

OVERVIEW FOR POWER OF READING OR LITERACY UNIT	
Book or Key focus: Tanka, Tanka, Skunk Hickory Dickory Dog	Term: Reception Autumn Term 2020
OUTCOME:	
<p style="text-align: center;">Reading objectives</p> <ul style="list-style-type: none"> • <i>Baseline assessments.</i> • Shows awareness of rhyme and alliteration and recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently and handles them carefully. • Knows information can be relayed in the form of print. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Begin to hear and say initial sounds in words. • Begin to link sounds to letters, naming and sounding letters of the alphabet. • Begin to segment and blend words (orally). 	<p style="text-align: center;">Grammar objectives</p>
<p style="text-align: center;">Writing objectives</p> <ul style="list-style-type: none"> • <i>Baseline</i> • Fine/gross motor development to help with pencil grip. • Give meanings to marks they make. • Ascribe meanings to marks they see in different places. • To be able to recognise and write own names. • Begin to hear and say initial sounds in words. • Begin to link sounds to letters, naming and sounding letters of the alphabet. • Begin to blend and segment words (orally). 	<p style="text-align: center;">Punctuation objectives</p>
<p>Spelling objectives</p> <p>Letters and sounds Phase 1, to support pre-phonics skills: Aspect 1 – general sound discrimination (environmental sounds), aspect 2 - general sound discrimination (instrumental sounds), aspect 3 – general sound discrimination (body percussion), aspect 4 – rhythm and rhyme, aspect 5 – alliteration, aspect 6 – voice sounds, aspect 7 – oral blending and segmenting.</p>	

OVERVIEW FOR POWER OF READING OR LITERACY UNIT		
Book or Key focus: Tanka, Tanka, Skunk Hickory Dickory Dog		Term: Year 1 Autumn Term 2020
OUTCOME:		
Reading objectives <ul style="list-style-type: none"> To be able to segment the sounds in words and blend them together, knowing which letters represent them. Link sounds to letters, naming and sounding the letters of the alphabet. Read simple words and sentences. Use vocabulary and forms of speech, which are influenced by their experiences of books. Use phonics knowledge to decode regular words and read them aloud accurately. Be able to read some common irregular words. Demonstrate understanding when talking with others about what they have read. 		Grammar objectives <ul style="list-style-type: none"> Sentence construction. To be able to write a sentence.
Writing objectives <ul style="list-style-type: none"> To be able to segment sounds in words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. Use clearly identifiable letters to communicate meaning, representing sounds correctly and in sequence. Write short sentences in meaningful contexts, which can be read by themselves and others. Use phonics knowledge to write words which match their spoken sounds. Write some common irregular words. 		Punctuation objectives <ul style="list-style-type: none"> Finger spaces. Full stops. Introduce capital letters.
Spelling objectives Revise stage 1 song of sounds, sounds. Revise stage 1 song of sounds tricky words (reading and writing)		