

RECEPTION LITERACY MEDIUM TERM PLAN – Autumn 1 2023

Pupils will learn to:	Books, rhymes, poems, songs	Vocabulary	Main Input	Group Work
<p><u>Week 1/2-Settling In</u></p> <ul style="list-style-type: none"> <li>Show they are listening by demonstrating the correct listening behaviours on the carpet</li> <li>Explain how to sit and listen on the carpet</li> <li>Hold a book correctly and turn the pages</li> <li>Identify different types of books and sort them correctly in the book corner</li> <li>Join in with rhymes, songs and poems</li> </ul>	<p>Share a range of books throughout the week- Encourage children to bring books from home.</p> <ul style="list-style-type: none"> <li>Head, Shoulders, Knees and Toes</li> <li>If You're Happy and You Know It</li> <li>1, 2, 3, 4,5</li> <li>Once I Caught a Fish Alive</li> </ul>	<p>Book, story, fiction, non-fiction, information, facts, rhymes, poems,</p>	<p>Work on routines and set expectations-</p> <ul style="list-style-type: none"> <li>Cloakroom, start/end of session</li> <li>How to sit and listen on the carpet.</li> <li>Put your hand up if you want to speak/answer a question...</li> <li>Working in areas of provision and tidying up.</li> <li>Noise level</li> <li>Break time (separate from KS1 for first week)</li> <li>Use of visual timetable to structure the day</li> <li>Practise walking into the hall and sitting in a row</li> <li>Dinner time routine</li> <li>Find tray and recognise name</li> </ul> <p><b>Reading</b> Favourite books- discussion. Encourage children to bring in books from home (send letter) (Create 'We love reading' display- to display books read for pleasure during the day.) Choose a book to read. Model how to hold the book correctly and turn the pages. Look at the book corner together- different types of book- colour coded. How to look after books...</p>	<p>Work with children in areas of provision- Model how to use the resources, key vocabulary, expectations of behaviour</p>
<p><u>Week 3- Our Fruit Trees</u></p> <ul style="list-style-type: none"> <li>Recognise own name and identify initial sound</li> <li>Hold a pencil correctly</li> <li>Form some of the letters in their name using a name card to support</li> <li>Recite sections of a poem</li> <li>Describe an apple using senses and vocabulary from a poem</li> </ul>	<ul style="list-style-type: none"> <li>Apples- Poem</li> <li>I'm an Apple</li> <li>How Do Apples Grow by Jill McDonald</li> <li>I've Got a Body</li> </ul>	<p>Apple, pear, fruit, grow, tree, branch, leaf, leaves, stem, skin, core, pips, seeds, skin, flesh, ripe, crunchy, smooth, shiny, rough, bumpy, dented, bruised, tart, sweet,</p>	<p><b>Phonics Week 1</b> <b>Reading</b> Read the apples poem. Where do apples come from? Take children outside to pick fruit from the trees. Model and extend language- 'I can see .....' 'Apples hanging from the branches' 'Can you see .....? Comment on the children's use of language and extend- Yes that apple is shiny- it looks ripe and ready to pick...  How Do Apples Grow by Jill McDonald- Look at labelled diagram and one of the apples picked from the tree. Teach children to remember- stem, skin, core, seeds, leaf. Children point out the different parts of the apple to their partner.  <b>Writing</b> <i>What sound does your name begin with?</i> Children find their tray and bring their name card to the carpet. Put your finger on the <i>first</i> letter in your name. <i>How many letters do you have in your name? Who has the longest/shortest name? How do you know?</i></p>	<p>Introduce outdoor area- rules and expectations. Children work outside in groups.  Describing apples. Extend vocab using the senses. 'The apple is.....' Refer back to poem and create a word bank together. Model language- I can see the .....</p> <p>Cut the apples in half and name the parts of the apple, referring back to diagram in the book.</p> <p>Children write their name in their writing book using a name card to support. Model correct formation where needed. Check correct pencil grip, use of</p>

