

## Medium Term Plan Literacy – Reception Autumn Term 2019

Focus	Early Years Outcomes 40-60 months	Possible outcomes	Texts being used	Letters and sounds
<p><b>Print around us</b> <b>Eg names &amp; labels</b></p>	<p><b>Communication and Language:</b>  <b>U:</b>Listens and responds to ideas expressed by others  <b>S:</b>Links Statements and sticks to a theme  <b>S:</b>Uses to talk to organise, sequence and clarify feelings</p> <p><b>Physical:</b> Begins to form recognisable letters, uses a pencil and holds it correctly to form recognisable letters.</p> <p><b>Reading:</b> Begins to reads words</p> <p><b>Writing:</b> Links, sounds to letters, naming and sounding the letters of the alphabet Writes own name and other things such as labels and captions.</p>	<p>Classroom print</p> <p>Name cards &amp; name games</p> <p>Environmental print</p>	<p>Week 1 – name cards</p> <p>Week 5 - What makes me happy (Catherine Anholt and Laurence Anholt) Feeling book – I am happy when, sad when etc</p> <p>Week 4 – Print around us</p>	<p>Week1 – Alphabet</p> <p>Week 5 – GOCK Tricky words ‘I’ ‘and’ ‘when’</p> <p>Week 4 – INMD Phase 2 sounds learnt so far.</p>
<p><b>Alphabet books, chants, rhymes and songs</b> <b>Eg A, B, C</b></p>	<p><b>Communication and Language</b>  <b>U:</b> Able to follow a story without pictures and props  Listens and responds to ideas expressed by others  <b>S:</b> Uses language to imagine and recreate roles and experiences in play situations  Introduces a storyline or narrative into their play</p> <p><b>Physical:</b> Begins to form recognisable letters, uses a pencil and holds it correctly to form recognisable letters.</p> <p><b>Reading:</b> Begins to reads words and simple sentences</p> <p><b>Writing:</b> Begins to break the flow of speech into words Uses clearly identifiable letters to communicate meaning, representing some sounds correctly Writes own name and other things such as labels and captions Attempts to write sentences in meaningful contexts</p>	<p>Writing based on familiar text/bookmaking (class text), e.g. adapted version about the desert, town or local area</p> <p>Re-enactment of story in correct sequence</p> <p>Individual mini-books / zigzag books of story</p>	<p>Week 2 – Alliteration Hands (eg Annie Apple)</p> <p>Week 3 – I’m Special I’m Me (Anne Meek)</p> <p>What I like about me (Allia Zobel-Nolan) - Expert Cards</p>	<p>Week 2 – Alphabet</p> <p>Week 3 – SATP tricky word ‘I’</p>
<p><b>Nursery Rhymes</b> <b>Eg one, two, buckle my shoe</b></p>	<p><b>Communication and Language</b>  <b>U:</b> Understands humour – e.g. nonsense rhymes  <b>S:</b> Uses language to imagine and recreate roles and experiences in play situations  Introduces a storyline or narrative into their play</p> <p><b>Physical:</b> Begins to form recognisable letters, uses a pencil and holds it correctly to form recognisable letters.</p> <p><b>Reading:</b> Continues a rhyming string Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p><b>Writing:</b> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books Uses clearly identifiable letters to communicate meaning Attempts to write sentences in meaningful contexts Continues a rhyming string</p>	<p>Nursery Rhymes and chants</p> <p>Poetry posters, cards</p>	<p>Week 7– Nursery Rhyme Challenge/ Dear Mother Goose (Nick Sharratt)</p>	<p>Week 7 – H B F FF LL SS Tricky words - ‘no’ ‘go’ ‘I’</p>

