

## Communication, Language and Literacy Curriculum - FS2

AUTUMN TERM				
<b>Curriculum focus/links</b>	<b>Autumn term 1: Amazing Me!</b>		<b>Autumn term 2: People who help us</b>	
<b>Genre and Text/Focus</b>	<b>Structured, repetitive or cumulative</b> <b>Pete the Cat rocking in my school shoes</b>  <b>Goodnight Owl</b>	<b>Rich language, illustrations and ideas</b> <b>The Tiger who came to tea</b>  <b>My big shouting day</b>	<b>Book and language play</b>  <b>Oi Frog!</b>  <b>There's a monster in my book!</b>	<b>Rhythmic and rhyming</b>  <b>The Stickman</b>  <b>Flashing fire engines!</b>
<b>Literacy focus objectives</b>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondence.</li> </ul>		<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Spell words by identifying the sounds and then writing the sound with the letter/s</li> </ul>	
<b>Book related Vocabulary</b>	<u>Pete the Cat:</u> school, library, playground, dinner hall/lunch room, playground, shoes.  <u>Goodnight owl:</u> bee, owl, squirrel, woodpecker, cuckoo, jay, crow, starling, robin, sparrow, dove, sleep.	<u>The tiger who came to tea:</u> Tiger, daddy, mummy, Sophie, tea, brave, feeling, scared, pantry, tap, food, drink  <u>My big shouting day:</u> unkind, kind, angry, tantrum, happy, sad, terrible, ache, polite, sorry, feelings, emotions, consequences	<u>Oi Frog:</u> uncomfortable, hare, mule, stool, gopher, flea, plough, stork, pillar, weasel, easel, pole, dove, newt, ape, puffin, gibbon, puma, lamb,  <u>There's a monster in my book</u> Monster, scared, happy, laugh, sad, book, dizzy	<u>The stickman:</u> beware, fetch, freed, float, nest, deserted, drifts, mast, bow, boomerang, lonely, weary, doze, grate, chuckle, soot, deliver, chimney.  <u>Flashing fire engines:</u> Fire engine, fire fighter, helmet, boots, hose, gear, rescue, fire alarm, fireproof coat and trousers, pump, mask, smoke, ladder, platform, extinguished, station
<b>Wider Vocabulary</b>	<u>Topic related:</u> mum, dad, grandparents, uncle, auntie, brother, sister, pets, favourite, like, dislike		<u>Topic related:</u> vet, librarian, teacher, nurse, doctor, fire fighter, police officer, emergency services, RNLI	

<b>Transcription - handwriting</b>	Name writing, encouraging correct letter formation Fine motor opportunities in continuous provision including cutting, stamping, printing, hole punching, pencil control, mark making with variety of medium (crayons, pens, pencils, chalks, shaving foam, paint)		Name writing, encouraging correct letter formation Fine motor opportunities in continuous provision including cutting, stamping, printing, hole punching, pencil control, mark making with variety of medium (crayons, pens, pencils, chalks, shaving foam, paint)	
<b>Transcription - spelling</b>	Encouraging mark making both indoors and outdoors  Fine motor control  Spelling of own name, writing and saying initial letter sounds.		Writing and saying initial and final letter sounds.  Begin writing CVC words with phonemes children have been taught (phase 2).	
<b>Harder to read and spell words</b>	Week 1	(none)	Week 1	he she buses
	Week 2	I the no	Week 2	we me be
	Week 3	put of is	Week 3	push
	Week 4	to go into	Week 4	was her
	Week 5	pull	Week 5	-es ending when the root word does not change
	Week 6	as his	Week 6	my you
<b>Phonics</b>	Week 1	s a t p	Week 1	j v w x
	Week 2	i n m d	Week 2	y z zz qu ch
	Week 3	g o c k	Week 3	sh th ng nk
	Week 4	ck e u r	Week 4	ai ee igh oa
	Week 5	ss review and assessment week	Week 5	Assessment and review
	Week 6	h b f ff ll	Week 6	Review

