



# Meadow View Primary School

## Foundation 2: Literacy Curriculum

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Oral: Getting to know each other – talking in front of a group.</p> <p>Draw picture of self as part of in-school BASELINE ASSESSMENT.</p> <p>Recapped from F1 Recapped from F2</p> <p>Super Duper You</p> <ul style="list-style-type: none"> <li>Spotted</li> <li>Waft</li> <li>Stomp</li> <li>Bold</li> <li>Proud</li> <li>float</li> </ul>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share</p> <p>Written: Labelling objects - dictated words closely matched to phonics.</p> <p>Autumn is Here</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>flutter</li> <li>acorns</li> <li>chattering</li> <li>hoard</li> <li>crisp</li> <li>woven</li> <li>snug, cosy</li> <li>bounty</li> <li>flames</li> <li>feast</li> <li>burst</li> </ul>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share</p> <p>Written: Consolidation of labelling objects - dictated words closely matched to phonics. Encourage independent composition also.</p> <p>Winter is Here</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>branch</li> <li>bare</li> <li>slumber</li> <li>transforms</li> <li>gleaming</li> <li>cure</li> <li>breeze</li> <li>swirl, twirl</li> <li>season</li> <li>winter</li> <li>explore</li> <li>cosy</li> <li>delicious</li> </ul>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share.</p> <p>Written: Labelling objects - dictated words closely matched to phonics. Encourage now independent composition.</p> <p>Community Soup</p> <p>Recapped from F1 Recapped from F2</p> <p>Community Soup</p> <ul style="list-style-type: none"> <li>community</li> <li>broth</li> <li>chores</li> <li>herd</li> <li>calico</li> <li>pesky</li> <li>trotting</li> </ul>	<p>Oral: encourage range of independent ideas taken from personal experiences – use a range of sentence starters Use independent think/pair/share.</p> <p>Written: Sentence writing consolidation - dictated sentences closely matched to phonics. Encourage now independent composition. Revisit instruction writing.</p> <p>The Most Exciting Eid</p>	<p>Oral: encourage range of independent ideas taken from personal experiences – use a range of sentence starters and conjunctions. Use independent think/pair/share</p> <p>Written: Sentence writing consolidation - dictated sentences closely matched to phonics. Encourage now independent composition. Use range of sentence starters. Conjunction revisit.</p> <p>Summer is Here</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>greet</li> <li>twilight</li> <li>glittering</li> <li>hatches</li> <li>transforms</li> <li>overflows</li> <li>delicious</li> </ul>
2	<p>Oral: model use of full sentence – talking in front of a group.</p> <p>Written: Practise writing own name from name card on template of our body.</p> <p>Super Duper You</p>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share</p> <p>Written: dictated sentences closely matched to phonics.</p> <p>Autumn is Here</p>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share</p> <p>Written: Sentence writing consolidation - dictated sentence closely matched to phonics. Encourage independent composition also.</p> <p>Winter is Here</p>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share. Encourage range of independent ideas using the language of sequence</p> <p>Written: Sentence instruction writing consolidation - dictated sentences closely matched to phonics. Encourage now independent composition.</p>	<p>Oral: encourage range of independent ideas using story recall. Use independent think/pair/share.</p> <p>Written: Sentence writing consolidation - dictated sentences closely matched to phonics to write a poster. Encourage now independent composition.</p> <p>Farmer Duck</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>lazy</li> <li>weepy</li> <li>dawn</li> <li>wriggled</li> <li>fled</li> <li>awoke</li> <li>called</li> </ul>	<p>Oral: encourage range of independent ideas taken from personal experiences – use a range of sentence starters and conjunctions. Use independent think/pair/share</p> <p>Written: Sentence writing consolidation - dictated sentences closely matched to phonics. Encourage now independent composition. Use range of sentence starters. Revisit conjunctions.</p> <p>Summer is Here</p>
