

YR Long Term Curriculum Map			Literacy					
Week	Book Title	Genre	Grammar & Punctuation Objectives	Spelling Objectives	Composition Objectives	Specific Vocabulary	Outcome	Assessed Piece
1	Baseline							
2								
3								
4	We're Going on a Bear Hunt	Fiction	General formation Pencil grip and control	m, a, s, d, t word time 1	PD: M&H: Shows a preference for a dominant hand. R: Hears and says the initial sound in words. W: Gives meaning to marks they make as they draw, write and paint.	Sound, letter, word, first	Initial sounds	N
5								
6	What the Ladybird Heard	Fiction	Cursive script Pencil grip and control	i, n, p, g, o word time 2	PD: M&H: Begins to use anticlockwise movement and retrace vertical lines. R: Continues a rhyming string.	Sound, letter, word, rhyme	Rhyming	N
7								
8	Room on the Broom	Fiction	Cursive script Pencil grip and control	c, k, ck, u, b word time 3	W: Hears and says the initial sound in words.	Sound, letter, word, first, rhyme	Initial sounds / Rhyming	N
9								
10	The Owl Who Was Afraid Of The Dark	Fiction	Cursive script Pencil grip and control	f, e, l, h, sh word time 4 Red ditties l, the, no, of, my, he, she, be, me, we	PD: M&H: Begins to form recognisable letters. R: Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	Sound, letter, word, first, middle, end	CVC words	N
11								
12	How to Find a Fruit Bat	Fiction	Cursive script Pencil grip and control	r, j, v, y, w word time 5 Red ditties l, the, no, of, my, he, she, be, me, we	W: Can segment the sounds in simple words and blend them together.	Sound, letter, word, first, middle, end	CVC/CVC words Letter to Father Christmas	N
13								
14	Nativity Story	Fiction	Cursive script Full stops Finger spaces	th, z, ch, qu, x, ng, nk word time 6 Red ditties l, the, no, of, my, he, she, be, me, we	PD: M&H: Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. W: Begins to break the flow of speech into words.	Sound, letter, word, first, middle, end, sentence, full stop	Sequencing a story	N
15	Observations / Consolidation							
16								
17	Non-fiction books (world) Our village / Weather	Non-Fiction	Cursive script Capital letters Full stops Finger spaces	4 / 5 sound words word time 7 Red ditties your, said, you, are, by, because, love, saw, mother, father, many	R: Begins to read words and simple sentences.	Letter, word, sentence, finger spaces, full stop	Labels	N
18								
19	Non-fiction books (world) Animals	Non-Fiction	Cursive script Capital letters Full stops Finger spaces	ay, ee, igh Red ditties your, said, you, are, by, because, love, saw, mother, father, many	R: Knows that information can be retrieved from books and computers.	Letter, word, sentence, finger spaces, full stop	Short sentences	N
20								
21	Non-fiction books (world) Food	Fiction	Cursive script Capital letters Full stops Finger spaces	ow, oo, oo Green books your, said, you, are, by, because, love, saw, mother, father, many	W: Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Letter, word, sentence, finger spaces, full stop	Short sentences	N

22	Dinosaurs in the Supermarket	Fiction	High Five Sentences' Capital letter Full stops Finger Spaces Cursive script Read back for sense	ar, or, air Green books to, go, once, they, would, should, could, come, school, buy, any, one, anyone	R: Links sounds to letters, naming and sounding the letters of the alphabet.	Letter, capital letter, word, sentence, finger spaces, full stop	Short sentences	Y	
23									
24	The Dinosaur That Pooped a Princess	Fiction	High Five Sentences' Capital letter Full stops Finger Spaces Cursive script Read back for sense	ir, ou, oy Green books to, go, once, they, would, should, could, come, school, buy, any, one, anyone	W: Continues a rhyming string.	Letter, capital letter, word, sentence, finger spaces, full stop	Fact file	Y	
25									
26	Mixed Up Fairytales	Fiction	High Five Sentences' Capital letter Full stops Finger Spaces Cursive script Read back for sense	All set 2 sounds consolidated Green books to, go, once, they, would, should, could, come, school, buy, any, one, anyone	R: Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.	Letter, capital letter, word, sentence, finger spaces, full stop	Short stories	Y	
27	Observations / Consolidation								
28									
29	Farmyard Hullabaloo	Fiction	High Five Sentences' Capital letter Full stops Finger Spaces Cursive script Read back for sense	ea, oi Green books so, there, all, call, tall, small, some, her, were, where, here, son, thought	W: Links sounds to letters, naming and sounding the letters of the alphabet.	Letter, capital letter, word, sentence, finger spaces, full stop, adjectives	Fact file / recount	Y	
30									
31	The Tadpoles Promise	Fiction	High Five Sentences' Capital letter Full stops Finger Spaces Cursive script Read back for sense	a-e, i-e Purple books so, there, all, call, tall, small, some, her, were, where, here, son, thought	R: Enjoys an increasing range of books.	Letter, capital letter, word, sentence, finger spaces, full stop, adjectives	Lifecycles / capital letters	Y	
32									
33									
34	The Three Little Pigs	Fiction	High Five Sentences' Capital letter Full stops Finger Spaces Cursive script Read back for sense	o-e, u-e Purple books so, there, all, call, tall, small, some, her, were, where, here, son, thought	W: Writes own name and other things such as labels, captions.	Letter, capital letter, word, sentence, finger spaces, full stop, adjectives	Retold stories	Y	
35									
36	The Most Magnificent Thing	Fiction	High Five Sentences' Capital letter Full stops Finger Spaces Cursive script Read back for sense	aw, are Purple books what, want, do, old, was, caught, walk, talk, bought, through, want, why, who	W: Attempts to write short sentences in meaningful contexts.	Letter, capital letter, word, sentence, finger spaces, full stop, adjectives	Creative stories	Y	
37									
38	Potion Commotion	Fiction	High Five Sentences' Capital letter Full stops Finger Spaces Cursive script Read back for sense	ur, er Purple books what, want, do, old, was, caught, walk, talk, bought, through, want, why, who	R: 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. W: 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.	Letter, capital letter, word, sentence, finger spaces, full stop, adjectives	Recipes	Y	
39	Transition Week								