



Reception Literacy Medium Term Plan – Summer 1 – Growing and Changing

Communication and Language

Listening, Attention and Understanding

Follow multi-step instructions, asking for clarity where needed.

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.

Make comments about what they have heard and ask questions to clarify their understanding.

Speaking

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

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.

Fine Motor Skills

Use a fluent style for writing letters and numbers correctly.

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

Literacy

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play

Word Reading

Read some Set 2 sounds.

Read Green level story books.

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.



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Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Orally compose simple sentences and record them in phonetically plausible words using recognisable letters.

Show an awareness of using a capital letter and full stop in their sentences.

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others

Key Texts	Focus Skills and Knowledge	Suggested activities	Format of teaching	Key vocabulary
The Old Toy Room	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.	Retell the story using pictures from the story. My favourite toy. Comparing toys (past and present) – using the connective ‘but’. Where would you go on the horse from the story?	Daily name writing practice. Daily shared text linked to weekly book. Sentence of the day.	Victorian past changes electricity toys history time artefacts
Peepo	Make comments about what they have heard and ask questions to	Writing captions about the pictures from the story. Children to explore ‘old objects’ – What do children think it is? ‘I think it is...’ What were the objects really used for? Describing the pictures - What can you see? What can	Daily phonics taught in ability groups. Story/Nursery rhymes during snack time. 15 minute Literacy lesson (links to Literacy and UtW objectives)	Victorian past wireless changes electricity toys history time artefacts



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	clarify their understanding.	you hear? 'I can see... I can hear...'	Phonics recap – opportunity to blend and segment CVC words.	
The Very Hungry Caterpillar	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Hungry Caterpillar shopping list – list of foods. Sequencing what the caterpillar ate - On Monday he ate... On Tuesday he ate... Captions for the life cycle of a butterfly. Describing the foods that he ate. Looking at different types of butterflies – describing them. 'It is blue and red. It has a black pattern on it's wings.'	Children ready for writing will be asked to write 2-3 times weekly with an adult to prompt. Writing activities that are linked to the week's text are available in the writing area for all children to access. Those not ready, will be encouraged to practise sound writing daily and develop their fine and gross motor control.	caterpillar cocoon butterfly life cycle symmetrical egg healthy unhealthy camouflage
Tadpole's Promise	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses	Captions for the life cycle of a frog. Speech bubbles for the characters in the story. Retell parts of the story using pictures. How to look after tadpoles (link to our own tadpoles in school)		frogspawn tadpole froglet frog life cycle gill tail
The Tiny Seed		Captions for pictures from the story. Exploring the seasons: 'In Summer, it is hot.' 'In Winter, it rains and snows.' Learn about how some seeds spread – pictures to prompt sentences.		seed life cycle plant leaf petal flower roots sun water soil



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	<p>and making use of conjunctions,</p>	<p>Labelling parts of a flower – captions for their role.</p>		
<p>The Growing Story</p>	<p>with modelling and support from their teacher.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and</p>	<p>Thinking about our own history – ‘When I was little, I could... Now I can...’</p> <p>Signs of the seasons – ‘I can see...’</p> <p>Including a walk of the environment to see signs of Spring/Summer.</p> <p>‘When I grow up I want to be...’</p> <p>How I can be healthy.</p>		<p>baby toddler child teenager adult grow future mental health</p>



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	<p>during role play</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others</p>			
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