



Reception Literacy Medium Term Plan – Summer 2 – We're Going on a Journey

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 Seasaw	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to	Thinking of describing words for the seaside: swishing, foaming, salty sea/gritty, golden sand... Lost poster for teddy. Talking about something that is special to us.	Daily name writing practice. Daily shared text linked to weekly book. Sentence of the day.	treasure holiday seaside waves tide travel
Sharing a Shell	and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.	Non-fiction texts/videos about rockpools and the creatures that live in them. In my rockpool, I can see... Poster about dropping litter	Daily phonics taught in ability groups. Story/Nursery rhymes during snack time. 15 minute Literacy lesson (links to Literacy and UtW objectives)	rockpool shell hermit crab anemone bristle worm storm habitat
Henry's Holiday	about what they have heard and ask questions to clarify their understanding.	Postcard from Henry to his family. Describing different places around the world.	Phonics recap – opportunity to	holiday climate destination island homesick penguin



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	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	<p>Labelling pictures of different destinations.</p> <p>Writing captions for pictures from the story.</p>	blend and segment CVC words.	ice South Pole tropical
What the Ladybird Heard on Holiday	Offer explanations for why things might happen, making use of recently introduced vocabulary	<p>Writing about places of interest in London.</p> <p>Retell the burglars' plot to steal the Crown jewels.</p> <p>Speech bubbles for characters from the story.</p> <p>Write a postcard from London.</p>	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.	<p>holiday</p> <p>London</p> <p>Capital city</p> <p>city</p> <p>king</p> <p>queen</p> <p>prince</p> <p>princess</p> <p>royal family</p> <p>Buckingham Palace</p> <p>crown jewels</p>
The Train Ride	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of	<p>Thank you letter to the train driver from our visit.</p> <p>Writing about our visit – children choose pictures to annotate.</p> <p>Describing our journey - I can see... I can hear... I can smell...</p>		<p>journey</p> <p>train</p> <p>carriage</p> <p>coal</p> <p>steam</p> <p>track</p> <p>destination</p> <p>engine</p>



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	<p>conjunctions, 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 during role play</p>			
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	<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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