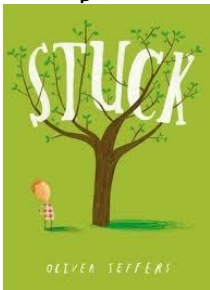


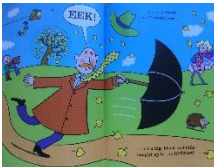


Britannia CP School
EYFS Weekly Literacy Focused Outcomes

Possible Outcomes:

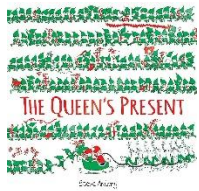
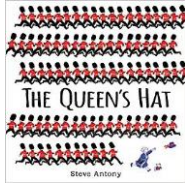
Lists, labels, tags, stories, phone calls, stories, letters (apology/complaint) speech bubbles, diary (recount), note to someone, lost/wanted poster (persuasion), instructions (explanation/procedure), information

	Key Text	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	<p>Ourselves</p> <p>Stuck</p>  <p>Other texts in provision: You Choose</p> <p>Texts about ourselves</p>	<p>Baseline Assessment – draw a picture of my family (assess dominant hand, levels of Control and language/vocabulary)</p> <p>Modelling of Classroom resources</p>	<p>Phonics Introduction – focus on recognition, blending VC/CVC words. Lots of creative activities on formation, exploring line and control.</p> <p>RWI Phonics – set 1 sounds</p> <p>Funky Fingers Dough Disco</p>		<p>Stuck (wonderful words – delighted, hurled, flung)</p> <p>Model read the first page (use Kindle for PC) and draw children into the story and the language used.</p> <p>What would you hurl up the tree?</p> <p>Initial sounds – what can they hear.</p> <p>PD assessment for use of scissors.</p> <p>What makes you feel delighted? Draw a picture of all the things that make you feel delighted.</p> <p><small>Floyd was delighted when he got his knee unstuck from the tree. Draw lots of pictures of things that make you feel delighted!</small></p> 	<p>Start Shark in the Park</p> <p>Use first page – don't tell Children the book title or let them see the shark. Look at the first double spread. What can we see? Simple sentences - I can see..... LA – initial letters</p>  <p>Go on a walk around the school with telescopes– what can we see? Model talking in full sentence. Each children write a sentence to make a group map of all they saw on their walk.</p>	<p>Tell the children you forgot to show them something last week... look at this page (first page) It's a shark!</p> <p>What is a shark? Watch clip on YouTube of sharks.</p> <p>Use prediction skills – go through the key holes in the book and what can you see? Make little booklets</p> <p>It is a cat, it is dad, it is a hat etc.</p> <p>Use torch tool on IWB to reveal pictures of the shark in different places around Bacup (make prior to lesson). Where is he? He is in the tree, on the bin, in the grass etc. SSM link.</p>	<p>End of book – Recap whole book – look at the shark on the last page.</p> <p>Shark puppet (persuasive focus) Use Talking Pets app to get shark to talk. Children put on fin and be shark talking.</p> <p><i>S&L - speech bubble from shark</i></p> <p><i>What would shark say to Timothy – can I be your friend? I like the park! I can swim fast!</i></p> <p>Watch Bruce from Nemo – friendly shark. What would he say?</p> <p>Or Look at shark in the park on a windy day. What did Timothy see??</p> 	<p>Additional Activities</p> <p>Autumn Time</p> <p>Autumn Walk in the grounds - what happens in Autumn? Explore first hand.</p> <p>Make autumn book – what happens in autumn? (group or ind.)</p> <p>Group poems and perform; Leaves flutter, flutter flutter. Conkers crack, crack, crack. Acorns drop, drop, drop etc.</p> <p>Halloween - Creating witches spells; Rats, bats, frogs etc</p>

People Who Help Us (through Hats – religious hats, people who help us hats, cultural hats etc)

Pick up main roles of people who help us in pm sessions

The Queen's Hat



Hat box in role-play. Add new hats each week so moves on.

Other texts

- Mrs Honeys Hat (Pam Adams)
- Old Hat (Emily Gravett)

Introduce the book – look at first page of the queen.



