

St Michael's Primary School Literacy Programme 2023-2024

	Familiar to Me and My Interests						Growth, Communities and Culture						Sky, Land and Sea					
Term	Term 1			Term 2			Term 3			Term 4			Term 5			Term 6		
Taught Sequence from Development Matters Comprehension and Writing They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. They demonstrate understanding when talking with others about what they have read.	Use print and letter knowledge in learning writing Write some letters accurately						Retell the story once they have developed a deep familiarity with the text						ELGs Demonstrate an understanding of what has been read to them by retelling stories and narratives Using their own words and understanding of 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					
English Lessons	Nursery Rhymes Gruffalo Goldilocks and the Three Bears			Festival of Light Poetry Dinosaur Roar Stickman Stickman’s Christmas			People Who Help Us – Non-fiction texts Three Little Pigs			Handa’s Surprise Supertato Poetry Gingerbread Man			Farmer Duck The Little Red Hen Non-Fiction Animals			Minibeasts Seaside The Rainbow Fish		
RWI Talk Through Stories	Elmer Five Minutes Peace			Room on the Broom Can’t You Sleep Little Bear One Snowy Night Ruby’s Worry			Burglar Bill Cops and Robbers On the way home			Handa’s Hen Sonia’s Chickens Anna Hibiscus’s song			Click, Clack, Moo The extraordinary gardener			Tiddler Lost and Found How to be a Viking Aliens Love Underpants		
Linked Vocabulary the children will know and be able to use		slipped away absolutely serious burst gasped celebrate decorate	sneaked plonked pleasant trailed muttered groaned peace beamed	searched grin shriek magnificent polite clutched keen grateful	settled groaned curling up glow hooked twinkly puzzled cosy	Cosy miserable e snuggled shivering shoved scraping fierce chuckle	hunted fluttery peered waving shiny peep scurried skipped	spruced tending nestled ruckus crept cowering exhausted	amazing pound scattering floats chuckles explode reasons	comfortable suddenly creeps wonders hurry terrible fright pinched	fondness bounded dreadful prowl gloomy rumpled whirled skidded	Breeze invited delighted daring squeeze blame zoom lurks		impossible furious impatient demand gathered decided snoop emergency	immediately hurling dragged staggered squealed panic plunged struggled	captured struggled dawdling hauling glimmered shivered peeped bashed	ignored floated disappointment discovered delighted lonely searched wonderful	fierce shivering roaring trembled peculiar shrieking tremendous twinkling
Taught Sequence from Development Matters Writing Children use their phonic knowledge to write words in ways which match. their spoken sounds. They also write some irregular common	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name. Write some letters accurately.						Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense						ELGs Write simple phrases and sentences that can be read by others.					

St Michael's Primary School Literacy Programme 2023-2024

words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible						
Grammar/Sentence Construction	Initial Letters Nouns	Verbs Adjectives	Adjectives Simple Sentences	Simple Sentences Using different pronouns for sentence starters	Joining two Simple Sentences with 'and'	Joining two Simple Sentences with 'and' extending to 'because'
Reading and Writing	Initial Sounds Rhyming Poetry Story Maps and Sequencing Story Retelling Captions		Story Telling Sequencing Repeated Phrases Oral Rehearsal Speech Bubbles Innovating Stories Descriptive Stories		Story Writing A range of descriptions Poetry	
Reading and Writing Provision	Letters Lists Labelling A range of non fiction texts A range of fiction texts Nursery Rhymes/Poems		Cards Invitations Recipes Shopping Lists A range of non fiction texts A range of fiction texts Poetry books		Riddles Responding to Questions Letters Character Descriptions Recipes A range of non fiction texts A range of fiction texts	
Taught Sequence from Development Matters Word Reading and Spelling 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.	Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences		Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s	ELGs 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. 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	
RWI Phonics and Spelling	Read single-letter Set 1 sounds	Read all Set 1 sounds; blend sounds into words orally	Blend sounds to read words; read short Ditty stories	Read Red Storybooks	Read Green Storybooks; read some Set 2 sounds	Read Green or Purple Storybooks.

St Michael's Primary School Literacy Programme 2023-2024

	Group A Group B Oral Blending	Group C				
Skills	To listen to sounds in the environment. To listen to and hear initial sounds. To identify taught sounds. To listen to familiar stories and be able to recall some facts. To sequence familiar stories. To begin to write the taught letters.	To hear and blend the sounds in CVC words. To orally blend all SET 1 sounds. To recall key facts in familiar stories. To be able to retell a story using a story map. To add captions to pictures using the correct initial sound.	To hear and blend the sounds in CVC words and those that begin and end with special friends. To begin to read some HF red words. To retell a story and repeat key phrases. To think of and write a simple sentence with a noun, verb and adjective. To use a capital letter and a full stop. To write simple speech bubbles to explain what a character says or how they are feeling.	To read a simple story containing all Set 1 sounds. To read more red words. To innovate a known story changing the character or setting. To add description to my oral stories. To think of and write a simple sentence using a capital letter and full stop. To use different pronouns as sentence starters	To begin to read Set 2 sounds. To read a more detailed story containing Set 1 sound words and red words. To anticipate what will happen next in a story. To write more than one simple sentence. To join two sentences with the conjunction 'and' To spell words containing known sounds.	To read stories containing Set 1 and some Set 2 sounds. To read my work and check that it makes sense. To use, discuss and change familiar language within stories. To think of and write two or more short simple sentences. To join two sentences using 'and' extending to because.
Knowledge	A list is written down the page. Letters begin with 'to' and end with 'from'. Labelling names an object, person, place or thing. To sequence a story, I have to put it in order.	A list is written down the page. Letters begin with 'to' and end with 'from'. Labelling names an object, person, place or thing. A story map helps us to retell a story in order.	A card celebrates an event such as: birthday, anniversary or event. Invitations tell us where to go and what time to be there. Speech bubbles tell us what a character is saying. A sentence has a capital letter and a full stop.	Recipes teach us how to make a dish. When innovating a story, I change the character and/or setting. Sentences can start in different ways.	I can use the information that I know about a story to predict what will happen next. A riddle gives us clues to an animal or person. When I have more ideas I can write more than one sentence	When I have written my work I need to check it makes sense so others can also read it I can make my sentences longer and more interesting by adding a word such as and or because
Handwriting	26 letters taught a b c d e f g h i j k l m n o p q r s t u v w x y z	26 letters a b c d e f g h i j k l m n o p q r s t u v w x y z	The children will revisit - c a o d g q - e f s - v w x z	Children will revisit - l t b p q h l j m n r u k 2 3 1 4 7	Revisit spring 1 - c a o d g q - e f s - v w x z	Revisit Spring 2 - l t b p q h l j m n r u k 2 3 1 4 7

St Michael's Primary School Literacy Programme 2023-2024

		Numbers 0-9	0 6 8 9 5 - Capital letters for these letters taught	Capital letters for these taught	0 6 8 9 5 - Capital letters for these letters taught	Capital letters for these taught
--	--	---	--	--	--	--