3	<p>Oral: model use of full sentence – talking in front of a group.</p> <p>Written: Draw our family and label with any known letter sounds</p> <p>Super Duper You</p>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share</p> <p>Written: An introduction to writing in thinking bubbles – make links to speech bubbles - dictated sentence closely matched to phonics.</p> <p>Chapatti Moon</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>feast</li> <li>sizzled</li> <li>tossed</li> <li>snatch</li> <li>glow</li> <li>lantern</li> </ul>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share. Introduce use of simple conjunction ‘and.’</p> <p>Written: Sentence writing consolidation - dictated sentence closely matched to phonics. Encourage now a simple conjunction. Encourage independent composition also.</p> <p>Mei’s Sweet Chinese New Year</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>village</li> <li>traditional</li> <li>sparkling clean</li> <li>fortune</li> <li>grateful</li> <li>reflect</li> <li>respect</li> <li>values</li> <li>feast</li> <li>celebration</li> </ul>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share. Encourage range of independent ideas using story recall</p> <p>Written: Thinking bubble writing consolidation - dictated sentences closely matched to phonics. Encourage now independent composition.</p> <p>Community Soup</p>	<ul style="list-style-type: none"> <li>Farm visit retell</li> </ul>	<p>Oral: encourage range of independent ideas using story recall and facts learned. Use independent think/pair/share</p> <p>Written: Sentence writing consolidation - dictated sentences closely matched to phonics to consolidate writing a poster. Encourage now independent composition.</p> <p>Who’s Hiding at the Seaside?</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>shore</li> <li>scuttling</li> <li>rock pool</li> <li>snout</li> <li>current</li> <li>gliding</li> <li>surface</li> <li>protect</li> <li>leaped</li> <li>floating</li> </ul>
4	<p>Oral: model use of full sentences/ stem sentence use – learning how to think/ pair/ share</p> <p>Written: Introduction to writing in speech bubbles – dictated sentence closely matched to phonics.</p>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share</p> <p>Written: Consolidating rhyme and rhyming strings - dictated words closely matched to phonics. Relate to HT1.</p>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share. Introduce use of simple conjunction ‘and.’</p> <p>Written: Sentence writing consolidation - dictated sentence closely matched to phonics.</p>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share. Use of conjunctions in speech.</p> <p>Sentence writing consolidation - dictated sentence closely matched to phonics.</p>	<p>Oral: encourage range of independent ideas using story recall. Use story openers/ endings in speech. Use independent think/pair/share.</p> <p>Written: Story recall writing consolidation - dictated sentences closely matched to</p>	<p>Oral: encourage range of independent ideas using story recall. Use story openers/ endings in speech. Use independent think/pair/share</p> <p>Written: Sentence writing consolidation - dictated sentences closely matched to</p>