Who is the queen? What is her job? Always has a different hat!!! Look at a pictures of the queen and all the hats she wears (Crown, fancy hat etc.). Bring in some hats and try on and develop vocab.

The queen has a hat. The queen has a crown... The queen has....

Read story – where did the queen's hat go? Simple sentences- It went in, on, over, along, around, across, above etc.

Look at Big Ben page– act out children being soldiers and climbing up-act out and photograph. Stick them onto a picture of Big Ben and add vocab for learning lines (climbed, crawled, clambered etc for verbs and prepositions.



Letter from the queen arrives in a very special envelope from the palace.....

Dear Class... I have lost my hat again! I was visiting your school and suddenly it below away... Have you seen it?

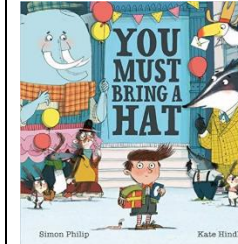
(CCTV footage of it blowing around school). Children become hat detectives trying to find it - simple sentences about it. It went on the



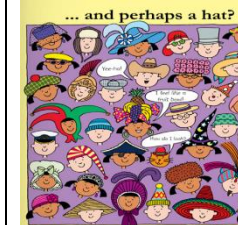
Letter of thanks to Steve Anthony – thanks for this book..... teacher model letter from all. Children make notes and send our books. Create class book of our hat going around Bacup – send to Steve.

You must bring a hat book

Initiation to the hattiest party arrives – what hat should we wear?



Box of hats – teacher try on - what your favourite hat? Why? Develop language. Pick a hat and describe it. You Choose hat page to help.



Take pictures of children with hats on. Describe-My hat is.....My hat is.....

Queen sends new book – 'The Queen's Present' book with a letter.

I need your help! Father Christmas is in trouble... he has lost his hat.. he needs our help. Can you make a new hat for FC?

Stop on this page – can you see FC's hat falling off?



Design, label, make a new hat.

Red, warm, secret snack incase hungry? Pouch for flash of tea etc.?

Christmas story

Letter to Santa

Once Upon A Time

Goldilocks

Opened ended materials to encourage building of chairs/beds etc.



Look at first page. What did she do on Friday, Sat and Sun? Give frame and discuss what she did.



Watch a little clip from Horrid Henry – what naughty things does he do? Puts worms in people's food, trips people up etc.

Prior to lesson, teacher could act out a few things and make a clip for them to watch of teacher doing naughty things!

Make a story string to re-tell what Goldilocks did each day and re-tell to your friend.

Read page 3 – Beware of the bears poster – describe the bears! It is hairy.... ('and' conjunction for more able).



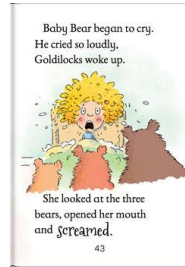
Make a Goldilocks puppet to take on a walk through the woods. What is she thinking? Children put on a wig and share ideas. Speech bubbles for goldilocks



Next page – porridge Make porridge and instructional write

Chairs/beds – making Chairs/beds from recycle. Speech bubble from goldilocks for each chair 'this is too hard. This is too....

Read rest of story Speech bubbles from bear saying about the mess of the house – go to page where Goldilocks screams – what do they say to her/ bear masks – become bears and act out.



Goldilocks goes home and tell her mum – she tells her to write a letter to say sorry. Put on wig.... Apology letter from Goldilocks for terrible behaviour or Goldilocks has to ring and say sorry – phones-what does she say?

Don't do last page of book.

Re-tell story using a story map and props of this book. Using key images from this text and sequence to re-tell.



If Goldilocks wanted to make friends with the bears, what would she need to do? Write instructions on how to make friends with the bears.

Informational writing:

How to make friends with a family of bears...

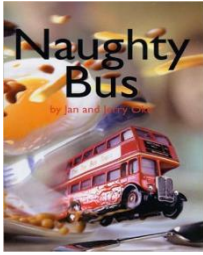








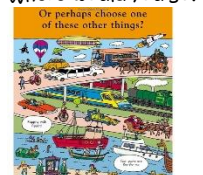

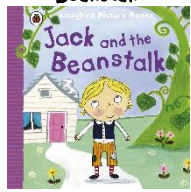
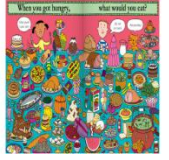



Written by:

First _____
Then _____
Next _____
Last _____

Or

Make a new poster for the woods to warn other animals about Goldilocks 'Beware of Goldilocks' and describe her appearance.

