

Medium Term Plan Literacy – Reception Summer Term 2021

Focus	EYFS Curriculum Links	Possible outcomes	Texts being used	Letters and sounds
<p>Non-fiction:</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>Children create their own Minibeast fact sheet</p> <p>Children create own recipe sheet</p> <p>Create a class book about people who help us.</p>	<p>Week1&2: <u>Minibeast Questions</u> – children think of their own questions about minibeasts and use non-fiction books and computers to find the answers. (Links to ICT)</p> <p>Week: 4&5 <u>Instructions</u> Children make a butterfly sandwich and write simple instructions for others to follow. (Links to D&T)</p> <p>Week 12: People who help us class book.</p>	<p>Week 1 Practise recognition and recall of Phase Two and Three graphemes tricky words said, so</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 4 – Practise recognition and recall of Phase Two & Three graphemes – igh, ear, ure, air tricky words do, when, out, what</p> <p>Week 5 – Recap and assess and review phase 4. Week 12 - Revision of Phase 2/3 sounds and tricky words+ Phase 4 Tricky words</p>
<p>Narrative</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</p>	<p>Sequencing book</p> <p>Big Write - Report</p>	<p>Week: 6&7 <u>Hungry Caterpillar</u> - Eric Carle- minibeast books Links to (UW)</p> <p>Week:9-11 <u>There's a dragon in school!</u> Children to complete a focus piece of work about a naughty dragon who has caused havoc in the school.</p>	<p>Week 6 – Recap and assess and review phase 4. Week 7 – Recap and assess children against phase 4 - reading Week 9 – Recap and assess children against phase 4 - writing Week 10&11 Revision</p>

	<p>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 words are spelt correctly and others are phonetically plausible. EAD: Bl: represent their own ideas, thoughts and feelings through, role-play & stories</p>		<p>9. Become reporters – interview and ask questions about the incident – how, why, when where 10. Guided Writing: Using information to create a report 11. Big Write: Writing a report about the naughty dragon.</p>	<p>of Phase 2/3 sounds and tricky words+ Phase 4 Tricky words</p>
<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>Perform poems to the class Oral rehearsal and recital Create own poems</p>	<p>Week: 3 <u>Minibeast Poems – Poems by Eric Carle</u> Week: 13 People who help us poems Week 8: CPA week</p>	<p>Week 3 – Practise recognition and recall of Phase Two and Three graphemes – oa, oi, ar, ie tricky words were, there, little, one Week 8 – Recap and assess children against phase 4 - reading Week 13 Revision of Phase 2/3 sounds and tricky words+ Phase 4 Tricky words</p>