

Medium Term Plan Literacy – Reception Summer Term 2020

Focus	EYFS Curriculum Links	Possible outcomes	Texts being used	Letters and sounds
<p>Non-fiction: Creating diaries linking to UW.</p>	<p>Development Matters Communication and Language: L&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 Physical: Begins to form recognisable letters, uses a pencil and holds it correctly to form recognisable letters. Literacy: 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 come from both 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>Early Learning Goals Communication and Language: L&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. children follow instructions involving several ideas or actions 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 Physical Development: MH: handle equipment and tools effectively, including pencils for writing Literacy: R: Show they understand when talking with others about what they have read children read and understand simple sentences Enjoys an increasing range of books Knows that information can be retrieved from books and computers 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>A series of questions and answers linked to aspects of work in other areas of learning (oral/written) Labels/captions for display</p>	<p>Plant lifecycle, what plants need.</p> <p>Week 2 & 3 and 5 (update) – Bean Diary</p> <p>Week 9 – Life cycles- Frog, Chicken, Hedgehog – use Big NF Book</p> <p>Week 10 – Class pets visit another school</p> <p>Week 12: recount of school visit and letter to new Year 1 teacher</p>	<p>Week 2 – Practise recognition and recall of Phase Two and Three graphemes ee, oo, er, ow tricky words have, like, some, come</p> <p>Week 3 – Practise recognition and recall of Phase Two and Three graphemes – oa, oi, ar, ie tricky words were, there, little, one</p> <p>Week 9 – Recap and assess children against phase 4 - writing</p> <p>Week 10-12 Revision of Phase 2/3 sounds and tricky words+ Phase 4 Tricky words</p>
<p>Narrative Retelling of familiar stories</p>	<p>Development Matters Communication and Language: L&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 Physical: Begins to form recognisable letters, uses a pencil and holds it correctly to form recognisable letters. Literacy: 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>Early Learning Goals Communication and Language: L&A: listen attentively in a range of situations, listen to stories accurately anticipating key events U: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. S: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events Physical Development: MH: handle equipment and tools effectively, including pencils for writing Literacy: 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</p>	<p>Stories structured using sentence cards Narrative retold in correct sequence Class/group book based on shared read Story map (used to retell or highlight actions/reactions) 'Wall story' display. Class/group book based on shared read or A 'wall story' display Simple sentences, with capital letter and full stop, matched to pictures or sequences of pictures</p>	<p>Week 1 – Titch (Pat Hutchins) Eric Carle – The Tiny Seed</p> <p>Week 4– Jack and the beanstalk</p> <p>Week 5 – Jack and the beanstalk.</p> <p>Week 8 – Eric Carle- minibeast books</p> <p>Week 7 - CPASW</p>	<p>Week 1 Practise recognition and recall of Phase Two and Three graphemes tricky words said, so</p> <p>Week 4 – Practise recognition and recall of Phase Two & Three graphemes – igh, ear, ure, air tricky words do, when, out, what</p> <p>Week 5-6 – Recap and assess and review phase 4.</p> <p>Week 7-8 – Recap and assess children against phase 4 -</p>

	<p>words are spelt correctly and others are phonetically plausible.</p> <p>EAD: BI: represent their own ideas, thoughts and feelings through, role-play & stories</p>			reading
<p>Poetry: modern rhymes and action verses</p>	<p>Development Matters Communication and Language: L&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 Physical: Begins to form recognisable letters, uses a pencil and holds it correctly to form recognisable letters. Literacy: 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 Early Learning Goals Communication and Language: L&A: listen attentively in a range of situations S: showing awareness of listeners' needs, children express themselves effectively Physical Development: MH: handle equipment and tools effectively, including pencils for writing Literacy: 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. EAD: BI: represent their own ideas, thoughts and feelings through, role-play & stories</p>	<p>Extending poems/chants based on strong structures, e.g. new verses/lines Collect an anthology of favourite poems and chants Performance of favourite poems and chants</p>	<p>Week 6 – Polar Polar Bear, Brown Bear, Brown Bear - Eric Carle- minibeast books</p> <p>Week 11 – animal poems</p>	<p>Week 5-6 – Recap and assess and review phase 4. Week 10-12 Revision of Phase 2/3 sounds and tricky words+ Phase 4 Tricky words</p>