

Medium Term Plan Literacy – Reception Spring Term 2017

Focus	EYFS Curriculum Links	Primary Framework	Possible outcomes	Texts being used
Non-fiction:	<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 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. 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 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>	Strand 1 b, 2 b & c 3 a & b 6 7 a & c 8 a 9 10 11	Children write simple facts about toys – how they move, what they are made from, how they work Set up and write labels/ captions and posters Produce a class-made information book about Victorian Toys. Use writing to provide simple sentence about the world around them (incorporating when, who, what, where, why)	Week 4 – Facts about our toys Week 3 – Victorian Toys Week 11- The World came to my place today
Narrative	<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: answer 'how' and 'why' questions about their experiences and in response to stories or events, 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>	Strand 1 a, b, c , d & e 2 a, b & c 3 a & b 4 6 7 a, b, c & d 8 a, b & c 9, 10 & 11	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 Comparison of spoken and written forms of familiar story for similarities and differences Writing in role	Week 1&2 – Kippers Toy box – Imaginative story what happens to their toys at night. Children bring their toys in. Week 8-10: Big Write The Magic Bed Children write a simple story about their own magic bed and where it takes them. Week 12: Easter Story

<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: Bl: represent their own ideas, thoughts and feelings through, role-play & stories</p>	<p>Strand 1a, d, e 2a, b, c 5a, b 7a, b 8a 9 10</p>	<p>Teacher scribed shared poem that differs from the original text Performance of action verses Own zig zag books of story verse.</p>	<p>Week 5&6: Toy Poems Week 7 – songs/poems from around the world – BOOK WEEK</p>
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Focus writing each week:

- Teddy bears picnic- shopping lists, place cards and invites
- Superhero table
- Toy table- Label toys
- Witches table- Potion writing
- Pirate table- Maps
- Valentine's day- cards and envelopes
- Holiday suitcase- Write postcards
- Travel agents- booking forms
- Toy table- instructions
- Travelling teddy – letters from and to teddy
- Easter- Cards
- Construction site
- Police cordon site