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			<p>Practise counting syllables in names. Trace over the letters using your finger. <i>Why is the first letter bigger than the other letters...? Does anyone else's name begin with...?</i></p>	<p>capital letter, letters the same size, on the line, descenders and ascenders</p>
<p><u>Week 4- Rosie's Hat</u></p> <ul style="list-style-type: none"> <li>Listen carefully to stories</li> <li>Answer questions about a story</li> <li>Recognise own name and identify initial sound</li> <li>Recognise key words- I, am</li> <li>Write- 'I am ...' holding the pencil correctly</li> </ul>	<ul style="list-style-type: none"> <li>Rosie's Hat by Julia Donaldson</li> <li>Row, Row, Row Your Boat</li> <li>Peter Hammers with 1 Hammer</li> </ul>	<p>Weather, gust, wind, windy, breeze, cliff, beach, sea, sad, miserable, upset, unhappy, disappointed annoyed, cross, adult, grown up, nest, surprised, happy, excited, feelings, emotions,</p>	<p><b>Reading</b> 'Rosie's Hat.' <b>The wind blows high, the wind blows low</b> Discuss setting: <b>Cliff, beach, sea</b> Read the story, commenting on new vocabulary. <i>What happens to Rosie's hat?</i> <i>How does Rosie feel when her hat blows away? How do you know?</i> Refer to the pictures. <b>Sad, miserable, upset, unhappy</b> <i>How did Rosie feel when she found her hat?</i> <b>Surprised, happy, excited</b></p> <p><b>Writing</b> Recognising keywords- 'I' 'am' 'I am Miss Stuart.' Children repeat own sentence. Count the words in the sentence. What is the first word? Model writing the sentence on the board using new vocabulary- Capital letter, finger spaces, full stop. Children practice writing sentence on whiteboards.</p>	<p>'I am.....' in books. To discuss: Starting position (writing left to right) Capital letter and full stop, finger spaces. Children use keywords and name card to form sentence before writing. Read writing back, pointing to each word.</p>
<p><u>Week 5- 'I can..'</u></p> <ul style="list-style-type: none"> <li>Listen carefully to stories</li> <li>Answer questions about a story</li> <li>Recite a poem with actions</li> <li>Recognise own name and identify initial sound</li> <li>Recognise and write keywords- I, am, and, I, can</li> <li>Segment CVC words</li> </ul>	<ul style="list-style-type: none"> <li>Giraffe's Can't Dance by Giles Andreae</li> <li>Exercises by Linda Hammond</li> <li>The Body Song</li> </ul>	<p>giraffe, tall, long, slim, bandy, thin, buckled, skip, prance, dance warthogs, rhinos, lions, tango, elegant, bold, baboons, clumsy, shuffling, swaying, swishing talent, skill,</p>	<p><b>Reading</b> Read 'Giraffes Can't Dance' Comment on the use of rhyme. How did Gerard feel at the beginning of the Great Jungle Dance? Why? Discuss 'clumsy' Why do you think the other animals were being unkind at the beginning? Discussion: What do you find difficult? What are you good at?  Children learn to recite the poem- 'Exercises', with actions.</p> <p><b>Writing</b> 'I can...'. Model how to write the sentence and how to sound out the CVC word, referring to the sound mat.</p>	<p>What are you good at? What can you do?. Model sentence- I am .... and I can.... Look at key word flashcards I , am, and, can. Practise writing keywords.</p> <p>Groups working in the outdoor area. Explore different ways of moving- 'I can hop.' 'I can skip.'</p> <p>Write 'I can..' in writing books. Extend to 'I am and I can..'</p>

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<p><u>Week 6/7- Autumn is Here</u></p> <ul style="list-style-type: none"> <li>Describe the signs of autumn</li> <li>Answer questions about a poem</li> <li>Recite sections of a poem</li> <li>Find words on a word bank, using knowledge of initial sounds to support</li> <li>Recognise and write keywords- It, is, has</li> <li>Describe an autumn object- ‘The conker is...’</li> </ul>	<p>Autumn is Here</p> <p>Whisky Frisky</p> <p>The Squirrels Who Squabbled</p> <p>Range of non-fiction- books available to take home</p>	<p>poem, rhyme</p> <p>Autumn, leaves, red, gold, brown, swirling, drifting conkers, prickly, spiky, smooth, shiny, hard foggy, damp, cold, grey natures blanket,</p>	<p><b>Reading</b></p> <p>Read- Autumn is Here. Children will learn to recite the poem from memory throughout the week.</p> <p>Children bring in autumn objects from home to add to display. Look for autumn leaves in the school grounds.</p> <p>Look at the leaves collected and discuss the different colours from the poem- Red, gold, brown</p> <p>All children to be able to explain- In autumn the leaves on the trees change colour (give examples) and begin to fall off the trees.</p> <p>New vocab- ‘falling’ ‘swirling’ ‘drifting’- Explore the meanings, modelling using the leaves.</p> <p>Begin to discuss- other signs of autumn. Look together at autumn objects- conkers and fir cones.</p> <p>Explain that this week children will be describing autumn objects. Discuss ‘describe’ ‘describing’. Senses. They will think carefully about how it looks and feels... collecting new words to put up on the board</p> <p>Look closely at verses 2 and 3.</p> <p>‘Prickly conkers’ Why has the writer used the word ‘prickly’ Are conkers prickly? The case is prickly... Use also other vocab- spiky, sharp etc</p> <p>Discuss- When conkers fall off the trees they are still inside their prickly cases- as they fall to the ground the cases ‘crack’ open- refer to vocab in the poem.</p> <p><b>Writing</b></p> <p>Model how to use the word bank to describe an autumn object, emphasising keywords- It, is, has</p> <p>Children create their own autumn booklet- Autumn is Here</p>	<p>Learn to recite the first verse of the poem in groups including actions</p> <p>Describing the Autumn objects. Model language and new vocab- encourage children to repeat.</p> <p>Collect new words for word bank.</p> <p>Model how to select words from the word bank to begin to build a sentence.</p> <p>‘It is’ ‘It has’ Extend- ‘The conker has...’</p>
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