



Teacher: Miss Hughes and Miss Booth	Class: Foundation 2	Term: Autumn 2 2016	Focus: <ul style="list-style-type: none"> • Grapheme phoneme correspondence • Segmenting to spell • Grapheme formation
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Rationale: The children have completed their first half term at school and have had many experiences of segmenting and blending orally. The children in red group and yellow group are beginning to segment to spell with support to match some unknown graphemes to the phonemes they can hear. They also need some support for the formation of cursive font. Green group are confident to hear initial letter sounds and are beginning to link the phonemes to graphemes with support. Blue team and purple team are continuing to hear initial letter sounds, with some inconsistency. Purple team also need a lot of support to link phonemes to graphemes and with formation. Therefore these are the skills we will be working on this half term. We will link the learning to 'Bonfire Night' and 'The Three Little Pigs' as the children will mostly be participating in Bonfire night celebrations as well as being very interested in construction and retelling familiar stories.

<p>Learning Objectives (from Skills Progression):</p> <p>C&L P4 Listening and attention Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understanding Beginning to understand 'why' and 'how' questions. Speaking Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p> <p>P5 Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span. Understanding Responds to instructions involving a two-part sequence. Able to follow a story without pictures or props. Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.</p>	<p>Outcomes: C&L (Listening, Understanding and Speaking):</p> <ul style="list-style-type: none"> • I can listen to others. • I can carry out an activity for an extended period of time. • I can follow simple instructions. • I can talk about people I know. • I can talk about how I feel. <p>Reading:</p> <ul style="list-style-type: none"> • I know some grapheme names • I know some phonemes and can link them to the graphemes • I can write some graphemes • I can write my name <p>Writing:</p> <ul style="list-style-type: none"> • I can explain what I have written. • I know what different signs mean. • I can write my own name.
	<p>Key Vocab:</p> <ul style="list-style-type: none"> • Word • Grapheme • Grapheme • Phoneme • Book • Sign • Symbol • Mark

Literacy

Reading

P4

Beginning to be aware of the way stories are structured.

Suggests how the story might end.

Describes main story settings, events and principal characters.

P5

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.

Writing

P4

Sometimes gives meaning to marks as they draw and paint.

Ascribes meanings to marks that they see in different places.

P5

Gives meaning to marks they make as they draw, write and paint.

Begins to break the flow of speech into words.

Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together.

Links sounds to letters, naming and sounding the letters of the alphabet.

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

- Hold
- Turn
- Speak
- Listen

Resources:

- Reading area
- Books
- Writing resources
- Classroom signs
- Labels
- Role play area
- Small world area
- Grapheme and phoneme mats
- Pencils and other writing implements

Evaluation and Next Steps: