



FOUNDATION STAGE TOPIC PLAN - RECEPTION

Literacy

TERM: Autumn

*Differentiated activities to meet the stage of development for children in Literacy. Phonics taught systematically. Planned activities may differ in weekly planning in response to children's responses. Opportunities for child-initiated activities through resources provided.*

**READING**

**LEARNING OUTCOMES**

**30-50 months**

- I enjoy rhyming and rhythmic activities.
- I show an awareness of rhyme and alliteration.
- I recognise rhythm in spoken words.
- I listen and join in stories and poems in one to one and small groups.
- I join in repeated refrains and anticipate key events and phrases in rhymes and stories.
- I am beginning to be aware how stories are structured.
- I can suggest how a story may end.
- I listen to stories with increasing attention and recall.
- I can describe the main story settings, events, and principal characters.
- I show interest in illustrations, print in books and the environment.
- I can recognise familiar words and signs such as my name and advertising logos.
- I look at books independently.
- I handle books carefully.
- I know information is relayed in print.
- I hold books the correct way up and turn the pages.
- I know that print carries meaning.
- I know that English is read from left to right and top to bottom.

**40-60 months**

- I can continue a rhyming string.
- I can hear and say the initial sounds in words.
- I can segment the sounds in simple words and blend them together.
- I can link sounds and letters.
- I know the letter sounds.
- I can begin to read words and simple sentences.
- I use vocabulary and forms of speech that are influenced by my experience of books.
- I enjoy an increasing range of books.
- I know that information can be retrieved from books and computers.

**WRITING**

**LEARNING OUTCOMES**

**30-50 months**

- I sometimes give meaning to marks as I draw and paint.
- I ascribe meaning to the marks I see in different places.

**40-60 months**

- I give meaning to marks when I draw, write and paint.
- I am beginning to break the flow of speech into words.
- I can continue a rhyming string.
- I can hear and say the initial sounds in words.
- I can segment the sounds in simple words and blend them together again.
- I can link sounds and letters.
- I know the letter sounds.
- I can use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- I can write my own name.
- I can write other things such as labels and captions.
- I can attempt to write short sentences in meaningful contexts.

<u>Activities/Learning Experiences</u>	<u>Teacher Input/Introduction OR Teacher Focus</u>	<u>Activities/Enhanced Provision/Key Vocabulary/Links with other areas of learning</u>	<u>Differentiation</u>
READING Daily stories and singing/rhymes/poems	<ul style="list-style-type: none"> <li>• Various stories – popular stories/following the children’s interests.</li> <li>• Singing/rhymes/poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily story. Select popular stories to encourage the children to join in.</li> <li>• Stories in the reading area for the children to access.</li> <li>• Various songs/rhymes including songs on the IWB.</li> </ul>	Respond to the children’s comments.
READING/WRITING/CLL Comprehension / Prediction Whole class input	<ul style="list-style-type: none"> <li>• Use of ORT Big Books.</li> <li>• Recognition of characters by pictures, words.</li> <li>• Look at the front cover – what does that tell us about the story? Who is in the story?</li> <li>• Children to make predictions.</li> <li>• Listen to the story (recorded story).</li> <li>• Ask the children to make comments about the stories.</li> <li>• Discuss characters feelings.</li> <li>• Relate to children’s own experiences, for example, getting up, The hairdressers.</li> <li>• Discuss thought bubbles, for example, in the story ‘The Lost Teddy’.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing pictures about the story. Children to write names. Practitioners to record child’s voice.</li> <li>• Include stories in the reading area.</li> <li>• Include pictures and character words in the writing area.</li> </ul>	Differentiate scoring to teacher knowledge of the children.
READING Group ‘guided reading’ using picture books	<ul style="list-style-type: none"> <li>• Look at the front cover – what does that tell us about the story? Who is in the story?</li> <li>• Children to make predictions.</li> <li>• Tell the story together.</li> <li>• Ask the children to make comments about the stories.</li> <li>• Discuss characters feelings.</li> <li>• Relate to children’s own experiences, for example, getting up, The hairdressers.</li> <li>• Discuss thought bubbles, for example, in the story ‘The Lost Teddy’.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture books introduced in guided reading session.</li> <li>• Picture cards and character words to reinforce recognition of the characters.</li> </ul>	Differentiate scoring to teacher knowledge of the children.
READING Home reading	<ul style="list-style-type: none"> <li>• Introduce picture books as part of ‘guided reading’.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to take home picture book; list of character words / and / I .</li> <li>• Phonics – sounds and simple cvc words sent home.</li> </ul>	Children grouped according to ability.
READING , WRITING, MOVING AND HANDLING RWI	<u>Speed Sounds</u> <ul style="list-style-type: none"> <li>• Recap on letters previously learnt.</li> <li>• Introduce a new sound daily. When all sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Writing / painting letters.</li> <li>• Handwriting.</li> <li>• Display of letter of the day.</li> </ul>	RWI groups – children grouped by ability.  Additional support for