**SPRING TERM**

<b>Curriculum focus/links</b>	<b>Spring 1: Terrific tales</b>		<b>Spring 2: Outdoor explorers</b>	
<b>Genre and Text/Focus</b>	<p align="center"><b>Structured, repetitive or cumulative</b></p> <p align="center"><b>The gingerbread man</b></p> <p align="center"><b>The enormous turnip</b></p>	<p align="center"><b>Rich language, illustrations and ideas</b></p> <p align="center"><b>Bringing down the moon</b></p> <p align="center"><b>Click clack Moo</b></p>	<p align="center"><b>Book and language play</b></p> <p align="center"><b>Chicka chicka boom boom</b></p> <p align="center"><b>Warning! This book may contain rabbits!</b></p>	<p align="center"><b>Rhythmic and rhyming</b></p> <p align="center"><b>The train ride</b></p> <p align="center"><b>Where's my teddy?</b></p>
<b>Literacy focus objectives</b>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondence.</li> <li>• Read some letter groups that each represent one sound and say the sounds for them (sh, ch th)</li> </ul>		<ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly</li> <li>• Recognise and match lower and upper case letters</li> <li>• Read some letter groups that each represent one sound and say the sounds for them (sh, ch th)</li> </ul>	
<b>Book related Vocabulary</b>	<p><u>The gingerbread man:</u> gingerbread, recipe, weighed, measured, mixed, stirred, bake, pattered, grazing, sped, treat, scampered, lapping, tossed</p> <p><u>The enormous turnip:</u> enormous, turnip, heaved, budge, tugged, dashed, yanked, gripped, heaved, chopped</p>	<p><u>Bringing down the moon:</u> Mole, burrowed, shiny, bright, near, far, poke, grunt, knock, rest, stretch, tumble, pale, wrinkled, vanished, certainly</p> <p><u>Click, clack moo:</u> typewriter, problem, letter, type, impossible, electric blanket, strike, busy, impatient, furious, demand, ultimatum, emergency meeting, snoop, exchange,</p>	<p><u>Chicka chicka boom boom:</u> coconut, beat, enough, whole, stubbed, patched-up, loped, stooped, twisted, wiggle-jiggle.</p> <p><u>Warning! This book may contain rabbits:</u> Warning, labelling, unusual, gasped, mysterious, interesting, dangerous, safe, confusing, grumble, wailed, demanded, charged, disappeared, nervous, careful.</p>	<p><u>The train ride:</u> journey, meadow, mare, foal, pulling it's load, tunnel, ticket collector, staring, gaggle, geese, engine, market square, station, welcoming.</p> <p><u>Where's my teddy:</u> Horrible, dark, scared, still, giant, surprise, clearer, sobbing, whole, bawl, gigantic, small, tiddly, stomp, gasped, screamed.</p>

