



Reception Literacy Medium Term Plan – Autumn 1 – Marvellous Me!

Communication and Language	
Listening, Attention and Understanding	
<p><i>Getting to know children and, through their play, assessing children’s ability to:</i></p> <p>Follow single step instructions ‘Hang up your coat. Sit on the carpet...’</p> <p>Sit and listen to a story with pictures.</p> <p>Join in with songs, rhymes and poems.</p>	<p>Predict the routines of the day.</p> <p>Sit and listen to a story with pictures, answering questions to show their understanding (see Literacy – comprehension)</p> <p>Join in with repeated refrains.</p> <p>Engage with both fiction and non-fiction texts.</p> <p>Enjoy listening to stories.</p>
Speaking	
<p><i>Getting to know children and, through their play, assessing children’s ability to:</i></p> <p>Speak in sentences of 4-6 words.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Respond to questions or simple conversations with an adult or child.</p> <p>Talk about events that are relevant to them in the present.</p> <p>Recall some key moments that are important to them in the past. Usually use past tense regular verbs correctly (need – needed, shout – shouted...)</p> <p>Anticipate what might happen in the immediate future.</p> <p>‘Putting on my coat = going outside.’</p>	<p>Speak in longer, coherent sentences.</p> <p>Use a variety of question words – what, where, who?</p> <p>Learn and use new vocabulary.</p> <p>Join in a conversation with an adult or peer and continue the conversation, taking their turn to speak.</p> <p>Use a wider range of irregular verbs accurately in the past. (eat – ate, see – saw, go – went...)</p> <p>Talk about future events in their daily routine, using prompts to support where appropriate – ‘Now I am eating my lunch, next I will go out to play.’</p>
Fine Motor Skills	



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<p><i>Getting to know children and, through their play, assessing children’s ability to:</i></p> <p>Show a preference for a dominant hand. Hold scissors appropriately and safely. Mark make using a range of small tools (pens, crayons, paintbrushes, chalk...)</p>	<p>Hold my pencil with an effective grip. Mark make on a small scale and beginning to write recognisable letters and numbers. Cut with scissors showing some control. Show increasing control when mark making with a range of small tools.</p>
Literacy	
Comprehension	
<p><i>Getting to know children and, through their play, assessing children’s ability to:</i></p> <p>Know that text carries meaning. Hold a book and turn the pages carefully. Talk about the pictures in a book. Who are the characters? What are they doing?</p>	<p>Identify the parts of a book. Show an awareness that English language is read from left to right. Make simple predictions about what might happen next. Retell a story in simple terms. Beginning to understand ‘why’ questions. ‘Why couldn’t Mr. Bear sleep?’</p>
Word Reading	
<p><i>Getting to know children and, through their play, assessing children’s ability to:</i></p> <p>Hear the initial sound in words.</p>	<p>Read all Set 1 Sounds. Orally blend the sounds in words.</p>
Writing	
<p><i>Getting to know children and, through their play, assessing children’s ability to:</i></p> <p>Speak in sentences. Give meaning to the marks they make.</p>	<p>Hear some of the sounds in words and record them using recognisable letters. Write their name.</p>



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Key Texts	Focus Skills and Knowledge	Possible activities	Format of teaching	RWI sounds taught	Key vocabulary
Harry and the Dinosaurs go to School	Follow single step instructions 'Hang up your coat. Sit on the carpet...'	Creating class rules Talking about our feelings. Learning to sit together for story time.	Daily name writing practice. Daily shared text linked to weekly book.		new rules nervous excited happy sad
Topsy and Tim Start School	Sit and listen to a story with pictures. Join in with songs, rhymes and poems.	Talking about our new friends Describing their new classroom/outdoors – what do they like the most?	Sentence of the day. Whole class phonics (a sound a day).	m, a, s, d, t	teacher friends behaviour instructions school classroom class
Peace at Last	Speak in sentences of 4-6 words. Respond to questions or simple conversations with an adult or child. Talk about events that are relevant to them in the present.	Talking about pictures from the story. Labelling pictures with initial sounds (sounds already taught) Answering questions about the story. Describe what they hear when they go outside – sound walk.	Sound writing during child led learning according to ability. Story/Nursery rhymes during snack time. 15 minute Literacy lesson (links to Literacy and UtW objectives)	i, n, p, g, o	family listen sounds house sleep bedtime snoring tired exhausted grumpy
Whatever Next	Recall some key moments	Talk about their homes, toys, bedtime/bath time routine. Labelling pictures with initial sounds	Phonics recap – opportunity to read, write	c, k, u, b, f	space rocket imagination owl bear picnic



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	<p>that are important to them in the past.</p> <p>Speak in sentences.</p> <p>Give meaning to the marks they make.</p>	<p>(sounds already taught)</p> <p>Sequencing events from the story.</p> <p>Describing what Baby Bear would have seen on his journey to the moon.</p>	<p>new sound daily.</p>		
<p>Love Makes a Family</p>	<p>Hear the initial sound in words.</p> <p>Read Set 1 Sounds.</p> <p>Orally blend the sounds in words.</p>	<p>Describing family members</p> <p>Who lives in my house?</p> <p>Drawing and labelling people who they live with.</p> <p>Why are your families so special?</p>		<p>e, l, h, r, j</p>	<p>mum</p> <p>dad</p> <p>brother</p> <p>sister</p> <p>nan</p> <p>grandma</p> <p>grandad</p> <p>grandpa</p> <p>auntie</p> <p>uncle</p> <p>different</p> <p>same</p> <p>love</p> <p>feelings</p> <p>special</p>
<p>My Mum and Dad Make me Laugh</p>		<p>Describe patterns in the environment '<i>it is spotty</i>'.</p> <p>Thinking about our likes/dislikes – 'I like blue but my friend likes red'.</p> <p>Labelling pictures from the story/pictures of spotty or stripy animals.</p> <p>My mum likes...</p>		<p>v, y, w, z, x</p>	<p>like</p> <p>dislike</p> <p>patterns</p> <p>spotty</p> <p>stripy</p> <p>camouflage</p>
<p>Simon Sock</p>		<p>Describing the different characters</p> <p>Simon tried to be</p>		<p>sh, th, ch, qu, ng</p>	<p>pairs</p> <p>matching</p> <p>happy</p>



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		paired with. 'too chatty, scary...' Labelling characters from the story. My best friend is... Thinking about how the characters are feeling – happy, sad, excited...			sad excited nervous scary chatty noisy friends
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