

Focus	Letters and sounds	Early Years Outcomes	Possible resources/activities	Possible links with other areas of learning
<p>Storytelling [reading and talk] e.g. Tell me a story</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p>	<p>C&L LA – 1, 3 30-50 – 3 U - 4 30-50 – 1 2 3 S – 1, 3 30-50 – 1, 2 3 6</p> <p>Literacy R - 1 2 3 30-50 – 1 2 3 4, 5, 6, 8 10 11 12 13 14</p> <p>EAD – BI – 1 2 C&L 30-50 – 6 7 8 10</p>	<p>Retell and create using:</p> <ul style="list-style-type: none"> ▪ story boxes / small world tuff spots ▪ props and puppets ▪ sequencing cards and pictures ▪ role-play/home corner (dressing-up) ▪ circle stories, storyteller's chair ▪ masks and story maps <p>Books-</p> <p>Oliver's Vegetables (Vivian French)</p> <p>Goldilocks and the 3 bears Red Riding Hood (linked to role-play area) and families/homes.</p>	<p>Expressive arts and design , e.g. <i>use their imagination in role play and stories, empathising with characters</i></p> <p>Expressive arts and design e.g. <i>use their imagination in role play and stories empathising with characters</i></p>
<p>Story Sack of the Week: narrative [reading, responding and awareness of print] e.g. Reading together</p>	<p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Also see Phase 2 p48 re phoneme progression and also</p> <p><i>Developing early writing p.156-164</i></p>	<p>C&L LA – 1, 3 30-50 - 3 S – 1, 3 30-50 – 1, 2 3</p> <p>Literacy R - 1 30-50 – 4, 5, 6, 8, 10,11,12</p>	<ul style="list-style-type: none"> ▪ Big books and story sack resources ▪ Taped / CD and IWB stories ▪ Key questions related to text ▪ Small books – about me <p>Books –</p> <p>I am special, I'm Me (Ann Meek)</p> <p>FunnyBones (Allan and Janet Ahlberg)</p> <p>This is Our House (Michael Rosen)</p> <p>I'm Starting Nursery (Amanda Li)</p>	<p>Personal, social and emotional development – according to content of story</p>

<p>Nursery Rhyme of the week [reading, talking and joining in] e.g. Rhyme time</p>		<p>C&L LA – 1, 3 30-50 - 3 S – 1, 3 30-50 – 1, 3, 6 Literacy R - 1, 2, 3 30-50 – 1,2, 3,5, 10,12,13,14</p>	<ul style="list-style-type: none"> ▪ Poetry posters and rhyme cards ▪ Musical instruments/voice ▪ Movement sequences/drama ▪ Matching words of interest / extending vocabulary ▪ Rhyme basket and resources <p>Traditional Nursery Rhymes and others related to learning</p> <p>Particularly – If you're happy and you know it Pat a cake Miss Polly had a Dolly Peter Hammer</p>	<p>Expressive arts and design , e.g. <i>make simple musical instruments and use to accompany rhymes</i></p>
<p>Print culture [reading and writing] e.g. Words, words, words, Words around us</p>		<p>C&L LA – 1, 3 30-50 – 3 U - 4 30-50 – 1 S – 1, 3 30-50 – 8 Literacy R - 1 30-50 – 4, 5, 6, 8, 10, 11, 12,13 W - 1 30-50 – 1, 2</p>	<ul style="list-style-type: none"> ▪ Environmental print (labels and signs) ▪ Familiar print (lunchboxes, birthday badges, logos, greeting cards) ▪ Books, comics, magazines 	<p>Understanding of the world, e.g. <i>when taken on a print safari they are observant about their environment, they talk about what they see – walking around school area.</i></p>
<p>Objects and materials to stimulate interest [talk] e.g. Look what I've got!</p>		<p>C&L LA – 3 30-50 – 1, 4, 5 U - 3, 4 30-50 – 1, 3, 4 S – 1, 3 30-50 – 1, 3, 4, 7</p>	<ul style="list-style-type: none"> ▪ Topic related artefacts and objects, e.g. baby objects collection, photos of ourselves / school, interest table ▪ Show and tell ▪ Activities and games to extend vocabulary ('Guess my object', sounds bingo) ▪ Describing, explaining, questioning and problem-solving 	<p>Understanding of the world, e.g. <i>use their senses to explore and investigate objects – begin to recognise/talk about similarities and differences</i></p>

