



<p>Teacher: Miss Booth and Miss Hughes</p>	<p>Class: Foundation 2</p>	<p>Term: Spring 1 2017</p>	<p>Focus:</p> <ul style="list-style-type: none"> • Reading and writing 'High Frequency' and 'Tricky' words • Using and applying phonic knowledge • Using finger spaces
<p>Rationale: Most children are now able to blend and segment simple CVC words. This half term we will provide opportunities to consolidate these skills and also use and apply phonic knowledge in different contexts. We will also move on to using finger spaces to separate words in order to begin to write short sentences. As the children have expressed lots of interest in superheroes, our topic question is 'Are superheroes real?' - Engaging books of the week and activities will be linked to this theme.</p>			
<p>Learning Objectives (from Skills Progression):</p> <p style="text-align: center;"><u>C&L</u></p> <p>Listening Listens to stories with increasing attention and recall. Two-channelled attention - can listen and do for short span.</p> <p>Understanding Beginning to understand 'why' and 'how' questions. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking 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.' 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.</p> <p style="text-align: center;"><u>Literacy</u></p> <p>Reading Knows that print carries meaning and, in English, is read from left to right and top to bottom. 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. Begins to read words and simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.</p>		<p>Outcomes:</p> <p><u>C&L</u> (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 explain my work to others • I can recall familiar stories and talk about events in them. <p>Reading:</p> <ul style="list-style-type: none"> • I enjoy looking at different books. • I read from left to right • I use my phonic skills to read new words. • I read simple sentences. <p>Writing:</p> <ul style="list-style-type: none"> • I can explain what I have written. • I write labels and simple captions • I use the correct cursive formation and finger spaces. <p>I am beginning to sit my letters on the line with ascenders and descenders.</p> <p>Key Vocab: Speak, listen, story, sentence, line, word, letter, grapheme, phoneme, write, read, left to right, full stop, finger space, label, caption, explain. How might we explain...? What do you need to be successful? How could you improve? What went well?</p> <p>Resources:</p> <ul style="list-style-type: none"> • Reading area • Books - Supertato, Charlie's Superhero Underpants, Super Daisy • Writing resources • Classroom signs • Labels 	

Writing

Sometimes gives meaning to marks as they draw and paint.

Ascribes meanings to marks that they see in different places.

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.

Writes own name and other things such as labels, captions.

Attempts to write short sentences in meaningful contexts.

Children use their phonic knowledge to write words in ways which match their spoken sounds.

- Role play area
- Small world area
- Grapheme and phoneme mats
- Pencils and other writing implements

Evaluation and Next Steps: