**Literacy Yearly Overview 2024/25 – Wrens (FS)**

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|  |  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **AUTUMN** | **Author** | **Julia Donaldson** | **Mick Inkpen** |
| **Reading**  | Stories about starting school – Harry and his Dinosaurs | The GruffaloA Squash and a Squeeze | Fairy Tales – Goldilocks and the Three Bears, The Three Little Pigs | The NativityLetters - The Jolly Postman, The Christmas Postman |
| **Writing** | Write own nameMark making | Letter Formation – lower caseVC and CVC words | CVC words and labellingSequencing storiesRetelling verbally | CVC words and labellingWriting cards – To and from, Mum and Dad |
| **Phonics** | Level 1 | Level 2satp inmd gock ckeur fbhl | Level 2ss ll ff tricky words | Level 3jvwx, y z zz qu  |
| **SPRING** | **Author** | **Eric Carle** | **Oliver Jeffers** (Book Week) |
| **Reading** | Hungry CaterpillarOne Tiny Seed | Fairy Tales – Little Red Riding Hood, Jack and the Beanstalk | Up and DownLost and Found | Here we areWhat we’ll build  |
| **Writing** | Labelling – multi wordsSequencingRetelling | Writing phrasesSequencing | Writing phrasesSequencing | Write a simple sentenceUse capital letters |
| **Phonics** | Level 3ch sh th ng ai ee igh oa oo **oo** | Level 3ar or ur ow oi ear air er ure | Level 3Words with double letters | Level 3 PluralsTricky words |
| **SUMMER** | **Author** | **Chris Wormell** | **Anthony Browne** |
| **Reading** | George and the Dragon | The Sea MonsterOceans Fact Books | Hansel and Gretel, Piggy Back, Sleeping Beauty | Into the ForestInformation Books |
| **Writing** | Write a simple sentenceUse capital letters | Write a simple sentenceUse capital letters | Spell words independently using phonic knowledge | Write simple sentences independently that can be read |
| **Phonics** | Level 3Revision and tricky words | Level 4Short vowels with adjacent consonants | Level 4Long vowels with adjacent consonants | Level 4Compound wordsTricky word revision |

**Communication and Language**

**1. Listening, Attention and Understanding**

* Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
* Make comments about what they have heard and ask questions to clarify their understanding;
* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**2. Speaking**

* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Literacy**

**8. Comprehension**

* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
* Anticipate – where appropriate – key events in stories;
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**9. Word Reading**

* Say a sound for each letter in the alphabet and at least 10 digraphs;
* Read words consistent with their phonic knowledge by sound-blending;
* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**10. Writing**

* Write recognisable letters, most of which are correctly formed;
* Spell words by identifying sounds in them and representing the sounds with a letter or letters;
* Write simple phrases and sentences that can be read by others.