

Reception English Medium Term Plan

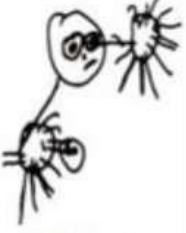

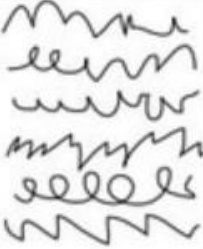

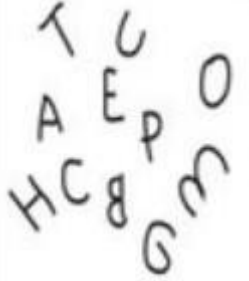

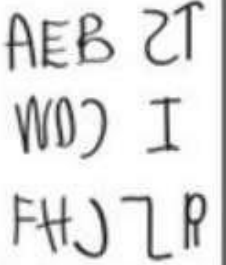
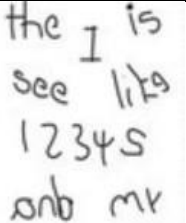

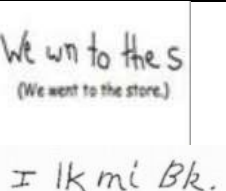
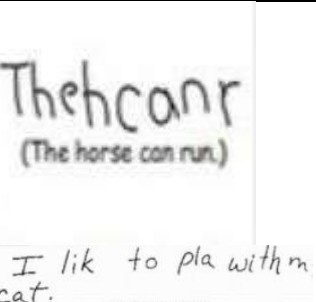
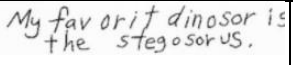
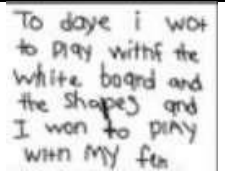
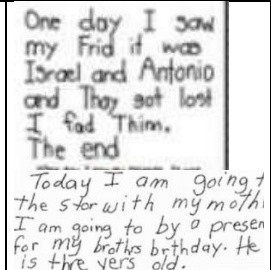
Literacy	Possible Key Focus Texts	<ul style="list-style-type: none">• Colour Monster• Brown Bear, Brown Bear• Owl Babies• Goldilocks and the Three Bears• All are Welcome Here• Marvellous Me• Martha Maps it Out	<ul style="list-style-type: none">• Room on a Broom• The Best Diwali Ever• Poles Apart• Where Going on a Bear Hunt• Cake• Lets Celebrate• Dear Santa• The Nativity	<ul style="list-style-type: none">• Aliens Love Underpants• Whatever Next• The Man on the Moon• How to Catch a Star• Look Up• Goodnight Spaceman• Draw Me a Star	<ul style="list-style-type: none">• The Very Hungry Caterpillar• How to Grow a Dinosaur• Dear Dinosaur• How Do Dinosaurs Say Goodnight?• The Dinosaur’s Diary• Dinosaur Roar• Am I Yours?• The Easter Story	<ul style="list-style-type: none">• A Squash and a Squeeze• Little Red Hen• Farmer Duck• The Three Little Pigs• Rosie’s Walk• Duck in the Truck• What the Ladybird Heard• Goodnight Tractor• Cuddly Cow	<ul style="list-style-type: none">• Rainbow Fish• The Lighthouse Keepers Lunch• Captain Sparklebeard• Clean Up• You Can’t Take an Elephant on Holiday• Tidler• The Singing Mermaid• Sharing a Shell
	Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					

