

# Medium Term Plan Literacy – Reception Spring Term 2020

Focus	EYFS Curriculum Links	Possible outcomes	Texts being used	Letters and sounds
<p><b>Non-fiction:</b> Transport and space fictional books. Retelling familiar stories.</p>	<p><u>Development Matters</u> <b>Communication and Language:</b> L&amp;A: Maintains attention and concentrates and sits quietly during appropriate activity, two channelled attention U: Listens and responds to ideas expressed by others, links Statements and sticks to a theme, responds to instructions S: Uses to talk to organise, sequence and clarify feelings, extends vocabulary, especially by grouping and naming <b>Physical:</b> Begins to form recognisable letters, uses a pencil and holds it correctly to form recognisable letters. <b>Literacy:</b> R: Continues a rhyming string, reads words and simple sentences, uses vocabulary and forms of speech which are influenced by their experiences of books, enjoys an increasing range of books. Knows that information can be retrieved from books and computers. W: Links, sounds to letters, naming and sounding the letters of the alphabet Writes own name and other things such as labels and captions, breaks the flow of speech into words, can segment words and blend together, uses clearly identifiable letters, attempts to write short sentences in meaningful contexts</p> <p><u>Early Learning Goals</u> <b>Communication and Language:</b> L&amp;A: Respond to what they hear with relevant comments, questions or actions. U: answer 'how' and 'why' questions about their experiences and in response to stories or events. S: develop their own narratives and explanations by connecting ideas or events children express themselves effectively, use past, present and future forms when talking about events that have happened or happen in the future <b>Physical Development:</b> MH: handle equipment and tools effectively, including pencils for writing <b>Literacy:</b> R: Show they understand when talking with others about what they have read children read and understand simple sentences W: children use their phonic knowledge to write words in ways which match their spoken sounds , write some irregular common words, write simple sentences which can be read by themselves and others, Some words are spelt correctly and others are phonetically plausible.</p>	<p>Use writing to provide simple sentence about their own space ship (incorporating when, who, what, where, why)</p> <p>Children write a simple questionnaire and tape-record answers about transport .. how we come to school.</p> <p>Children to produce book about transport</p>	<p>Week 5– Whatever Next (Jill Murphy). Instruction writing.</p> <p>Week 10 – Transport NF Transport book – simple book about different types of transport and their uses</p> <p>Week 11 – Questionnaire about how the children come to school.</p> <p>Question Cards: In pm introduce children to question cards – write questions about what they want to find out.</p>	<p>Week 5 igh, ear, air, ure tricky word my</p> <p>Week 10 Practise all GPCs word all</p> <p>Week 11 Revision of Phase 3 sounds and tricky words learnt so far</p>
<p><b>Narrative</b> Traditional tales. Use of story language</p>	<p><u>Development Matters</u> <b>Communication and Language:</b> L&amp;A: Maintains attention and concentrates and sits quietly during appropriate activity, two channelled attention U: Listens and responds to ideas expressed by others, links Statements and sticks to a theme, responds to instructions S: Uses to talk to organise, sequence and clarify feelings, extends vocabulary, especially by grouping and naming, introduces storyline and narrative into play, uses language to imagine and recreate roles <b>Physical:</b> Begins to form recognisable letters, uses a pencil and holds it correctly to form recognisable letters. <b>Literacy:</b> R: Continues a rhyming string, reads words and simple sentences, uses vocabulary and forms of speech which are influenced by their experiences of books, enjoys an increasing range of books. W: Links, sounds to letters, naming and sounding the letters of the alphabet Writes own name and other things such as labels and captions, breaks the flow of speech into words, can segment words and blend together, uses clearly identifiable letters, attempts to write short sentences in meaningful contexts</p> <p><u>Early Learning Goals</u> <b>Communication and Language:</b> L&amp;A: listen attentively in a range of situations, listen to stories accurately anticipating key events U: answer 'how' and 'why' questions about their experiences and in response to stories or events, children express themselves effectively <b>Physical Development:</b> MH: handle equipment and tools effectively, including pencils for writing <b>Literacy:</b> R: Show they understand when talking with others about what they have read children read and understand simple sentences W: children use their phonic knowledge to write words in ways which match their spoken sounds , write some irregular common words, write simple sentences which can be read by themselves and others, some words are spelt correctly and others are phonetically plausible. <b>EAD:</b> BI: represent their own ideas, thoughts and feelings through, role-play &amp; stories</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 1, 2 - When the Dragons Came (Lynne Moore)</p> <p>Week 3 4 – Cinderella (using Pie planning to then construct own by week 4)</p> <p>Week 8 &amp; 9 (big writing) – The Train Ride (June Crebbin)</p>	<p>Week 1 ch, sh, th (un-voiced), ng, nk Tricky words no, go, I, the, to</p> <p>Week 2 th (voiced), ai, ee, oa, tricky words the and to</p> <p>Week 3 oo, oi, ar, or tricky words we, me, be</p> <p>Week 4 ur, ow, oo, er tricky words no and go</p> <p>Week 8 Practise previously learned GPCs word they</p> <p>Week 9 Practise all GPCs word her</p>

<p><b>Poetry: modern rhymes and action verses</b></p>	<p><u>Development Matters</u> <b>Communication and Language:</b> L&amp;A: Maintains attention and concentrates and sits quietly during appropriate activity, two channelled attention U: Listens and responds to ideas expressed by others, links statements and sticks to a theme, responds to instructions S: Uses to talk to organise, sequence and clarify feelings, extends vocabulary, especially by grouping and naming, introduces storyline and narrative into play, uses language to imagine and recreate roles <b>Physical:</b> Begins to form recognisable letters, uses a pencil and holds it correctly to form recognisable letters. <b>Literacy:</b> R: Continues a rhyming string, reads words and simple sentences, uses vocabulary and forms of speech which are influenced by their experiences of books, enjoys an increasing range of books. W: Links, sounds to letters, naming and sounding the letters of the alphabet Writes own name and other things such as labels and captions, breaks the flow of speech into words, can segment words and blend together, uses clearly identifiable letters, attempts to write short sentences in meaningful contexts, continues a rhyming string <u>Early Learning Goals</u> <b>Communication and Language:</b> L&amp;A: listen attentively in a range of situations S: showing awareness of listeners' needs, children express themselves effectively <b>Physical Development:</b> MH: handle equipment and tools effectively, including pencils for writing <b>Literacy:</b> R: Show they understand when talking with others about what they have read children read and understand simple sentences w: children use their phonic knowledge to write words in ways which match their spoken sounds, write some irregular common words, write simple sentences which can be read by themselves and others, some words are spelt correctly and others are phonetically plausible. <b>EAD:</b> BI: represent their own ideas, thoughts and feelings through, role-play &amp; stories</p>	<p>Teacher scribed shared poem that differs from the original text</p> <p>Performance of action verses</p> <p>Own zig zag books of story verse.</p>	<p>Week 7 songs/poems from around the world – BOOK WEEK My Granny Went To Market (Helen MacGregor)</p> <p>Week 12 – poems re Transport.</p> <p>Week 6 – space poems</p>	<p>Week 6 <b>assessment of coverage this half term</b> tricky word <b>my</b> Week 7 Practise previously learned GPCs word <b>you</b></p> <p>Week 12 Revision of Phase 3 sounds and tricky words learnt so far</p>
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