<p><b>Print all around us (2):</b> <b>Lists, captions, instructions</b></p>	<p><b>Communication and Language</b>  <b>U:</b> Responds to instructions, Listens and responds to ideas expressed by others  <b>S:</b> Uses to talk to organise, sequence and clarify feelings  Uses language to imagine and recreate roles and experiences in play situations, Introduces a storyline or narrative into their play  Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p><b>Physical:</b> Begins to form recognisable letters, uses a pencil and holds it correctly to form recognisable letters.</p> <p><b>Reading:</b> Begins to reads words  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p><b>Writing:</b> Links, sounds to letters, naming and sounding the letters of the alphabet  Writes own name and other things such as labels and captions.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books  Uses clearly identifiable letters to communicate meaning  Attempts to write sentences in meaningful contexts</p>	<p>Role-play area resources with lists and signs, notices which children create and use.  Recipes, lists, labels, captions, instructions, letter.</p>	<p>Week 8 – Labels – writing labels for senses, body parts Look Inside: Your Body (Usborne) – (Louie Stowell)  Week 9: Class Café  Week 10 – The Treasure Hunt (Nick Butterworth)  Week 11 Big Write – Thank you letter to Percy the Park Keeper  Week 12 – about Workshop week &amp; Christmas Card Inserts</p>	<p>Week 8 – FF LL SS Tricky words – ‘no’ ‘go’ ‘I’  Week 9 – Phase 2 revision  Week 10 – J V W X Revision of phase 2 tricky words  Week 11 – Y Z ZZ QU Tricky words – phase 3 ‘he’ ‘she’ - reading  Week 12 – CH SH TH NG Revision of phase 2 tricky words</p>
<p><b>Narrative: predictable structures and patterned language</b> <b>Eg Tell me a story</b></p>	<p><b>Communication and Language</b>  <b>U:</b> Able to follow a story without pictures and props  Listens and responds to ideas expressed by others  <b>S:</b> Uses language to imagine and recreate roles and experiences in play situations, Introduces a storyline or narrative into their play</p> <p><b>Physical:</b> Begins to form recognisable letters, uses a pencil and holds it correctly to form recognisable letters.</p> <p><b>Reading:</b> Begins to reads words  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Enjoys an increasing range of books</p> <p><b>Writing:</b> Links, sounds to letters, naming and sounding the letters of the alphabet  Writes own name and other things such as labels and captions.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books  Uses clearly identifiable letters to communicate meaning  Attempts to write sentences in meaningful contexts</p>	<p>Retelling stories using a variety of props/artefacts  Puppet plays  Story Boards  Mini Books</p>	<p>Week 6 – Spaghetti with the yeti (Charlotte and Adam Guillain)  Doughnuts for a dragon (Charlotte and Adam Guillain)  -  Week 13: Letter to Santa</p>	<p>Week 6 – CK E U R Tricky words – ‘to’ ‘the’ ‘and’</p> <p>Week 13 – TH AI EE OA Revision of phase 2 tricky words</p>

<p><b>Other literacy opportunities</b></p>	<p><b>Communication and Language</b>  <b>U:</b> Able to follow a story without pictures and props  Listens and responds to ideas expressed by others  <b>S:</b> Uses language to imagine and recreate roles and experiences in play situations, Introduces a storyline or narrative into their play</p> <p><b>Physical:</b> Begins to form recognisable letters, uses a pencil and holds it correctly to form recognisable letters.</p> <p><b>Reading:</b> Begins to reads words  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Enjoys an increasing range of books</p> <p><b>Writing:</b> Links, sounds to letters, naming and sounding the letters of the alphabet  Writes own name and other things such as labels and captions.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books  Uses clearly identifiable letters to communicate meaning  Attempts to write sentences in meaningful contexts</p>	<p>Information writing related to own experiences of workshop week</p> <p>Making a Christmas wish</p> <p>Sequencing Christmas story</p>	<p>Week 14 – Christmas Story  Week 15 – Christmas around the world (2 days), inc St. Nicholas and traditions</p>	<p>Week 14- Revision and Assessment Phase 2</p>
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