



RECEPTION MEDIUM TERM OVERVIEW FOR LITERACY
SUMMER 1



MEDIUM TERM			SUMMER TERM 1		RECEPTION	
TOPIC - "						
Book	Springtime	Jack and the Beanstalk		Jack and the Beanstalk TWIST	NON FICTION - from seed to sunflower	
Literacy Context from quality text overview	Description, retell Simple instructions, description, retell					
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LAU	ELG - • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers					
S	Speaking: ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher					
			Oral retell		Simple instructions	
R	Comprehension: Correctly sequence a story or event using pictures and/or captions. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment I can read simple sentences. . Word Reading: Read simple sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.					



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		Description of Jack.			Simple instructions	
W	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use familiar words in their writing. Reread their writing</p> <p>Composition: Write a simple sentence with a full stop. Use familiar words in their writing ie “tricky words”</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. Use a tripod grip with good control</p>					
			Description of the Giant.			Simple instructions

PHYSICAL – GROSS AND FINE

Development Matters -Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Birth to 5 - Fine and gross motor control must develop together in an integrated way, so that the child can achieve what they set out to do

THE MESSAGE CENTRE

We will also be using ‘The Message Centre’ in our Early Years practice. The Message Centre is a ‘writing area’ which encourages children to make their own marks and messages which can be hidden and found by others. It not only gives children confidence as writers, but also shows them that mark making has a purpose and it puts joy and magic into writing. The Message Centre will be a ‘hub’ of activity both indoors and outdoors, where all the skills children need to learn as ‘writers’ will be developed through child-led activities and play.