

KS1 LEAP INTO LITERACY SCHEME OF WORK

RECEPTION

Unit 1

Autumn Days (Phonics)

- Adding labels to a diagram/image
- Locating and retrieving information
 - Retelling stories
 - Syllables
 - Blending sounds

Unit 2

The Season of Light
(Alphabet and Spelling)

- Expanding vocabulary
 - Spelling
- Winter poetry

Unit 3

New Beginnings

(Names, labels and captions)

- To talk about preferences
- One sound, different spelling
 - Labels & captions
 - Link sounds to letters
- Begin to read words and simple sentences

Unit 4

Spring has sprung!
(Comprehension)

- To follow directions and instructions
- To respond to instructions including two part sequences
- To answer "How" and "Why" questions

Unit 5

The Great Outdoors (Non-fiction)

- Use appropriate story language to re-enact/re-tell events
 - To speak with confidence during circle/carpet times
- To listen and respond appropriately with relevant comments, questions or actions

Unit 6

Summer Sun
(Fiction and Fantasy)

- Use appropriate story language to re-enact/re-tell simple and familiar stories
 - To follow a story without props and pictures
- To recognise past and future tenses



KS1 LEAP INTO LITERACY SCHEME OF WORK

YEAR ONE

Unit 1

Autumn Days (Phonics)

- To use phonic sounds to de-code words
- To use phonic sounds to write recognisable words
- Retelling stories
- To respond speedily with the correct sound to graphemes
- To read accurately by blending sounds in unfamiliar words

Unit 2

The Season of Light
(Alphabet and Spelling)

- Expanding vocabulary
- Spelling (days of the week, common exception words)
- Same sound, different spelling
- To appreciate rhymes and poems, and to recite some by heart

Unit 3

New Beginnings

(Names, labels and captions)

- To retell sequences of events
- To write and read labels
- To read common exception words
- To recognise and join in with predictable phrases
- To link what they read or hear to their own experiences

Unit 4

Spring has sprung!
(Comprehension)

- To explain clearly their understanding of what is read to them
- To check that the text makes sense to them as they read, and correct inaccurate reading
- To predict what might happen on the basis of what has been read so far
- To participate in discussion about what is read to them, taking turns and listening to what others say



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Unit 5

The Great Outdoors (Non-fiction)

- Use appropriate story language to re-enact/re-tell events
- To join clauses
- To sequence sentences
- To use exclamation and question marks
- To compose a sentence orally before writing it

Unit 6

Summer Sun
(Fiction)

- Imitation, Innovation and Invention
- To follow a story
- To recognise past and future tense
- To discuss word meanings, linking new meanings to those already known



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YEAR TWO

Unit 1

Autumn Days (Phonics)

- To read accurately by blending the sounds in words
- To recognise alternative sounds for graphemes
- To read accurately words of two or more syllables that contain the same graphemes

Unit 2

The Season of Light
(Alphabet and Spelling)

- Expanding vocabulary
- To learn new ways of spelling phonemes for which 1 or more spellings are already known
- To add suffixes to spell longer words
- To use the possessive apostrophe

Unit 3

New Beginnings

(Names, labels and captions)

- To retell sequences of events
- To write and read labels
- To spell common exception words
- To recognise and join in with predictable phrases
- To write from memory simple sentences dictated by the teacher

Unit 4

Spring has sprung!
(Comprehension)

- To explain clearly their understanding of what is read to them
- To discuss the sequence of events in books and how items of information are related
- To discuss and clarify the meanings of words, linking new meanings to known vocabulary
- To answer and ask questions



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Unit 5

The Great Outdoors (Non-fiction)

- To use sentences for different functions :
statement,
question,
exclamation,
command
- To write a list
- To use exclamation and question marks

Unit 6

Summer Sun
(Fiction)

- Imitation, Innovation and Invention
- To expand noun phrases
- To recognise past and future tense
- Read aloud with appropriate intonation
- To use "or", "and" and "but"

