



Stratford Preparatory School

Medium Term Planning – Reception

Term Michaelmas 2018 **Subject** Literacy

General Notes

Reception class have 6 hours of English a week which is broken down into Phonics, Reading Comprehension, Key Words, Creative Writing, Spelling/Handwriting and Basic Literacy Skills. In the Michaelmas Term the emphasis is on letter sounds, letter formation and blending. By the end of the term the children will have learnt all 42 sounds of the English language. They take their sound sheets home every night to learn the sounds as they are taught. The children are given opportunities to speak and listen in a range of situations and develop their confidence and skills in expressing themselves. The following demonstrates the structure of the English lessons in Reception:

Phonics – This is the introduction lesson for the week to come. It is a way of reviewing last week's sounds and introducing new sounds. The children have to sort pictures by listening to the sounds or think of their own pictures that correspond to the individual sounds.

English Comprehension, Literacy and Grammar – Children are introduced to a text (fiction, non-fiction, poetry, traditional or modern). We discuss a variety of aspects around the text either story structure, characters or setting etc.

Key Words – Children are introduced to Reception High Frequency Words. Because the words are non-phonetic they have to remember the shape of the word and the spelling. The children do various activities where they have to find the word, build the word using letters or simply trace over the words. This encourages the look, cover, write, check method.

Creative Writing – This enables the children to experience emergent writing. They may not know all the letter sounds but they can experience writing independently. Quite often they will know the initial sounds of words. The children are encouraged to write on the line and leave spaces between words.

Spelling and Handwriting – In the Michaelmas Term there is no formal spelling test. The lesson is teacher led and the children work as a class to blend sounds together using magnetic or wooden letters and small white boards, as well as writing letters and words into their books.

Guided Reading – Children work in two groups guided by the Teacher. Working with duplicate copies of a text children follow each other as they read. As a group children talk about the features of a text and extend their comprehension skills. This can be used to focus on aspects of phonics and punctuation which will be planned as a result of ongoing observation and assessment. As the children progress through the year they will be given a follow up task linking to the text that they have read.

Aims

- To give opportunities for speaking and listening, reading and writing.
- To develop recognition of letter shapes, the pronunciation of these letters and their formation.
- To encourage creative development through imaginative play and role-play.
- To develop pupil's confidence in reading.

- To develop spelling skills and writing skills through phonic knowledge, confidence in emergent writing and continued use of high frequency (key) words.
- To develop communication skills in both written and oral work.

Objectives

(Foundation Stage Objectives for Communication, Language and Literacy)

1. Listen attentively in a range of situations.
2. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
3. Give their attention to what others say and respond appropriately, while remaining involved in an activity.
4. Follow instructions involving several ideas or actions.
5. Answer “how” and “why” questions about their experiences and in response to stories or events.
6. Express themselves effectively, showing awareness of listeners’ needs.
7. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
8. Develop their own narratives and explanations by connecting ideas or events.
9. Read and understand simple sentences.
10. Use phonic knowledge to decode regular words and read them aloud accurately.
11. Read some common irregular words.
12. Demonstrate understanding when talking with others about what they have read.
13. Use their phonic knowledge to write words in ways which match their spoken sounds.
14. Write some irregular common words.
15. Write simple sentences which can be read by themselves and others.
16. Spell some words correctly and others in a phonetically plausible way.
17. Handle pencils effectively for writing.

Objectives

(Primary Framework Objectives for Literacy)

Speaking

1. Enjoy listening to and using spoken and written language and readily turn to it in play and learning.
2. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
3. Use language to imagine and recreate roles and experiences.
4. Speak clearly and audibly with confidence and control and show awareness of the listener.
5. Extend their vocabulary, exploring the meanings and sounds of new words.

Listening and Responding

6. Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.
7. Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.
8. Extend their vocabulary, exploring the meanings and sounds of new words.

Group Discussion and Interaction

9. Interact with others, negotiating plans and activities and taking turns in conversation.
10. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Drama

11. Use language to imagine and recreate roles and experiences.

Word recognition: Decoding and Encoding

12. Explore and experiment with sounds, words and texts.
13. Link sounds to letters, naming and sounding the letters of the alphabet.
14. Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.
15. Hear and say sounds in words in the order in which they occur.
16. Read simple words by sounding out and blending the phonemes all through the word from left to right.
17. Recognise common digraphs.
18. Read some high frequency words.

19. Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

20. Read texts compatible with their phonic knowledge and skills.

21. Read and write one grapheme for each of the 42 phonemes.

Word Structure

22. Use phonic knowledge to write simple regular words.

Understanding and Interpreting Texts

23. Know that print carries meaning and, in English, is read from left to right and top to bottom.

24. Extend their vocabulary, exploring the meanings and sounds of new words.

25. Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found and to answer questions about where, who, why.

Engaging with and responding to texts

26. Listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and respond with relevant comments, questions or actions.

27. Show an understanding of the elements of stories, such as main character, sequence of events, and openings and how information can be found in non-fiction texts to answer questions about where, who, why and how.

28. Use language to imagine and recreate roles and experiences.

Creating and Shaping Texts

29. Attempt writing for various purposes, using features of different forms such as lists.

Sentence Structure and Punctuation

30. Write their own names and other things such as labels and captions.

Presentation

31. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Cross Curricular Areas/Skills

We aim to make as many cross curricular links as possible within the Early Years. While developing children's knowledge and application of the Specific areas of the curriculum, children are constantly making progress and supported with their development within the Prime areas of the curriculum. Recognition towards the Characteristics of Effective Learning are also considered with the aim of enabling children to become independent and enthusiastic learners who are inquisitive and who are able to ask questions to further their individual learning paths.

The activities are linked wherever possible to the termly topics of 'Me and My Home' 'Patterns and Change' and 'Festivals and Celebrations'. Where possible other areas of the curriculum will be explored.

Scheme of Work/ Programme of Study

Phonics and Spelling

By the end of the term most children will be expected to:

1. Read and understand simple sentences.
2. Use phonic knowledge to decode regular words and read them aloud accurately
3. Use their phonic knowledge to write words in ways which match their spoken sounds.
4. Spell some words correctly and others in a phonetically plausible way.

Activities this term will include:

- Use flash cards, actions/phrases and wall friezes to learn letters and digraphs. May read Jolly Phonics stories to support learning and consolidate corresponding actions for letter sounds:
 1. s, a, t, p, i, n

2. m, d, g, o, c
3. k, u, b, f, e
4. l, h, sh, r, j
5. v, y, w, th, z
6. x, ee, or
7. qu, ou, oa
8. oo/oo, oi
9. er, ar
10. ng, nk
11. ie, ue
12. consolidation
13. consolidation

- Whiteboard activities (Starfall, BBC, Primary Resources, coxhoe.durham, ICT Games, NGFL Cymru etc.)
- Form letters on the interactive board and small dry wipe boards
- Find letter amongst others and suggest words that begin with sound
- Place objects on the alphabet mat linked with specific sounds
- Colour and cut out Jolly Phonic letter
- Trace around letters in books or trace around stencils and colour in
- Use CVC and CVVC flip flaps and letter dice to create simple words
- Sort objects into sound boxes or hoops
- Match sounds using word bingo, dominoes and play various matching card games
- Match capital letters with lower case letters

Reading Comprehension and Grammar

By the end of the term most children will be expected to:

1. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
2. Answer "how" and "why" questions about their experiences and in response to stories or events.
3. Demonstrate understanding when talking with others about what they have read.

Activities this term will include:

- Draw a picture to show the characters in this week's story. Label with their names.
- 'Goldilocks and the Three Bears' - Focus on story sequence and repeating pattern of story. Sequence pictures of three bowls, chairs, beds and bears and label.
- 'Funny Bones' - Write own 'Bone Poem'.
- 'The Shopping Basket' - Focus on number and order of food on list. Can you remember the order? Draw and label food.
- 'From Little Acorns' - Talk about the changes within the environment. Draw pictures to show the life cycle of a tree.
- 'Lighting a Lamp' - look at the similarities for Hindu people and how we celebrate Harvest/Christmas.
- 'Giraffes Can't Dance' – Unaided Writing.
- 'The Jolly Postman' – look at the many different characters within the story, can you describe the characters focusing on descriptive words.
- 'The Emperor's Egg' - create a Penguin fact file.
- 'Father Christmas needs a wee' - Look at words that rhyme and understand that they need to end with the same sound.
- 'Letter to Santa' – rewrite the story in own words.
- 'Aliens Love Panta Claus' – Unaided Writing
- The Christmas Story. Focus on story sequence. Choose pictures and label.