	<p>have been taught - revisit sounds or teach sh, ch, th, ng, nk.</p> <ul style="list-style-type: none"> <li>• Say the sound (bounce/stretch). My turn, your turn.</li> <li>• Show the picture cards. Bounce/stretch the sound before saying the name of each picture. Repeat.</li> <li>• Can't catch me.</li> </ul> <p><u>Write</u></p> <ul style="list-style-type: none"> <li>• Sky-write the letter, tell the children 'perfect pincer'. Repeat.</li> <li>• Repeat on the board. Use Jolly Phonics IWB</li> <li>• Ask the children to say the phrase as they write the letter.</li> <li>• Now the children just say the sound as they air-write, perfect pincer.</li> </ul> <p><u>Word Time: Blending and Segmenting</u></p> <ul style="list-style-type: none"> <li>• Assisted blending – Fred talk</li> <li>• Blending with the magnetic letters.</li> <li>• Fred fingers.</li> <li>• Green words.</li> </ul> <p><u>Red words</u></p> <ul style="list-style-type: none"> <li>• 'You can't Fred a red'. Tricky words to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Display pictures beginning of things with that sound.</li> <li>• Letter hunts outdoors.</li> <li>• Introduce RWI groups for last two weeks of Autumn 1. Children grouped by ability – differentiated groups.</li> <li>• Children assessed and re-grouped for Autumn 2.</li> <li>• Children 'say the sounds and read the words'.</li> <li>• Use of magnetic letters to spell words.</li> <li>• Children 'say the sounds and write the words'. white boards / writing jotters.</li> </ul>	<p>children pencil grasp / fine motor control as required.</p>
<p>WRITING /UW</p> <p>Autumn; colour words</p>	<ul style="list-style-type: none"> <li>• Autumn leaves.</li> <li>• Introduce the topic of Autumn. What changes do we see outside when it is Autumn?</li> <li>• Look at some different coloured leaves.</li> <li>• Model using the sentence 'I can see...red/yellow/orange/brown/yellow'. Children to choose a leaf and say that sentence.</li> <li>• Introduce the word cards 'I can see.....' read the sentences 'I can see red' etc.</li> <li>• MTYT to say the sentences, point to a finger to represent each word.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus activity – write 1/2/3 sentences I can see... use of colour words written in matching colour.</li> <li>• Writing area – encourage name writing / letter writing. Sentence starter for the children 'I can see...' and then colour words for the children to use.</li> </ul>	<p>Children grouped by ability</p> <p>HA – write 3 sentences  MA – write 2 sentences  LA – write 1 setennce</p>

<p>READING/WRITING</p> <p>Cat sat on a mat</p>	<ul style="list-style-type: none"> <li>• Cat on a mat – listen to story and talk about it.</li> <li>• Focus on the rhyming words – fat, cat, sat, mat.</li> <li>• Use letters to build the words cat, sat, mat, fat.</li> <li>• Use words cared to build the sentence 'cat sat on a mat'. Add 'fat' as an extra word if able.</li> </ul>	<ul style="list-style-type: none"> <li>• Build words – blending and segmenting.</li> <li>• Build the sentence.</li> <li>• Writing to label a picture – cat, hat, mat.</li> <li>• Write the sentence cat sat on a mat.</li> <li>• Make a mat for the cat.</li> <li>• Make a cat using the play dough.</li> </ul>	<p>Children grouped by ability</p> <p>Children to spell words using phonic knowledge using letter cards.</p> <p>HA – develop independence</p> <p>MA – support using sound talk</p> <p>LA – initial sounds</p>
<p>READING/WRITING</p> <p>Meg and Mog</p> <p>Meg's eggs</p>	<ul style="list-style-type: none"> <li>• Practise speed sounds needed for writing - Meg and Mog.</li> <li>• Fred talk to practise blending.</li> <li>• Fred fingers to practise spelling the words.</li> <li>• Use speed sounds to blend and segment the words.</li> <li>• Label the pictures of Meg and Mog.</li> <li>• Introduce the word 'egg'.</li> </ul>	<ul style="list-style-type: none"> <li>• Speed sounds to spell the words meg and mog, egg.</li> <li>• Label the pictures for meg and mog and egg.</li> <li>• Make a spell – sound out the words to put in the spell.</li> <li>• Challenge – write a sentence about the story. Build a sentence, hold the sentence, write the sentence.</li> <li>• Meg and Mog stories in the reading area.</li> </ul>	
<p>READING/WRITING</p> <p>The fizz buzz</p>	<ul style="list-style-type: none"> <li>• Story 'The fizz buzz'</li> <li>• Introduce speed sounds z / zz.</li> <li>• Other sounds f / b / u / i / p /</li> <li>• Fred talk – fizz, buzz, zip, zap.</li> <li>• Green words – fizz, buzz, zip, zap.</li> <li>• Blending and segmenting sounds into words.</li> </ul>	<ul style="list-style-type: none"> <li>• Speed sounds required to build the words.</li> <li>• Use the sounds to make the words – fizz, buzz, zip, zap, puff.</li> <li>• Challenge words – bang, zoom, whizz.</li> <li>• Link – UW, Ex A and D, SSM, Reading</li> <li>• 'Whatever Next' story and role play.</li> <li>• Children to make firework pictures – drawing/collage; 3D shape rockets.</li> </ul>	
<p>READING/WRITING</p> <p>Pin it on (See Red Ditty Book 1)</p>	<ul style="list-style-type: none"> <li>• Have the children ever played the game 'Pin the tail on the donkey?' Discuss the children's experiences. Why is it a tricky game?</li> <li>• Read the story to the children – discuss.</li> <li>• Introduce the special friend – ch.</li> <li>• Green words – pin, on, not, leg, chin, tum, yes</li> <li>• Tell the children we are going to write some instructions for the game.</li> <li>• MTYT – pin it on. Use of different voices.</li> <li>• Pin the tail on the wrong place –</li> <li>• Model the sentences MTYT</li> <li>- not on its leg</li> <li>- not on its chin</li> <li>- not on its tum</li> </ul>	<ul style="list-style-type: none"> <li>• Key words on display in writing area. Labelled picture of a donkey.</li> <li>• Writing activity</li> <li>• Children to write their own sentences – use modelled sentences as a prompt.</li> <li>• put it on</li> <li>• not on its leg</li> <li>• not on its chin</li> <li>• not on its tum</li> <li>• Children to make picture of a donkey and pin on the tail</li> </ul>	<p>Children grouped according to ability.</p> <p>Teacher knowledge of fine motor skills taken into account.</p> <p>HA – write a number of sentences. Develop more independent writing.</p> <p>MA – write 2 sentences.</p> <p>LA – one sentence / one word.</p>

