

Reception Medium Term Literacy Planning

Summer 1 Circle of Life	EYFS Area of Learning: Literacy	
Book of the Week (to be shared at the end of the day and to link to table top activities).	Focus books: The Big Book of Bugs, Slow down, Somebody swallowed Stanley.	
Main Learning Objectives – with cross curricular links (Development Matters Bands)	Listening and Attention and Understanding: <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in story times. • 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. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Ask questions to find out more and to check they understand what has been said to them. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG) • Make comments about what they have heard and ask questions to clarify their understanding. (ELG) • Hold conversation when engaged in back-and-forth exchanges with their teacher. (ELG). 	Speaking <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG) • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG) • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (ELG)
	Word Reading	Writing
	<ul style="list-style-type: none"> • 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. • Read some letter groups that each represent one sound and say sounds for them. 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

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	<ul style="list-style-type: none"> • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Say a sound for each letter in the alphabet and at least 10 digraphs. (ELG) • Read words consistent with their phonic knowledge by sound-blending. (ELG) • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG) 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. (ELG) • Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG) • Write simple phrases and sentences that can be read by others. (ELG)
	<p>Comprehension</p> <ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG) • Anticipate (where appropriate) key events in stories. (ELG) • Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play. (ELG) 	
<p>Extended Writing Outcome</p>	<p>Information booklet</p>	
<p>Weekly Writing outcome</p>	<p>Week 1 – Writing about how they did over the holiday. Week 2 – Writing about their favourite bug. I like ... because ... Week 3 – Writing about new information they have learnt about a mini-beast. Week 4 – Writing about a life cycle. First, next, then, finally Week 5 - Writing about instructions for seed planting. Week 6 – Children to design posters encouraging others to look after our oceans and write about the consequences of dropping litter.</p>	
<p>Phonics</p>	<p>Michelle: Phase 3 1: j, v, revise, w, x 2: revise, RF, Word reading booster P3 S6, Word reading booster P3 S6, Word reading booster P3 S6, 3: Word reading booster P3 S6, Word reading booster P3 S6, Word reading booster P3 S6, consolidate, y 4: z, revise, zz, qu, revise 5: RF, ch, revise, sh, revise</p>	<p>Liz: Phase 2 1: revise, c, k, revise, RF 2: Word reading P2 S1-3 3: Word reading P2 S1-3 4: ck, e, revise, u, r 5: revise, RF, h, b, revise 6: f, ff, revise, l, ll</p>

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	<p>6: th, revise, ng, revise, nk</p> <p>Shamsun: Phase 3</p> <p>1: word reading booster P3 S6, consolidate, y, z, revise</p> <p>2: zz, qu, revise, RF, ch</p> <p>3: revise, sh, revise, th, revise</p> <p>4: ng, revise, nk, revise, RF</p> <p>5: ai, revise, ee, revise, igh</p> <p>6: revise, oa, revise, oo, revise</p>	<p>Nicole, Rachel, Rehana: Phase 3 and 4</p> <p>1: ear, revise, air, revise, ure</p> <p>2: revise, er, revise, RF, DF</p> <p>3: multi - syllable</p> <p>4: multi – syllable, assessment, consolidate</p> <p>5: f/t, m/p, s/t, n/t, l/t</p> <p>6: n/d, n/ch, more words, RF, DF</p>
<p>Hand writing</p>	<p>1: y, z, zz</p> <p>2: qu, ch, sh</p> <p>3: th, ng, nk</p> <p>4: ai, ee, igh</p> <p>5: oa, oo, ar</p> <p>6: or, ur, ow</p>	