	<p>Zog and the Flying Doctors – People Who Help Us</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>expert</li> <li>wail</li> <li>speed away</li> <li>swished</li> <li>delight</li> <li>chilly</li> <li>thundered</li> <li>furious</li> <li>extremely</li> <li>exhausted</li> <li>frills</li> </ul>	<p>Chapatti Moon</p>	<p>Encourage now a simple conjunction. Encourage independent composition also.</p> <p>Mei's Sweet Chinese New Year</p>	<p>Encourage increased independent composition now in writing linked to phonics.</p> <p>Spring is Here</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>migrate</li> <li>hatch</li> <li>fragrant</li> <li>sprout</li> <li>ripest</li> <li>overflows</li> <li>curious</li> <li>joyful</li> <li>burst</li> <li>protection</li> <li>branches</li> <li>bounty</li> <li>slumber</li> </ul>	<p>phonics. Encourage now independent composition.</p> <p>Farmer Duck</p>	<p>phonics to consolidate writing a poster. Encourage now independent composition.</p> <p>Who's Hiding at the Seaside?</p>
5	<p>Oral: generating rhyming strings/ stem sentence use – learning how to think/ pair/ share Written: Consolidation of rhyme – continuing a rhyming string - dictated words closely matched to phonics.</p> <p>Zog and the Flying Doctors – People Who Help Us</p>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share Written: An introduction to writing in thinking bubbles – make links to speech bubbles - dictated sentence closely matched to phonics.</p> <p>Pigs Might Fly</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>impressive</li> <li>smart</li> <li>scalded</li> <li>grinned</li> <li>disguise</li> <li>furious</li> </ul>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share. Encourage independent ideas taken from story recall Written: Consolidation of writing in speech bubbles - dictated sentence closely matched to phonics. Encourage now independent composition. Relate back to HT1.</p> <p>One Snowy Night</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>fresh air</li> <li>miserable</li> <li>snuggled</li> <li>scraping</li> <li>tapping</li> <li>creaked</li> <li>shivering</li> <li>winter</li> <li>snowflake</li> <li>cosy</li> </ul>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share. Sentence writing consolidation - dictated sentence closely matched to phonics. Encourage increased independent composition now in writing linked to phonics.</p> <p>A Bouquet of Butterflies</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>bouquet</li> <li>shimmered</li> <li>swirls</li> <li>poisonous</li> <li>clusters</li> <li>crumpled</li> <li>bloom</li> </ul>	<p>Oral: encourage range of independent ideas using story recall. Use story openers/ endings in speech. Use independent think/pair/share. Written: Story recall writing consolidation - dictated sentences closely matched to phonics. Encourage now independent composition.</p> <p>The Extraordinary gardener</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>extraordinary</li> <li>imagination</li> <li>skyscrapers</li> <li>soared</li> <li>roamed</li> <li>daydreaming</li> <li>prune</li> <li>preen</li> <li>sow</li> </ul>	<p>Oral: encourage range of independent ideas – use a range of sentence starters and conjunctions. Use independent think/pair/share Written: Sentence writing consolidation - dictated sentences closely matched to phonics. Encourage now independent composition. Use range of sentence starters. Revisit conjunctions.</p> <p>Can You See the Stars Tonight?</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>energetically</li> <li>pollution</li> <li>solution</li> <li>overwhelmed</li> <li>hopeless</li> <li>reduce</li> <li>announced</li> </ul>
6	<p>Oral: generating rhyming strings/ stem sentence use – learning how to think/ pair/ share Written: Consolidation of rhyme – continuing a rhyming string - dictated words closely matched to phonics.</p> <p>A Superhero Like You</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>speedy</li> <li>explore</li> <li>carer</li> <li>kindness</li> <li>recycling</li> <li>planet</li> </ul>	<p>Oral: encourage independent ideas taken from personal experiences. Model use of full sentences/ stem sentence use – learning how to think/ pair/ share Written: An introduction to list writing - dictated words closely matched to phonics.</p> <p>Nativity Story</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>afraid</li> <li>tiring</li> <li>travelled</li> <li>crowded</li> <li>journey</li> <li>above</li> <li>arrived</li> <li>hurried</li> </ul>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share. Encourage independent ideas taken from story recall Written: An introduction to simple story retell - dictated sentences closely matched to phonics. Encourage now independent composition.</p> <p>One Snowy Night</p>	<p>Oral: encourage range of independent ideas taken from personal experiences – use a range of sentence starters Use independent think/pair/share. Written: Sentence writing consolidation - dictated sentences closely matched to phonics. Encourage now independent composition. Use range of sentence starters. Revisit conjunctions.</p> <p>The Most Exciting Eid</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>squeals</li> <li>guests</li> <li>droopy</li> <li>beaming</li> <li>moments</li> <li>fasting</li> </ul>	<p>Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share. Sentence writing consolidation - dictated sentence closely matched to phonics. Encourage increased independent composition now in writing linked to phonics.</p> <p>The Extraordinary gardener</p>	<p>Oral: encourage range of independent ideas taken from personal experiences – use a range of sentence starters. Use independent think/pair/share Written: Sentence writing consolidation - dictated sentences closely matched to phonics. Encourage now independent composition. Use range of sentence starters. Use conjunctions.</p> <p>What Makes Me, Me</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>might</li> <li>beserk</li> <li>stomped</li> <li>full of beans</li> <li>rooted to the spot</li> <li>lightning fast</li> <li>similar</li> </ul>
7	<p>Oral: model use of full sentences/ stem sentence use – learning how to think/ pair/ share Written: Introduction to instruction writing - dictated sentence closely matched to phonics.</p> <p>The Best Diwali Ever</p> <p>Recapped from F1 Recapped from F2</p> <ul style="list-style-type: none"> <li>annoying</li> <li>ruined</li> <li>embarrassing</li> <li>smudges</li> <li>cousins</li> </ul>	<p>Oral: encourage independent ideas taken from personal experiences. Model use of full sentences/ stem sentence use – learning how to think/ pair/ share Written: A consolidation of list writing - dictated words closely matched to phonics.</p> <p>Nativity Story</p>				<p>Oral: encourage range of independent ideas taken from personal experiences – use a range of sentence starters. Use independent think/pair/share Written: Sentence writing consolidation - dictated sentences closely matched to phonics. Encourage now independent composition. Use range of sentence starters. Use conjunctions.</p> <p>What Makes Me, Me</p>

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8			Oral: model use of full sentences/ stem sentence use – developing independent think/ pair/ share Written: dictated sentences closely matched to phonics. The Nativity Story				