Creative Writing

By the end of the term most children will be expected to:

1. Use their phonic knowledge to write words in ways which match their spoken sounds.
2. Write some irregular common words.
3. Write simple sentences which can be read by themselves and others.

4. Spell some words correctly and others in a phonetically plausible way.

Activities this term will include:

- Draw picture of self, write age and other information about self.
- Imagine you were a bear entering someone's house, what things would you like to try?
- 'Funny Bones' story. Focus on repeating words and pattern of story. Describe picture from the story using words from the text.
- Write and draw own shopping list of food.
- Imagine you were a tree in the park, lots of people have been to visit over the summer. What may you have seen?
- Write about a celebration in your house.
- Imagine you are the Giraffe and you can't dance, how do you feel? Everybody is good at different things, talk about what the children feel they are good at. Draw a picture and write a sentence showing what you are good at.
- Read 'The Jolly Postman'. Write a letter to someone focusing on correct letter layout and addressing the envelope.
- A day in the life of a Penguin/rewrite the story
- Write a piece of text (poem or story) with rhyming words.
- Write a letter to Santa.
- Imagine you went with the aliens to another planet, what might it look like? Describe your visit. How did you get there/what it was like/your journey home.
- Make a Christmas Story mini book.

Key Words

By the end of the term most children will be expected to:

1. Use phonic knowledge to decode regular words and read them aloud accurately.
2. Read some common irregular words.

The words that will be taught this term will be covered in this order:

I, the, he, she, me, we, be, was, to, do, are, all, you, your, come, some, said, here, there, they

Activities this term will include:

- Cutting and sticking key word
- Colouring in hollow key word
- Find matching pairs of key words
- Key word bingo
- Tracing over key words using rainbow method
- Building words using stencils or cut out letters
- Find words amongst others

Handwriting

By the end of the term most children will be expected to:

- Use a pencil effectively for writing.

Activities this term will include:

- Use sand or lentil tray to practise correct formation
- Trace and copy letters and words into books
- Use play dough to recreate letter shapes
- Use letter templates and trace using dry wipe pens
- Use hollow letter templates and fill using counters etc

- Use stencils to locate capital letters and copy
- Use counters to form lower case and capital letters

Differentiation

Differentiation will be through varied support, differentiated questioning and by expectation of workload and how work is recorded. Some pupils will begin to write more independently, some will trace over the teacher's writing. Pupils will be encouraged to construct sentence ideas unaided and support will be given where needed. Some pupils may be given a triangle pencil grip to help them hold their pencil effectively. Daily reading will be carried out where pupils work at their own pace.

Deployment of Teaching Assistants

Teaching assistants will be partly responsible for listening to pupils read and giving them support as necessary, liaising with the class teacher. They will also give sentence construction support, helping pupils to develop their own ideas and monitor pupil's pencil grip and give support with letter formation where appropriate. Teaching assistants will support pupil assessment by making observations, writing relevant comments and evaluations and taking photographs as evidence of learning where appropriate.

Resources

- Letters and Sounds/Harrison's Alphabet Software/Star Spell Software/Phonics Play
- Jolly Phonics Resources including: phonic cards, high frequency flashcards, posters, alphabet strips etc.
- Oxford reading dictionaries
- Daily reading books from a variety of schemes
- Various fiction and non-fiction texts
- Oxford Reading Tree topic books
- White boards and pens
- Board games
- Magnetic letters and word cards
- Letter lines to support independent writing
- Interactive Whiteboard Activities: starfall, BBC, primary resources, coxhoe.durham.com, ICT games, NGFL Cymru, Phonics Play – children have access to a range of these on the class computer.

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