

## Medium Term Plan Literacy – Reception Autumn Term 2021

Focus	Early Years Outcomes: Children in Reception	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> Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p><b>Physical:</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p><b>Literacy:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</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> Listen to and talk about stories to build familiarity and understanding. Engage in storytimes.</p> <p><b>Expressive Arts and Design:</b> Develop storylines in their pretend play.</p> <p><b>Physical:</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p><b>Literacy:</b> Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s.</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> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding.</p> <p><b>Expressive Arts and Design:</b> Develop storylines in their pretend play</p> <p><b>Physical:</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p><b>Literacy:</b> Spell words by identifying the sounds and then writing the sound with</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>

	letter/s. Form lower-case and capital letters correctly.			
<b>Print all around us (2): Lists, captions, instructions</b>	<p><b>Communication and Language</b> Understand how to listen carefully and why listening is important. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in non-fiction books. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences.</p> <p><b>Expressive Arts and Design:</b> Develop storylines in their pretend play</p> <p><b>Physical:</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p><b>Literacy:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p>	Role-play area resources with lists and signs, notices which children create and use. Recipes, lists, labels, captions, instructions, letter.	<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>
<b>Narrative: predictable structures and patterned language Eg Tell me a story</b>	<p><b>Communication and Language:</b> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p><b>Expressive Arts and Design:</b> Develop storylines in their pretend play</p> <p><b>Physical:</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p><b>Literacy:</b> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Spell words by identifying the sounds and then writing the sound with</p>	Retelling stories using a variety of props/artefacts Puppet plays Story Boards Mini Books	<p>Week 6 – Spaghetti with the yeti (Charlotte and Adam Guillain) Doughnuts for a dragon (Charlotte and Adam Guillain) -</p> <p>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>letter/s. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p>			
<p><b>Other literacy opportunities</b></p>	<p><b>Communication and Language:</b> Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in storytimes. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Ask questions to find out more and to check they understand what has been said to them.</p> <p><b>Expressive Arts and Design:</b> Develop storylines in their pretend play</p> <p><b>Physical:</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p><b>Literacy:</b> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</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 /16– Christmas around the world, inc St. Nicholas and traditions</p>	<p>Week 14- Revision and Assessment Phase 2</p>