<b>Wider Vocabulary</b>	<u>Topic related:</u> fairy tale/story, traditional tale, giant, setting, character, events, prince/princess, castle, house, once upon a time, long ago, one day, far away, kingdom, happily ever after, suddenly, forest, wish, curse, witch, king, queen, evil, good, palace.	<u>Topic related:</u> outdoors, indoors, weather, clothing, (coat, wellies, swimsuit, hat, gloves, sunglasses etc) warm, cold, seasons, autumn, winter, summer, spring, calendar, date, day, month, year, woodland/forest, beach, nature, natural objects (pine cone, pine needles, sticks, stones, pebbles, sand)																								
<b>Transcription - handwriting</b>	Encourage children to write names independently with correct formation Continue with fine motor opportunities in continuous provision including cutting, stamping, printing, hole punching, pencil control, mark making with variety of medium (crayons, pens, pencils, chalks, shaving foam, paint) Begin to form lower case and capital letters correctly Daily handwriting focus on letter groups: Curly caterpillar letters Ladder letters	Writing first and surnames with correct formation Form lower case and capital letters correctly Daily handwriting focus on letter groups: Robot letters Zigzag letters																								
<b>Transcription - spelling</b>	Continue to encourage mark making both indoors and outdoors Fine motor control Spelling of own name, writing and saying initial and final letter sounds and CVC words. Spelling of harder to read and spell words (autumn 1 and autumn 2 sets).	Spelling of first and surnames Spelling words containing phase 3 digraphs and trigraphs using sound mats Spelling of harder to read and spell words (spring sets)																								
<b>Harder to read and spell words</b>	<table border="1" data-bbox="311 900 1205 1262"> <tr> <td>Week 1</td> <td>(Review of Autumn term HRSWs)</td> </tr> <tr> <td>Week 2</td> <td>they, all, are</td> </tr> <tr> <td>Week 3</td> <td>(Review of Autumn term HRSWs)</td> </tr> <tr> <td>Week 4</td> <td>ball, tall</td> </tr> <tr> <td>Week 5</td> <td>when, what</td> </tr> <tr> <td>Week 6</td> <td>(Review of Autumn term HRSWs)</td> </tr> </table>	Week 1	(Review of Autumn term HRSWs)	Week 2	they, all, are	Week 3	(Review of Autumn term HRSWs)	Week 4	ball, tall	Week 5	when, what	Week 6	(Review of Autumn term HRSWs)	<table border="1" data-bbox="1218 900 2112 1262"> <tr> <td>Week 1</td> <td>said, so, have</td> </tr> <tr> <td>Week 2</td> <td>were, out, like</td> </tr> <tr> <td>Week 3</td> <td>some, come, there</td> </tr> <tr> <td>Week 4</td> <td>little, one, do</td> </tr> <tr> <td>Week 5</td> <td>children, love</td> </tr> <tr> <td>Week 6</td> <td>(Review of HRSWs)</td> </tr> </table>	Week 1	said, so, have	Week 2	were, out, like	Week 3	some, come, there	Week 4	little, one, do	Week 5	children, love	Week 6	(Review of HRSWs)
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<b>Phonics</b>	Week 1	Review (all phase 2 and 3 covered so far), oo (wood)	Week 1	Review (all phase 2 and 3 sounds)
	Week 2	ar, oo, ur, or	Week 2	Review (all phase 2 and 3 sounds)
	Week 3	ow, oi, ear, air	Week 3	Review (all phase 2 and 3 sounds)
	Week 4	ure, er, ow	Week 4	Review (all phase 2 and 3 sounds)
	Week 5	Assessment and review (all phase 3)	Week 5	Assessment and review (all phase 2 and 3 sounds)
	Week 6	Review (all phase 3)	Week 6	Review (all phase 2 and 3 sounds)

<b>SUMMER TERM</b>				
<b>Curriculum focus/links</b>	<b>Summer 1: Eggs</b>		<b>Summer 2: Somebody swallowed Stanley</b>	
<b>Genre and Text/Focus</b>	Structured, repetitive or cumulative  Farmer Duck  Eat your peas	Rich language, illustrations and ideas  The tiny seed  Harry the dirty dog	Book and language play  Ernest  Don't let the pigeon drive the bus!	Rhythmic and rhyming  Giraffes can't dance  Dinosaur roar!
<b>Literacy focus objectives</b>	Begin to write short sentences with words with known sound-letter correspondences eg I can see... Name and recognise a capital letter and a full stop. With support, re-read what they have written to check that it makes sense.		Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. Re-read what they have written to check that it makes sense.	

