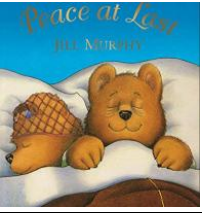




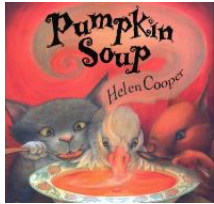
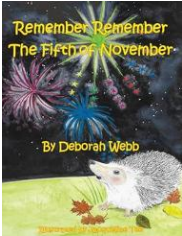
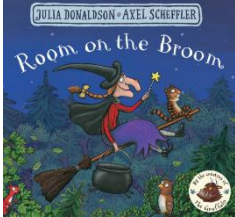
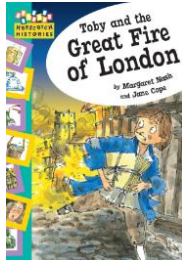
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Forton Primary School EYFS Literacy Curriculum

Autumn 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		The Colour Monster 	Peace at Last 	Sharing a Shell 	The Leaf Thief 
		Character – The Colour Monsters Adventure Time – The emotion thief is coming, what do they look like and what emotion are they taking?	Character – Mr Bear Adventure Time – Can you design something to help Mr Bear to sleep peacefully?	Character – The crab Adventure Time – Can you create a home for you and your friends to share?	Character – The squirrel Setting – The woods
		<u>Key vocabulary</u> Sobbing Cheerful Furious	<u>Key vocabulary</u> Peaceful Exhausted Furious	<u>Key vocabulary</u> Lonely Scuttle	<u>Key vocabulary</u> Autumn Golden

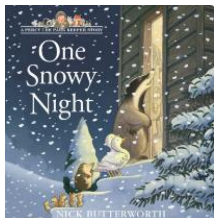
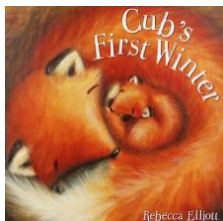
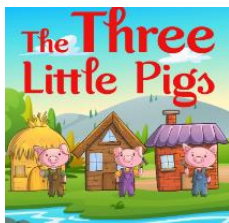
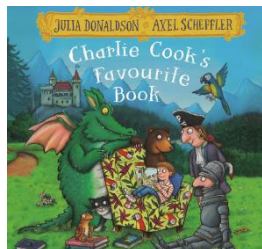
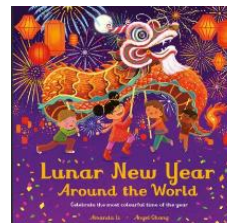


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Autumn 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pumpkin Soup 	Remember, Remember the 5 th of November 	Room on the Broom 	Toby and the Great Fire of London 	Stick Man 	
Character – The duck Setting – The forest	Character – Henry the Hedgehog Setting – The bonfire display	Character – Who was on the broomstick? The monster Adventure Time – Can you create your own potion and spell?	Character – Toby Setting – Pudding Lane	Character – Stickman Setting – The family tree	
<u>Key vocabulary</u> Slurp Squabble	<u>Key vocabulary</u> Crackling Explode	<u>Key vocabulary</u> Horrible Swoop	<u>Key vocabulary</u> Astonished Blazing	<u>Key vocabulary</u> Lonely Miserable	

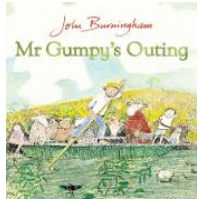
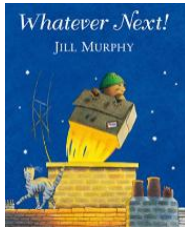
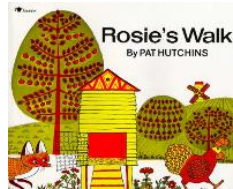


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Spring 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
One Snowy Night 	Cub's First Winter 	The Three Little Pigs 		Charlie Cook's Favourite Book 	Lunar New Year Around the World 
Setting – The park Adventure Time – Can you make a shelter for the animals to keep warm in?	Character – The cub Setting – A winter's night	Character – The wolf Setting – The houses Adventure Time – The wolf needs a disguise; can you create one?		Character – Can you create your own character? Adventure Time – What adventure will your character go on in your story?	Setting – Chinese New Year celebration Adventure Time – Can you create a wish to go on the wishing tree?
<u>Key vocabulary</u> Miserable Terrified	<u>Key vocabulary</u> Hibernate Snuggle	<u>Key vocabulary</u> Construct Sturdy Fierce		<u>Key vocabulary</u> Adore Treasured	<u>Key vocabulary</u> Explode Delicious

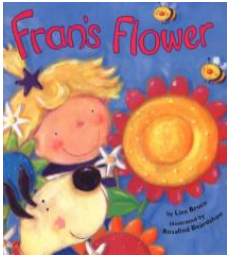
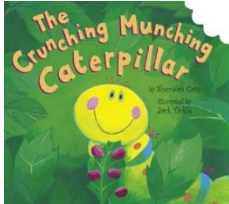
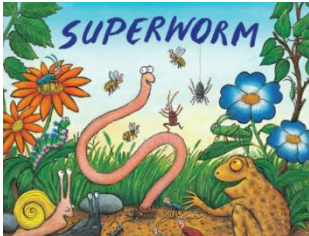
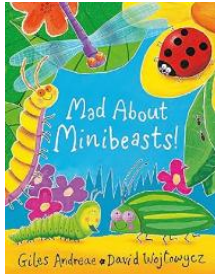
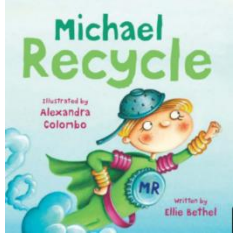


