

# Reception Medium Term Plan

## English

Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p><b>Reading</b> Joins in with repeated refrains.</p> <p>Predicts how a story might end.</p> <p>Retells the main events in a story.</p> <p>Describes settings, characters and events in a well-known story.</p> <p>Recognises own name and other familiar signs (e.g. Tesco).</p> <p>Understands print carries meaning and is read right to left.</p> <p>'Reads' for pleasure.</p> <p>Hears and says initial sounds in words.</p> <p>Orally segments sounds in simple words and blend them together.</p> <p>Knows which letters represent sounds in order to begin reading simple words.</p> <p>Begins to read non-decodable (tricky) words: I, no, go, to, the, into.</p> <p>Phase 2 phonics.</p>	<p><b>Reading</b> Uses language to imagine and recreate roles and experiences.</p> <p>Retells and sequences familiar stories.</p> <p>Begins to understand story structure.</p> <p>Reads for pleasure.</p> <p>Begins to retrieve information from books and computers (iPads).</p> <p>Reads simple CVC words.</p> <p>Reads words containing digraphs and trigraphs (e.g. ai, ee, igh, air – rain, feet, light, chair etc.)</p> <p>Reads non-decodable (tricky) words: he, she, we, me, be, my, by, was, you, they, are, all, your.</p> <p>Begins to name the letters in the alphabet.</p> <p>Phase 3 phonics.</p>	<p><b>Reading</b> Expresses themselves clearly showing an awareness of the listener.</p> <p>Develops own narratives in storytelling.</p> <p>Develops comprehension and talks to others about what has been read.</p> <p>Reads and understands simple sentences.</p> <p>Uses phonic knowledge to decode harder words and read aloud accurately (e.g. drip, clock, church, string etc.)</p> <p>Reads words with more than one syllable with increasing accuracy (e.g. shampoo, lightning, farmyard, carpark etc.)</p> <p>Reads non-decodable (tricky) words: some, come, like, have, said, so, do, were, there, little, one, when, what, out.</p> <p>Phase 4 phonics.</p> <p><u>Extension to prepare for Y1:</u> Begin Phase 5 phonics (ay, oy, ou, ow, ph, wh, ea, ie and tricky words).</p>
<p><b>Writing</b> Gives meaning to the marks they make as they draw, paint and write.</p> <p>Knows the difference between drawing and writing.</p> <p>Writes own name.</p> <p>Breaks down the flow of speech into words.</p> <p>Uses anti-clockwise movement and retraces vertical lines.</p> <p>Copy writes sounds heard in words.</p> <p>Knows what sounds look like and begins to form recognisable letters.</p> <p>Writes clusters of letters independently to communicate meaning.</p>	<p><b>Writing</b> Forms recognisable letters.</p> <p>Holds pencil correctly.</p> <p>Segments sounds in simple words; letters are represented correctly and in sequence.</p> <p>Writes labels and single words with increasing independence.</p> <p>Attempts to write simple sentences.</p>	<p><b>Writing</b> Writes labels and lists with confidence.</p> <p>Writes simple captions (e.g. The dog, a big cat etc.)</p> <p>Writes simple sentences (e.g. I went to the park.)</p> <p>Uses phonic knowledge to write words in ways that match the spoken sound, e.g. lighc.</p> <p>Reads back their own written work.</p> <p>Some non-decodable (tricky) words correctly spelt.</p> <p>Leaves spaces between words.</p> <p><u>Extension to prepare for Y1:</u> Begins to use capital letters and full stops.</p>