Writing LTP 2018 - 2019

Foundation Stage

This year, the children will experience a wide range of books from all story types by being read to each afternoon. They will revisit the book once or twice in the same week, using puppets, acting out the story as the teacher reads to embed the narrative pattern. The books will be available at all times of the day for the children to read them (including electronic versions), alongside any puppets, recording of acting out, costumes, resources made etc.

We will record which books we have shared with the children to ensure consistent coverage of story types and genres.

Story Types

Cumulative problem

resolution

Journeys

Beating a monster

Character change

Lost and Found

Wishing

Warning

The children will be taught how to use the library and are free to use it whenever they want to, with and without an adult. They will regularly experience non-fiction books as part of their child-led interests and when using the library. We will teach them the difference between fiction and non-fiction whenever we read books.

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| **Term** | **Week** | **Sounds** | **Phase 1 Activities** | **Phase 2 & 3 Activities** |
| Autumn 1 & 2 | Week 2 & 3 | s, ss, a, t, p | Listening walkWhich instrumentAction songsRhyming books | Hunt items that begin with that letterPlay I SpyFind the letterWrite the letter in sand, in water, in the air, on each other’s backs, on paperBuilding words that use the letters (including nonsense words)Robot talk (LOTS OF THIS ALL THE TIME)Daily alphabet when lining upWriting forename |
| Week 4 & 5 | i, n, m, d | drum outdoorsGrandmother’s footstepsListen to the musicOur favourite rhymes |
| Week 6 & 7 | o, g, e, c/k | Teddy is lostMatching soundsRoly polyRhyming soup |
| Week 1 & 2 | u, r, h, b | Sound storiesHidden instrumentsNoisy neighbourRhyming pairs |
| Week 3 & 4 | b, f, ff l, j, ll | Socks & shakersMusical show and tellWords about soundsFinish the rhyme |
| Week 5 & 6 | v, w, x, y, z | Favourite SoundsAnimal soundsThe Pied Piperodd one out |
| Christmas Break | Game to play daily that will recap the sounds learnt so far |

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| **Term** | **Week** | **Sounds** | **Activities** |
| Spring 1 | Week 1 | Check & qu |  |
| Week 2 | ch, sh, th, ing | Phonics play activitiessorting soundsquick-writereading words with the sounds inword building with the soundshandwriting practise – writing full name |
| Week 3 | ar, or, ur, ow |
| Week 4 | ai, ee, igh, oa, oo |
| Week 5 | oi, ear, air, ure, er |
| Half Term | Game to play daily that will recap the sounds |
| Spring 2 | Week 1 | Recap Aut 2 sounds | Recap phase 2 sounds – Teacher holds up card, chn say sound and do the action Phonics play activitiessorting soundsquick-writereading words with the sounds inword building with the soundshandwriting practise |
| Week 2 | ch, sh, th, ing |
| Week 3 | ai, ee, igh, oa, oo |
| Week 4 | ar, or, ur, ow |
| Week 5 | oi, ear, air, ure, er |
| EASTER HOLS | matching game to practise Phase 4 clusters and blends |
| **Term** | **Activities** |
| Summer Term | Daily recap of sounds learnt to reinforce regularly. Quick-write all ways of creating 1 soundWord building: verbally, using letter tiles, writing, electronicallyOpportunities to write through child-led interestsHandwriting - HFWs  |
| SUMMERHOLS | Assess which of the 50 HFWs the children can read and spell and include in Accelerated Learning pack to be worked on over the holidays. |