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Spring 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
You Can't Take an Elephant on the Bus 	Mr Gumpy's Outing 	Whatever Next 	We're Going on a Bear Hunt 		Rosie's Walk 
Character – Animals within the story Adventure Time – Can you create a vehicle for all of the animals to use?	Character – Mr Gumpy Adventure Time – Can you design a new boat for Mr Gumpy?	Setting – The moon Adventure Time – What would you take to the moon? Adventure Time – Where will Baby Bear go next?	Character – The bear Setting – The bear's cave Adventure Time – The family escape but get to the river and it is flooded. How can they get across?		Character – The fox Setting – The farm
<u>Key vocabulary</u> Transport Passenger	<u>Key vocabulary</u> Splash Squabble	<u>Key vocabulary</u> Zoom Crash	<u>Key vocabulary</u> Courageous Panic		<u>Key vocabulary</u> Sneaky Tumble

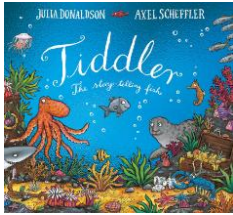
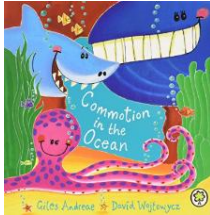
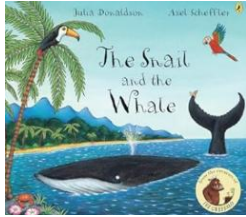


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Summer 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Fran's Flower 	The Crunching Munching Caterpillar 	Superworm 			Michael Recycle 
What does a flower need to grow? Adventure Time – Can you design your own flower? What will it look like?	Character – The caterpillar Butterfly life cycle	Character – Superworm Setting – The wizard's lair Adventure time – Can you create your own Superworm chant for one of your friends?		Setting – Where may we find some minibeasts? Adventure time – Can you create a home for the minibeasts to live in?	Character – Michael Setting – The town Adventure time – How can you help Michael Recycle to keep Forton clean?
<u>Key vocabulary</u> Stem Petal Roots	<u>Key vocabulary</u> Munch Cocoon	<u>Key vocabulary</u> Cunning Wriggling Lair		<u>Key vocabulary</u> Minibeast Damp	<u>Key vocabulary</u> Recycle Re-use



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Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Tiddler 		Commotion in the Ocean 	The Snail and the Whale 	Pirates Love Underpants 	
Character – Tiddler Setting – The classroom Adventure Time – How can you rescue Tiddler from the net?		Character – Ocean creatures Setting – The ocean Adventure Time – Can you create your own ocean rhyme?	Character – The snail Setting – The beach Adventure Time – Where will the snail and the whale go on their next adventure?	Character – The pirates Setting – The pirate ship Adventure Time – What do you think will be in the treasure chest?	
<u>Key vocabulary</u> Day dreaming Reunited		<u>Key vocabulary</u> Ocean Giant Deep	<u>Key vocabulary</u> Enormous Courageous	<u>Key vocabulary</u> Adventure Ocean Shore	



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			Baseline Checkpoint	Autumn 2 Checkpoint	Spring 2 Checkpoint	Summer 2 Checkpoint
Literacy	Pre-School	Development Matters (3-4 years)	<u>Comprehension</u> Enjoy sharing stories with an adult. <u>Word Reading</u> Enjoy looking at books Enjoy listening to songs and rhymes. <u>Writing</u> Mark make and draw freely.	<u>Comprehension</u> Know how to turn the pages of a book carefully. <u>Word Reading</u> Join in with songs and rhymes. Spot and suggest rhymes. <u>Writing</u> Know how to draw horizontal lines and circles.	<u>Comprehension</u> Understand that print has different purposes by exploring menus, magazines, newspapers, labels. Engage in extended conversations about stories. <u>Word Reading</u> Develop phonological awareness, so that they can count or clap syllables in a word. <u>Writing</u> Write the initial sound in their name. Show purpose in early writing, e.g. writing a pretend shopping list or register.	<u>Comprehension</u> Engage in conversations about the story, develop understanding and learn new vocabulary. <u>Word Reading</u> Develop phonological awareness, so that they can recognise words with the same initial sound, such as mummy and monkey. <u>Writing</u> Write some or all of their name. Write some letters accurately.



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Reception	Development Matters (Reception)	<u>Comprehension</u>	<u>Comprehension</u>	<u>Comprehension</u>	<u>Early Learning Goal</u>
		Enjoy listening to stories. Engage in conversations about a book. Join in with familiar songs and rhymes. <u>Word Reading</u> Hear and identify initial sounds in words. Hear and match rhyming words. Recognise own name. <u>Writing</u> Write some or all of their name.	Listen attentively to stories. Talk about main events in a story and make predictions. Re-tell a story using role-play, puppets or small world resources. <u>Word Reading</u> Match most phase 2 graphemes and phonemes. Blend known sounds in CVC words. Recognise tricky words: I, the, to, go, no, into. <u>Writing</u> Segment and spell CVC words. Write CVC words and labels. Form some lower case letters correctly.	Show a good understanding of story structure. Use new vocabulary in conversations or play. Identify fiction and non-fiction texts. <u>Word Reading</u> Recognise single letter sounds and at least six digraphs. Recognise all phase 2 tricky words and most phase 3 tricky words. Blend known sounds in words and phrases. Read decodable books within their phonic knowledge. <u>Writing</u> Form most lower case letters correctly. Form some upper case letters correctly. Write a simple caption or short sentence. Uses finger spaces between words.	<u>Comprehension</u> 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. <u>Word Reading</u> 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. <u>Writing</u> 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.