	<p>Phonics development Following the RWI scheme of work</p> <p>Reading Re-read books to build up our confidence in word reading, our fluency and our understanding and enjoyment. Read books consistent with our phonic knowledge.</p>	<p>Phonic Sounds: RWI Set 1 (whole class)</p> <p>Word Reading:</p> <ul style="list-style-type: none"> Hear general sound discrimination. Hear and recognise initial sounds and be able to orally blend and segment. 	<p>Phonic Sounds: RWI (differentiated groups)</p> <p>Word Reading:</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that we can read short words made up of known letter-sound correspondences. Read a few common exception words from RWI Set 1. 	<p>Phonic Sounds: RWI (differentiated groups)</p> <p>Word Reading:</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that we can read short words made up of known letter-sound correspondences. Read a few common exception words from RWI Set 1. 	<p>Phonic Sounds: RWI (differentiated groups)</p> <p>Word Reading:</p> <ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences. Read all common exception words from RWI Set 1. 	<p>Phonic Sounds: RWI (differentiated groups)</p> <p>Word Reading:</p> <ul style="list-style-type: none"> Name letters of the alphabet. Distinguish capital letters and lower-case letters. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences. Begin to read some RWI Set 2 red words. 	<p>Phonic Sounds: RWI (differentiated groups)</p> <p>Word Reading:</p> <ul style="list-style-type: none"> Reading simple sentences with fluency. Re-read what we have written to check that it makes sense. Read CVCC and CCVC words confidently. Read most RWI Set 2 red words..
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	Comprehension Skill Development	<ul style="list-style-type: none"> • Listen and enjoy sharing a range of books. • Hold a book correctly and handle with care. • Know that a book has a beginning and an end. • Hold a book the right way up and turn some pages appropriately. • Know that text in English is read top to bottom and left to right. • Know the difference between text and illustrations. • Recognise some familiar words in print, e.g. own name or advertising logos. • Enjoy joining in with rhyme, songs and poems. • Explain in simple terms what is happening in a picture in a familiar story. • Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. 	<ul style="list-style-type: none"> • Experience and respond to different types of books, e.g. story books, factual / real-world books, rhyming and nonrhyming stories, realistic and fantasy stories. • Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. • Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to us, with prompts. • Sequence two events from a familiar story, using puppets, pictures from the book or role-play. 	<ul style="list-style-type: none"> • Use picture clues to help read a simple text. • Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to us. • Show understanding of some words and phrases in a story that is read aloud to us. • Express a preference for a book, song or rhyme, from a limited selection. • Play is influenced by experience of books: (small world, role play). 	<ul style="list-style-type: none"> • Retell stories in the correct sequence. • Draw on language patterns of stories. • With prompting, show understanding of many common words and phrases in a story that is read aloud to us. • Suggest how an unfamiliar story read aloud to us might end. • Give a simple opinion on a book we have read, when prompted. • Recognise repetition of words or phrases in a short passage of text. • Play influenced by experience of books innovate a well-known story with support. 	<ul style="list-style-type: none"> • Correctly sequence a story or event using pictures and/or captions. • Make simple, plausible suggestions about what will happen next in a book we are reading. • Know the difference between different types of texts (fiction, non-fiction, poetry) • Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to us, where the answer is clearly signposted. • Play influenced by experience of books: gestures and actions used to act out a story, event or rhyme. 	<ul style="list-style-type: none"> • Play influenced by experience of books: act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. • Innovate a known story. • Recall the main points in a text in the correct sequence, using own words and include new vocabulary. • When prompted, say whether we liked or disliked a book, and give a simple justification or make a relevant comment. • With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to us.
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	Emergent Writing	<ul style="list-style-type: none"> • Develop listening and speaking skills in a range of contexts. • Be aware that writing communicates meaning. • Give meaning to marks we make. • Understand that thoughts can be written down. • Write our name copying it from a name card or try to write it from memory. 	<ul style="list-style-type: none"> • Copy adult writing behavior, e.g. writing on a whiteboard, writing messages. • Make marks and drawings using increasing control. • Know there is a sound/symbol relationship. • Use some recognisable letters and own symbols. • Write letters and strings, sometimes in clusters like words. 	<ul style="list-style-type: none"> • Use appropriate letters for initial sounds. 	<ul style="list-style-type: none"> • Build words using known letter-sound correspondences in own writing. 	<ul style="list-style-type: none"> • Continue to build on knowledge of letter sounds to build words in writing. • Use writing in play. • Use familiar words in our writing. 	<ul style="list-style-type: none"> • Show awareness of the different audience for writing. • Write short sentences with words with known letter sound correspondences sometimes using a capital letter and full stop.
	Compositional Skills	<ul style="list-style-type: none"> • Use talk to organise and describe events and experiences. 	<ul style="list-style-type: none"> • Use talk to link ideas and clarify thinking and feelings. • Understand that thoughts and stories can be written down. 	<ul style="list-style-type: none"> • Orally compose a simple caption and hold it in memory before attempting to write it. 	<ul style="list-style-type: none"> • Orally compose a simple sentence / caption and hold it in memory before attempting to write it. 	<ul style="list-style-type: none"> • Write a simple sentence / caption which may include a full stop. 	<ul style="list-style-type: none"> • Write a simple narrative in short sentences with known letter-sound correspondences which may include a capital letter and full stop.
	Handwriting Development	<ul style="list-style-type: none"> • Know that print carries meaning and in English, is read from left to right and top to bottom. • Draw lines and circles. 	<ul style="list-style-type: none"> • Form letters from my name correctly. • Recognise that after a word there is a space. 	<ul style="list-style-type: none"> • Show a dominant hand. • Write from left to right and top to bottom. • Begin to form some recognisable letters. 	<ul style="list-style-type: none"> • Hold a pencil effectively to form recognisable letters. • Know how to form clear ascenders and descenders. 	<ul style="list-style-type: none"> • Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. • Include spaces between words. 	<ul style="list-style-type: none"> • Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

EYFS Writing Progression Map

Pre-Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.		Whole sentence writing develops.