Spring 2	<p>Journeys</p> <p>The Naughty Bus</p>  <p>Lots of open-ended materials for making different vehicles and labelling</p> 	<p>Present arrives-unwrap – it's a bus and the book.</p> <p>Read story and sequence pictures.</p> <p>Focus on beans/egg page.</p>  <p>Write text for the picture.</p> <p>Look at the bus going through the long grass. Act out how the bus is feeling.</p> <p>Write some thought bubbles for the picture.</p>  <p>I don't think much of the roads around here.</p> <p>What's that over there?</p>	<p>Retell the story – watch you tube story to recap.</p> <p>Story clothes to retell the story</p> 	<p>Naughty something else (taxi, boat etc) or</p> <p>The Naughty bus strikes again! The night bus – new adventures of the naughty bus around school</p>  <p>Did I tell you? Sometimes I'm a night bus.</p> <p>Make own vehicles/labels</p> <p>You choose transport page to stimulate ideas</p> 	<p>Don't let the pigeon drive the bus book –</p>  <p>Watch the clip from YouTube.</p> <p>Show the page of book when he is trying to persuade</p>  <p>Persuasive speech bubble from point of view of Pigeon trying to drive</p> <p>Talking pets app – Can Change mouth. Children have a go</p>	<p>Make a non-fiction booklet about different forms of transport – labelling/ what are they sued for?</p> <p>Own experiences of travel – use green screen to take pictures of children on different forms of transport and write about where they went</p> <p>Or</p> <p>Use You Choose – if you could travel on any form of transport, what would it be and why? What would you see? Where would you go?</p> 	<p>A Spring Journey... (simple list poem) after a walk around the local area</p> <p>Daffodils grow, grow, grow.</p> <p>Lambs jump, jump, jump etc</p> <p>Non-fiction booklet – In spring we see.....</p> <p>Or</p> <p>Tadpoles promise (don't read the ending) – life cycle of frog / observe tadpoles.</p>  <p>Or</p> <p>Hatty Peck (Easter)</p>	<p>Other Activities</p> <p>School trip – Rawtenstall Train Station</p>	
Summer 1	<p>Pets, Plants and Ponds</p> <p>Jack and the Beanstalk</p>  <p>Jack and the Jelly beanstalk</p>	<p>Look at page one – speech bubbles for Jack and the cow-how are they feeling?</p> <p>Plant beans to observe-instructions how to plant a bean (link to ongoing diary)</p>	<p>Growing spell – Perform</p> <p>Tall tall tall</p> <p>Grow, grow, grow</p> <p>Stretch, stretch, stretch</p> <p>How does the beanstalk feel? (look at different pictures)</p> <p>I'm a beanstalk, bursting...</p> <p>I'm a beanstalk stretching..... Collect words – act out growing, bursting, stretch, twisting, climbing ... become beanstalks and talk photos.</p> <p>Making beanstalks in provision.</p>	<p>Character study of giant - describe giant</p> <p>Compare to other pictures of giants / watch BFG clip</p> <p>Read to the page which describes the giants lunch.....</p> <p>Create giants menu – use you choose food page to inspire.</p> <p>100...</p> <p>20....</p> <p>10.....</p> <p>Millions of.....</p> 	<p>Jack rings his mum from the castle for help - what we can see?</p> <p>Redo ending-rather than chopping down beanstalk, can we write another ending? Change ending.</p>	<p>Bee and Me – why do we need bees?</p>  <p>Write as a bee to explain to other bees how do the waggle dance / speech bubbles from bee</p> <p>Use the middle picture-recount. Every day the bee grew bigger and bigger – on Monday... on Tuesday....</p> <p>Or</p> <p>Bee diary / information book – why do we need bees?</p>	<p>Thinker, My Puppy</p> <p>Poet and Me – Eloise Greenfield</p>		

Summer 2	Wild Things! Anna Hibiscus' Song by Achnuke			Rumble in the Jungle		Commotion in the Ocean			
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