

## St Mark's Primary School English Medium Term Plan



Half Term: Autumn 1

Year group: Reception

### Our theme: Why am I important to our world?

<u>Weeks</u>	<u>Books/Stories/Rhymes</u>	<u>Spelling</u>	<u>Genre and key learning from EYFS profile</u> On-going learning outcomes to be built upon to inform ELG.	<u>Key focus statements for this session</u>	<u>Assessments</u>
1	<p>Key texts: My Monster and me (RWi talk through story)</p> <p>The Worry Monster</p> <p>Key songs: (See Nursery/Reception progression document)</p> <p>Non-fiction stories about myself and feelings.</p>	<p>Write their own name correctly.</p> <p>CVC words - hearing initial sounds and beginning to segment and build simple words.</p> <p>Focus on CVC word reading, blending and building.</p> <p>Beginning to use phonetic knowledge to sound out words unfamiliar to them.</p>	<p><b>Theme:</b> Starting Reception and understanding feelings.</p> <p><b>Genre/Topic Links:</b> Understanding the World (Science), Expressive Arts and Design (Art/DT)</p> <p><b>EYFS Profile Statements:</b> (Continuous focus building towards ELG)</p> <p><b>Reading and Writing - ELG:</b></p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>-Anticipate - where appropriate - key events in stories</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><u>Word Reading:</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and</li> </ul>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Pencil grip, dominant hand, writing ability, reading ability.</p> <p>Can they hear all the sounds in simple CVC words?</p> <p>Can they identify rhyming words from the stories?</p> <p>Can they segment and blend sounds in simple CVC words?</p> <p>Can they answer questions based upon the theme?</p> <p>Can they write any tricky words?</p> <p>Can they use their phonetic knowledge to sound out words</p>

		Beginning to use the RWi letter patten to form letters.	representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Engage in extended conversations about stories, learning new vocabulary.	unfamiliar to them and write them down? RWi assessments and formative assessments in daily review sessions and pinny time.
2	<p>Key texts: Lost and Found</p> <p>My Monster and Me (RWi vocab sessions)</p> <p>Key songs: (See Nursery/Reception progression document)</p> <p>Non-fiction stories about myself and feelings.</p>	<p>To use a preferred hand to write.</p> <p>To use what they have learned independently in the CP.</p>	<p><b>Writing piece:</b> <b>Assessment of pencil grip, name writing and dominant hand</b> - <b>Draw a picture and write their name</b></p> <p><b>Theme:</b> Starting Reception and understanding feelings. <b>Genre/Topic Links:</b> Understanding the World (Science), Expressive Arts and Design (Art/DT) <b>EYFS Profile Statements:</b> (Continuous focus building towards ELG) <b>Reading and Writing - ELG:</b> <u>Comprehension:</u> - 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, non-fiction, rhymes and poems and during role-play. <u>Word Reading:</u> Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing:</u> - 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.</p> <p><b>Assessment piece of hearing initial sounds</b> - <b>Draw a picture of their family and write initial sounds</b></p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name</p> <p>Hear initial sounds in words and begin to hear middle and final.</p>	
3	<p>Key texts: Ruby's Worry (RWi talk through story) Peace at last</p>		<p><b>Theme:</b> Starting Reception and understanding feelings <b>Genre/Topic Links:</b> Understanding the World (Science), Expressive Arts and Design (Art/DT) <b>EYFS Profile Statements:</b> (Continuous focus building towards ELG)</p>		

	<p>Lost and Found (RWi vocab session)</p> <p>Key songs: (See Nursery/Reception progression document)</p>		<p><b>Reading and Writing - ELG:</b></p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>-Anticipate - where appropriate - key events in stories</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><u>Word Reading:</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>		
4	<p>Key texts: Five minutes peace (RWi talk through story)</p> <p>Ruby's Worry (RWi vocab session)</p> <p>Key songs: (See Nursery/Reception progression document)</p>		<p><b>Reception Baseline assessments</b></p> <p><b>Theme:</b> My and my family</p> <p><b>Genre/Topic Links:</b> Understanding the World (Science), Expressive Arts and Design (Art/DT)</p> <p><b>EYFS Profile Statements:</b> (Continuous focus building towards ELG)</p> <p><b>Reading and Writing - ELG:</b></p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>-Anticipate - where appropriate - key events in stories</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><u>Word Reading:</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are</p>		

			<p>consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing:</u>  - 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.</p> <p><b>Draw a picture of your family and describe them.</b>  <b>Write sounds you can hear.</b></p>		
5	<p>Key texts:  Ravi's Roar (RWi talk through stories)</p> <p>Five minutes peace (RWi vocab session)</p> <p>Key songs: (See Nursery/Reception progression document)</p>		<p><b>Theme:</b> Emotions and feelings  <b>Genre/Topic Links:</b> Understanding the World (Science), Expressive Arts and Design (Art/DT)  <b>EYFS Profile Statements:</b> (Continuous focus building towards ELG)  <b>Reading and Writing - ELG:</b>  <u>Comprehension:</u>  - 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, non-fiction, rhymes and poems and during role-play.  <u>Word Reading:</u>  Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  <u>Writing:</u>  - 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.</p> <p><b>Writing and hearing initial sounds</b></p>		

6	<p>Key texts: I'm in charge (RWi talk through stories)</p> <p>Ravi's Roar (RWi vocab session)</p> <p>Key songs: (See Nursery/Reception progression document)</p>		<p><b>Theme:</b> Awareness of others, communication and friendships.</p> <p><b>Genre/Topic Links:</b> Understanding the World (Science), Expressive Arts and Design (Art/DT)</p> <p><b>EYFS Profile Statements:</b> (Continuous focus building towards ELG)</p> <p><b>Reading and Writing - ELG:</b></p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>-Anticipate - where appropriate - key events in stories</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><u>Word Reading:</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>RWi assessments</b></p>		
7	<p>Key texts: Elmer (RWi talk through stories)</p> <p>I'm in charge (RWi vocab session)</p> <p>Key songs: (See Nursery/Reception progression document)</p>		<p><b>Theme:</b> Awareness of others, communication and friendships.</p> <p><b>Genre/Topic Links:</b> Understanding the World (Science), Expressive Arts and Design (Art/DT)</p> <p><b>EYFS Profile Statements:</b> (Continuous focus building towards ELG)</p> <p><b>Reading and Writing - ELG:</b></p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>-Anticipate - where appropriate - key events in stories</li> </ul>		

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