

## Medium Term Plan Literacy – Reception Autumn Term 2016

Focus	Development Matters 40-60 months	Primary Framework	Possible outcomes	Texts being used
<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>U:</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>Strand  1 b, 2 b &amp; c  3 a &amp; b 6  7 a &amp; c 8 a  9 10 11</p>	<p>Classroom print  Name cards &amp; name games  Environmental print</p>	<p>Week 1 – name cards  Week 5 - Feeling book – I am happy when, sad when etc  Week 4 – Print around us</p>
<p><b>Alphabet books, chants, rhymes and songs</b>  e.g A, B, C</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>Strand  1 a, b, c , d &amp; e  2 a, b &amp; c  3 a &amp; b 4  6 7 a, b, c &amp; d  8 a, b &amp; c  9, 10 &amp; 11</p>	<p>Writing based on familiar text/bookmaking (class text), e.g. adapted version about the desert, town or local area  Re-enactment of story in correct sequence  Individual mini-books / zigzag books of story</p>	<p>Week 2 – Alliteration hands – write alphabet on their hands (try and relate to their name e.g. Annie Apple)  Week 3 – Expert Cards  Week 9 – The 3 little Pigs: Alternative ending</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</p>	<p>Strand  1a, d, e 2a, b, c  5a, b 7a, b  8a 9 10</p>	<p>Nursery Rhymes and chants  Poetry posters, cards</p>	<p>Week 10– Nursery Rhyme Challenge/ Dear Mother Goose</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><b>Strand</b>  1b 2 b &amp; c  3a, b 7a, b &amp; c  8b  9 10 11</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 7 – Labels – writing labels for materials, senses, body parts  Week 8: Class Café (Maths and Science Week)  Week 11 – Big Writing – Letter to Mother Goose  Week 12 – about Workshop week.</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><b>Strand</b>  1a, c 2a, b  4 7a, c, d  8a, b, c 9 10  11</p>	<p>Retelling stories using a variety of props/artefacts  Puppet plays  Story Boards  Mini Books</p>	<p>Week 6 – Spaghetti for Suzy  Week 13: Range of Traditional Tales (st Nicholas) for re-telling and sequencing/letter to Santa.</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><b>Strand</b>  1a,b,c,e 2a,b,c  3b, 4  5b,e,g,h,i  7c,d 8a,c,d 9  10 11</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 – Letter to Santa/Christmas panto activities</p>
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