



Reception Mid Term Plan

Spring Term Literacy



	Literacy		Physical Development
	Reading	Writing	Moving and Handling
22 – 36 months	<ul style="list-style-type: none"> - Has some favourite stories, rhymes, songs, poems or jingles. - Repeats words or phrases from familiar stories. - Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 	<ul style="list-style-type: none"> - Distinguishes between the different marks they make. 	<ul style="list-style-type: none"> - Turns pages in a book, sometimes several at once. - Shows control in holding and using jugs to pour, hammers, books and mark-making tools. - Beginning to use three fingers (tripod grip) to hold writing tools - Imitates drawing simple shapes such as circles and lines. - May be beginning to show preference for dominant hand.
30 – 50 months	<ul style="list-style-type: none"> - Enjoys rhyming and rhythmic activities. - Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. - Listens to and joins in with stories and poems, one-to-one and also in small groups. - Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories. - Beginning to be aware of the way stories are structured. - Suggests how the story might end. - Listens to stories with increasing attention and recall. - Describes main story settings, events and principal characters. - Shows interest in illustrations and print in books and print in the environment. 	<ul style="list-style-type: none"> - Sometimes gives meaning to marks as they draw and paint. - Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> - Draws lines and circles using gross motor movements. - Holds pencil between thumb and two fingers, no longer using whole-hand grasp. - Holds pencil near point between first two fingers and thumb and uses it with good control. - Can copy some letters, e.g. letters from their name.

	<ul style="list-style-type: none"> - Recognises familiar words and signs such as own name and advertising logos. - Looks at books independently. - Handles books carefully. - Knows information can be relayed in the form of print. - Holds books the correct way up and turns pages. - Knows that print carries meaning and, in English, is read from left to right and top to bottom. 		
<p>40 – 60+ months</p>	<ul style="list-style-type: none"> - Continues a rhyming string. - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. - Links sounds to letters, naming and sounding the letters of the alphabet. - Begins to read words and simple sentences. - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. - Enjoys an increasing range of books. - Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> - Gives meaning to marks they make as they draw, write and paint. - Begins to break the flow of speech into words. - Continues a rhyming string. - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together. - Links sounds to letters, naming and sounding the letters of the alphabet. - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. - Writes own name and other things such as labels, captions. - Attempts to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> - Experiments with different ways of moving. - Jumps off an object and lands appropriately. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence and skill around, under, over and through balancing and climbing equipment. - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. - Uses simple tools to effect changes to materials. - Handles tools, objects, construction and malleable materials safely and with increasing control. - Shows a preference for a dominant hand. - Begins to use anticlockwise movement and retrace vertical lines. - Begins to form recognisable letters. - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

ELGs	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Children show good control and co-ordination in large and small movements. Children move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Narrative - stories based on 'My World	Narrative - stories based on 'My World	Narrative - stories based on 'My World	Assessment of Narrative	Assessment of Narrative	Instructional (Pancakes
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Information (Fairtrade)	Information (Fairtrade)	Poetry (Mothering Sunday	Stories based - Other Cultures	Recount - Easter Story	Recount - Easter Story

Letters and Sounds:
Phase 3 - all children
Intervention phase 2 and 3