Literacy planning for Class 1

Genres:

Fiction	Stories with familiar settings	Stories from a range of cultures	Stories with predictable and patterned language	Traditional and fairy tales; including plays.	Stories about Fantasy worlds
Non-Fiction	Labels, lists and captions	Instructions	Recounts	Information texts	Recount, fact or fiction
Poetry	The Seasons; descriptive poetry		Pattern and rhyme, including traditional nursery rhymes		Poems on a theme

The children will listen to stories read aloud, daily. These will be high quality texts, both classic and modern, chosen by the teacher. One topic each year will be devoted to a specific author.

There will be a focus on texts from the following authors:
Eric Carle, Julia Donaldson, Michael Rosen, Dr Seuss, Mick Inkpen, Judith Kerr, Shirley Hughes, Claire Freedman, Davies McKee, Oliver Jeffers.

Poets Studied- Tony Mitton Big Red Boots, Shirly Hughes Out and About, Julia Donaldson Wiggle and Roar, Michael Rosen We're Going on a Bear Hunt and After Dark.

3 – 5 yrs (Early Years)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
Introduce: **Planning Tool** –Story map /story mountain **Whole class retelling of story** **Understanding of beginning/ middle / end** **Retell simple 5-part story:** *Once upon a time* *First / Then / Next* *But* *So* *Finally,…..happily ever after* **Non-fiction:** **Factual writing closely linked to a story** **Simple factual sentences based around a theme** Names Labels Captions Lists Diagrams Message	**Introduce:** **Simple sentences** **Simple Connectives:** *and* *who* *until* *but* **Say a sentence, write and read it back to check it makes sense.** **Compound sentences using connectives (coordinating conjunctions)** *and / but* -'ly' **openers** *Luckily / Unfortunately,* **'Run'** - Repetition for rhythm: e.g. *He walked and he walked* **Repetition in description** e.g. *a lean cat, a mean cat*	**Introduce:** **Determiners** *the / a* *my* *your* *an* *this* *that* *his* *her* *their* *some* *all* **Prepositions:** *up* *down* *in* *into* *out* *to* *onto* **Adjectives** e.g. *old, little, big, small, quiet* **Adverbs** e.g. *luckily, unfortunately, fortunately*	**Introduce:** Finger spaces Full stops Capital letters	**Introduce:** Finger spaces Letter Word Sentence Full stops Capital letter

Oracy

Progression through Reception

Autumn	Spring	Summer
Naming and describing	Explaining and connecting ideas	Reasoning, evaluating and reflecting
Replaying experiences	Negotiating and planning	Leading and collaborating
Responding to questions	Sustaining conversations	Justifying opinions and decisions
Building vocabulary	Extending vocabulary	Using vocabulary independently and precisely

Listening and Understanding	Language and vocabulary	Discussion and Collaboration
By the end of Reception, children should be able to listen attentively and respond appropriately in a range of situations. They demonstrate understanding through their responses, questions and actions and can participate in sustained conversations with adults and peers. Children typically: • Listen attentively during stories, discussions and learning experiences. • Respond appropriately to what they hear through comments, questions and actions. • Follow two and three-step instructions. • Participate in sustained back-and-forth conversations. • Understand increasingly complex language and vocabulary. • Ask questions to clarify understanding. • Show awareness that they need to listen and respond appropriately to others in conversation. • Listen to others' ideas and respond appropriately.	**By the end of Reception, children should be able to express their ideas, experiences and understanding using increasingly precise vocabulary and well-formed sentences.** Children typically: • Use recently introduced vocabulary during play and discussion. • Express ideas and experiences using full sentences. • Use past, present and future forms when speaking. • Link ideas using conjunctions such as *and*, *because* and *but*. • Explain their thinking using an expanding vocabulary. • Use topic-specific and story vocabulary when appropriate. • Use talk to organise themselves and their play. • Begin to use vocabulary independently across different contexts.	**By the end of Reception, children should be able to participate in sustained conversations, collaborate with others and contribute positively to shared play and learning experiences.** Children typically: • Take turns in conversation and play. • Participate in sustained back-and-forth interactions. • Respond appropriately to the ideas of others. • Negotiate simple roles, resources and responsibilities. • Collaborate towards a shared goal. • Begin to build upon another person's ideas. • Use talk to organise play and solve simple problems. • Sustain conversations linked to shared interests and experiences. **This might sound like:** "You can be the vet and I'll be the owner."

	• Use language to talk about experiences, interests and learning.	"Let's build it together." "What should happen next?"
Reasoning and Thinking Through Talk	**Storytelling and Oral Composition**	**Presentation and Leadership Communication**
By the end of Reception, children should be able to use talk to explain, predict, question and solve problems. Children typically: • Explain why things might happen. • Give simple reasons for choices and opinions. • Ask questions to develop understanding. • Make predictions based on stories, experiences and observations. • Use talk to solve problems during play and learning. • Explain their thinking with adult support. • Reflect on what they have done and what happened. • Begin to reflect on and adapt ideas during play and learning. **This might sound like:** "I think it fell because it was too tall." "Maybe we need a bigger block." "I think that will happen because..."	**By the end of Reception, children should be able to retell stories, recount experiences and create their own narratives using increasingly coherent language.** Children typically: • Retell familiar stories and events. • Recount experiences in a logical sequence. • Create simple narratives through play and storytelling. • Develop stories collaboratively with others. • Use vocabulary from stories, rhymes, poems and non-fiction texts. • Orally rehearse ideas before drawing, writing or creating. • Sustain longer narratives during role play and storytelling. • Begin to create stories with a clear sequence of events. **This might sound like:** "First the dragon went into the cave, then..." "Once there was a dinosaur who...	**By the end of Reception, children should be able to communicate confidently within familiar groups and begin to share ideas with a wider audience.** Children typically: • Speak audibly so they can be heard by others. • Share ideas during circle time and group activities. • Talk about their learning and experiences. • Contribute to Helicopter Stories and group storytelling. • Explain ideas to adults and peers. • Demonstrate growing confidence when speaking in front of others. • Speak confidently within familiar groups and situations. **This might sound like:** "Let me tell everyone about my story." "We need to do this first."