<b>Book related Vocabulary</b>	<p><u>Farmer duck:</u> lazy, work, fetched, fed up, weepy, tired, meeting, plan, dawn, stole, creaked, fled, lane, wearily, expecting, whole.</p> <p><u>Eat your peas:</u> ganging, usual sigh, extra, half hour, chocolate factory, island, brussels</p>	<p><u>The tiny seed:</u> Autumn, tiny, higher, burn, ails, tall, melt, drown, drifts, gently, winter, spring, burst, earth, stem, weed, bud, looms, taller, tallest, shorter, petals,</p> <p><u>Harry the dirty dog:</u> scrubbing, buried, mending, dirty, clean, dirtier, chute, dirtiest, tired, hungry, strange, furiously, dashed, begging.</p>	<p><u>Ernest:</u> determined, struggle, squidge, disappointed, fetch, collect, carefully, finished, large, moose.</p> <p><u>Don't let the pigeon drive the bus:</u> Pigeon, remember, thought, careful, steer, cousin, true, first, problem.</p>	<p><u>Giraffes can't dance:</u> giraffe, dance, tall, slim, bandy, thin, buckled, prance, warhogs, waltz, tango, rhino, legant, latin, baboons, Scottish reel, bravely, clumsy, rooted, useless, creot, cricket, swaying, violin, shuffling, somersault, leapt, boogied, miracle, entranced</p> <p><u>Dinosaur roar:</u> Fierce, meek, above, below, fast, slow, weak, strong, short, long, clean, slimy, spiky, lumpy, gobble, nibble, munch.</p>
<b>Wider Vocabulary</b>	<p><u>Topic related:</u> egg, nest, baby, birth, mother/father, farm animal names and adult animal names (goat, kid, cow, calf, horse, foal, duck, duckling, hen, chick, sheep, lamb, pig, piglet, cat, kitten, dog, puppy), lifecycle, frog spawn, tadpole, froglet, frog, seed, shoot, seedling, flower/plant, egg, caterpillar,, chrysalis, butterfly,</p>		<p><u>Topic related:</u> seaside, sea/ocean, sea animal names (jellyfish, shark, octopus, fish, seahorse, anemone, crab, stingray, starfish, turtle, sand, beach, shell, seaweed, driftwood, sea glass, recycle, bin,</p>	
<b>Transcription - handwriting</b>	<p>Recap correct letter formation of all groups of letters: Curly caterpillar letters Ladder letters Robot letters Zig zag letters Writing first and surnames with correct formation Form lower case and capital letters correctly Writing short sentences with capital letters, finger spaces and a full stop when supported.</p>		<p>Recap correct letter formation of all groups of letters: Curly caterpillar letters Ladder letters Robot letters Zig zag letters Writing first and surnames with correct formation Form lower case and capital letters correctly Writing short sentences with capital letters, finger spaces and a full stop with increasing independence.</p>	
<b>Transcription - spelling</b>	<p>Spelling of first and surnames independently Spelling words containing phase 3 digraphs and trigraphs using sound mats with increasing independence Begin to spell CVCC and CCCVC words with support Spelling of harder to read and spell words (autumn and spring sets)</p>		<p>Use of sound mat/harder to read and spell words mat to support with spelling Spelling of words containing phase 5 sounds, with support Spelling of all harder to read and spell words (summer set focus)</p>	

<b>Harder to read and spell words</b>	Week 1	Review (all words covered so far)	Week 1	oh, their
	Week 2	Review (all words covered so far)	Week 2	people, Mr, Mrs
	Week 3	Review (all words covered so far)	Week 3	you, ask, should
	Week 4	Review (all words covered so far)	Week 4	would, could, asked
	Week 5	Review (all words covered so far)	Week 5	house, mouse, water
	Week 6	Review (all words covered so far)	Week 6	want, very
<b>Phonics</b>	Week 1	Phase 4 -ed /ed/words	Week 1	ay, ou, ie, ea
	Week 2	Phase 4 ed /t/ words	Week 2	oy, ir, ue, aw
	Week 3	Phase 4 ed /d/ words	Week 3	wh, ph, ew, aw
	Week 4	New word structure CCCVC	Week 4	au, ey, a-e, e-e
	Week 5	Review (all covered so far)	Week 5	Assessment and review
	Week 6	Phase 4 er, est	Week 6	i-e, o-e, u-e, c