sentence or attempt to write with appropriate scaffolding
7	To use drama to present characters To write a card	Drama opportunities through Nativity practice and performance Children to make and write in Christmas Cards- also develop understanding of why we send cards on special occasions Letters to Santa

Fairy Tales Spring A- Literacy		
Week	Key focuses	Literacy coverage and key resources and activities
1	To sequence a story To write for a purpose	Introduce the fairy tale- 3 Little Pigs Story sequencing Create a wanted poster for Big Bad Wolf
2	To use describing words To imagine and recreate roles using drama	Fairy tale- Goldilocks Describing porridge- taste test with different toppings- children to use a word to describe what they think it is like Use drama to act out the story What will Goldilocks mum and dad say? Imagine and use role play
3	To write a list To ask questions	Fairy tale- red riding hood List- what to take in the basket to Grandma's house To think about questions you would like to ask red riding hood- teacher in role to hot seat
4	To listen to and follow instructions To use an instructional text	Fairy tale- gingerbread man Look at different instructions for recipes Children to write/ mark make their own recipes Children to follow a recipe to make gingerbread man
5	To recognise and describe characters	Fairy tale- Cinderella/ Snow White/Rapunzel Introduce the concept of princess and princes Describe different characters- look at how all of these are similar in each story Be a prince or princess for the day! Eg Prince XX of Friday Bridge with a list of words to describe the character
6	To compare different traditional tales To begin to recognise the messages in stories	Aesop's Fables- Hare and Tortoise, Lion and Mouse Are these fairy tales? Introduce idea of morals Use role play to explore the fables and to think about the lessons which the characters learn

Fairy tales- Spring B- Literacy		
Week	Key focuses	Literacy coverage and resources
1	<p>To recognise different story settings</p> <p>To recognise different characters in a story</p>	<p>Fairy tale- jack and the beanstalk</p> <p>Look at the different settings in the story- how are they different? What would it be like to be there?</p> <p>Drama activities linked to imagining they are in the giants castle</p> <p>Link to construction/ junk building- build a giants castle and label different parts of the castle.</p> <p>Use role play to act out what happened when Jack went into the castle</p>
2	<p>To compare different stories</p> <p>To use non-fictional texts</p> <p>To make own non-fictional text</p>	<p>Compare to Jasper's Beanstalk</p> <p>How can Jasper care for his beanstalk? Use non-fictional texts about caring for a plant.</p> <p>Make own guide for making the beanstalk grow- writing as appropriate- use photo images to show the children planting, watering etc.</p>
3	<p>To identify characters in different stories</p> <p>To know what a letter is and write own letter</p>	<p>The Jolly Postman</p> <p>Look at the different letters which the postman delivers to the different characters</p> <p>Use role play to show the meeting between the Jolly Postman and a character</p> <p>Children to write a letter/ card to a character of their choice</p>
4	<p>To respond to a story</p> <p>To show preferences and opinions of stories read to them</p>	<p>What is your favourite fairy tale?</p> <p>Children to share their favourite fairy tale and be able to say why it is their favourite fairy tale- 'My favourite fairy tale is...'</p> <p>Opportunity to share the fairy tale with a friend</p> <p>Make a poster for their favourite fairy tale</p>
5	<p>To sequence a story</p>	<p>Easter Story- look at different versions of the story</p>

	To use role play to act out a known story	Children to sequence the story Children to be encouraged to ask relevant questions Use role play to act out Palm Sunday and the Last supper
6	To write a letter/ card	Children to write a letter to the Easter Bunny and Make Easter cards

Wild at Heart Summer A- Literacy		
Week	Key focuses	Literacy coverage and resources
1	To match images and text To use non-fiction books to find information	Dinosaurs Name dinosaurs and use phonic knowledge to recognise names- matching activity Use key texts and information sources to find information about different dinosaurs
2	To write simple, factual sentences To use appropriate describing words	My dinosaur... Describe different dinosaurs using simple sentences to provide factual information As a class create a dinosaur fact book
3	To recognise rhyme and rhythm in a song To recognise nonsense words	Farm animals- Old Macdonald had a farm- children to recognise the pattern and rhythm of the rhyme Farmers in his den- children to add to this and include their own ideas Little Bo Peep Baa Baa Black Sheep- children to make up their own versions Goosey Goosey Gander
4	To write simple labels and captions To write/ speak sentences with verbs	Children to write simple labels/ captions on farm animal pictures- applying phonic knowledge at appropriate level Begin to form different sentences explaining what different animals are doing - introduce verbs
5	To write simple labels and captions To follow story instructions	What the Ladybird Heard Use drama to role play the story and follow instructions Children to write simple labels/ captions on farm animal pictures- applying phonic knowledge at appropriate level

Wild at Heart Summer B- Literacy		
Week	Key focuses	Literacy coverage and resources
1	To recognise that text can be used for a range of purposes To create a map	Look at a zoo map- where can we find different animals at the zoo? Children to create their own zoo map which clearly shows where to find the different animals
2	To use non-fiction texts to find information To write an information page	What animals might we find at the Zoo? Look at different information books about animals Look at the layout and presentation Children to create own animal information page- ZOO TRIP
3	To write/ draw/ speak a recount	Recount zoo trip verbally to a child from a different class Sequence the day Draw your favourite bit with caption
4	To compare 2 similar stories To recognise that text can be used for a range of purposes To write a postcard	What the ladybird heard on holiday How is this similar/ different to the other ladybird story Use drama to role play Write a postcard from the ladybird
5	To recognise that text can be used for a range of purposes To write an invitation To write a shopping list	Tiger who came to tea Write an invite to the tiger to join us for tea Write a shopping list for our lunch with the tiger
6	To map out a story To create a lost poster	Monkey Puzzle Link non-fiction (matching babies) to fiction Story map Lost poster for the monkey's mum- explain/ show what mum must look like