<p>READING/WRITING</p> <p>A fun hat (see Red RWI Ditty Book 1)</p>	<ul style="list-style-type: none"> <li>Do you have any hats? In this story we see lots of special hats...</li> <li>Look at the pictures. Who is it? What sort of hat are they wearing?</li> <li>A hen in a red hat</li> <li>A fox in a sun hat</li> <li>A man in a top hat.</li> <li>Hold the above sentences. MTYT.</li> <li>Build the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Children to choose a picture to write about.</li> <li>Encourage the children to hold the sentence in their head.</li> <li>Speed sounds available to the children.</li> <li>More able to write all sentences. Middle ability two sentences. Lower ability – one sentence / hat.</li> <li>Children to draw their own picture to match the sentence.</li> <li>Challenge – children to draw think of their own sentence to write.</li> </ul>	<p>Children grouped according to ability.</p> <p>Teacher knowledge of fine motor skills taken into account.</p> <p>HA – write a number of sentences. Develop more independent writing.</p> <p>MA – write 2 sentences.</p> <p>LA – one word.</p>
<p>READING/WRITING</p> <p>Ted in a red bed</p>	<ul style="list-style-type: none"> <li>'Ted in a red bed' story</li> <li>Speed sounds required to build the words.</li> <li>Fred talk – ted / red / in / bed.</li> <li>Fred fingers to practise spelling the words.</li> <li>Green words ted, in, a red, bed.</li> <li>Hold the sentence 'ted in a red bed' MTYT.</li> <li>Build the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Write the words / sentence 'ted in a red bed'.</li> <li>Links UW – night and day; nocturnal animals.</li> <li>Links Ex A and D – build a bed for the different sized teddy bears. Design a teddy bear.</li> <li>Read a story to the teddies.</li> </ul>	
<p>READING/WRITING</p> <p>I can....</p> <p>Link Physical Development</p>	<ul style="list-style-type: none"> <li>Talk about the different ways that we moved in PE.</li> <li>Powerpoint – say the sounds and blend them into words.</li> <li>Build 'I can sentences.....' MTYT to read.</li> <li>Can the children think of their own sentences? Repeat the sentences to help the children to hold the sentence in their heads.</li> <li>Scribe on the board.</li> </ul>	<ul style="list-style-type: none"> <li>Link with PE – powerpoint – sound out the words and complete the action.</li> <li>Writing sentences using action words – I can hop / I can run / I can jump / I can jog.</li> <li>Extend for more able 'I can run very fast'.</li> <li>Dice with words – children to roll the dice, sound out the word and complete the action.</li> </ul>	
<p>READING/WRITING</p>	<ul style="list-style-type: none"> <li>Can you help Hamley bear write his Christmas list?</li> <li>Pictures of what Hamley would like for Christmas. Can the children say the sounds to label the pictures? Bus, cat, bed, cup, jam, flag etc</li> </ul>	<ul style="list-style-type: none"> <li>Children to label the pictures on Hamley's Christmas list.</li> </ul>	
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Planning 'in the moment' (planning and provision in response to the children's interests and levels of involvement) will be in weekly planning.