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'All about me' [writing]	See weekly plans for activities involving:- Aspect 1: General sound discrimination – environmental sounds p9-12	Literacy W – 1 30-50 months W – 1, 2 PD – MH 6,7,8 30-50 months 8 9 10 11	<ul style="list-style-type: none"> Photographs/portraits (to label) Zigzag books 'Passports' Personal timelines 	Personal, social and emotional development, e.g. <i>they talk about the people and pets in their home, draw pictures; talk about their baby/toddler photographs</i>
Outdoor area [handwriting] e.g. Inside/Outside	Aspect 2: General sound discrimination – instrumental sounds p 15-17 Aspect 3: General sound discrimination – body percussion p20-23	PD – MH 6,7,8 30-50 months 8 9 10 11 Literacy W – 1 30-50 months W – 1, 2	<ul style="list-style-type: none"> Mark making on the ground/walls (water, mud, chalks) finger painting Salt, sand, foam and grain trays Bead threading, construction Stick twirling and ball games (see <i>Developing early writing</i>) 	Physical development, e.g. <i>have opportunities to develop gross and fine motor control</i>
Visit/Visitors [reading and writing] e.g. parent sessions, focus week sessions.	Aspect 4: Rhythm and rhyme p25-28 Aspect 5: Alliteration p31-34	Literacy W – 1 30-50 months W – 1, 2 C&L LA – 3 30-50 – 1, 4, 5 U - 3, 4 30-50 – 1, 3, 4 S - 1, 3 30-50 – 1, 3, 4, 7	<ul style="list-style-type: none"> Posters, invitations, letters to parents/carers Photographs to talk about, sequence and write captions about 'My Family' Maps, postcards, books 	Understanding of the world, e.g. <i>talk readily about features in their immediate locality</i>
Seasonal/cultural interest [reading: non-fiction] e.g. Harvest, Birthdays, walk in woods, Diwali, Christmas	Aspect 6: Voice sounds p 37-40 Aspect 7: Oral blending and segmenting p42-44 Also see Phase 2 p48 re phoneme progression	C&L LA – 4 30-50 – 1, 4, 5 U - 2, 3, 4 30-50 – 1, 2 3, 4 S - 1, 3 5 6 7 30-50 – 1, 2 3 4 5 7 8 9 Literacy W – 1 30-50 months W – 1, 2 R - 30-50 months W – 10 to16	<ul style="list-style-type: none"> 3D collections/tables of interest/displays with accompanying information books, labels, questions, cards, packets, adverts Writing cards, making labels Big information books/sets Instructions and captions CDROMs Web sites 	Mathematical development Understanding of the world Expressive arts and design
Talk for thinking e.g. Doing and making		C&L LA – 4 30-50 – 1, 4, 5 U - 2, 3, 4 30-50 – 1, 2 3, 4 S - 1, 3 5 6 7 30-50 – 1, 2 3 4 5 7 8 9 PD – MH - 6 7 8 30-50 months– 7 8 9 EAD – EUMM -4 30-50 months– 8 9 10 11 BI – 1 30-50 months – 9 10	<ul style="list-style-type: none"> Malleable play (dough, clay, etc.) Sand and water trays Design and make (construction kits, toys, junk modelling) Cooking Colour mixing Describing, explaining, questioning and problem-solving 	Physical development, e.g. <i>handle tools, objects, construction and malleable materials safely and with increasing control</i> Understanding of the world, e.g. <i>build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary</i>