

| Year Group: FS<br>Term: Autumn 1  | Core Text: The Three Little Pigs,<br>Goldilocks and the Three Bears  | Topic links; Materials, habitats, home life<br>and routines   |
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| Communication and language;   | Reading;   | Writing;  |
| <p><b>Listening and attention</b><br/>30-50m - Listens to stories with increasing attention and recall<br/>40-60m - Maintains attention, concentrates and sits quietly during appropriate activity<br/>ELG - They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p><b>Understanding</b><br/>40-60m – Able to follow a story without pictures/props<br/>ELG - They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</p> <p><b>Speaking</b><br/>30-50m – Can retell a past event in order<br/>40-60m - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events<br/>ELG - Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> | <p>30-50m - Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment.<br/>40-60m - Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books.<br/>ELG - 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.<br/>EXC - Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p> | <p>30-50m – Sometimes gives meaning as they draw<br/>40-60m - •Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •Continues a rhyming string. •Hears and says the initial sound in words.<br/>•Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet.<br/>•Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Writes own name and other things such as labels, captions.<br/>•Attempts to write short sentences in meaningful contexts<br/>ELG - 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.<br/>EXC - Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p> |

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| <p><b>Possible activities;</b></p> <ul style="list-style-type: none"> <li>- Verbally retelling the story – Talk for Writing</li> <li>- Acting out the story using masks, puppets and small world resources</li> <li>- Modelling good listening skills during reading of the story</li> <li>- Questioning of events in the story to support understanding</li> <li>- Discussing the story – events, characters, story language, book vocabulary.</li> </ul> | <p><b>Possible activities;</b></p> <ul style="list-style-type: none"> <li>- Verbally retelling the story</li> <li>- Talking about what they have read; did you enjoy the story? What can you tell me about the story?</li> <li>- Order events in the story</li> <li>- CVC words related to story to read</li> <li>- Captions/simple sentences to read</li> <li>- Reading HFW/tricky words</li> <li>- Modelling handling a book correctly</li> <li>- Discussing and identifying the difference between fiction and non-fiction books</li> </ul> | <p><b>Possible activities;</b></p> <ul style="list-style-type: none"> <li>- Story maps</li> <li>- Storyboards</li> <li>- Writing own version of the story</li> <li>- Writing CVC words to match images</li> <li>- Writing captions simple/sentences</li> <li>- Designing and labelling houses</li> <li>- Writing character descriptions</li> <li>- Creating ‘wanted’ posters</li> <li>- Creating story maps</li> </ul> |
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