

Teacher/s:	Year Group(s)	Year: EY / R	Term 2
Range: Fiction and poetry: a wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language. Non-Fiction: simple non-fiction texts, including recounts.			
Titles:	Teaching Objectives: Text Level	Sentence Level	Word Level
Week 1 & 2 The Jigreee The Monster's Party	T1: to track the text in the right order, page by page, left to right, top to bottom; pointing while reading/telling a story, and making one-to-one correspondences between written and spoken words; T10: to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns; <i>Curricular target: to make 1:1 word match between written and spoken word.</i>	S3: that words are ordered left to right and need to be read that way to make sense; S2: to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories;	W3: alphabetic and phonic knowledge through: o sounding and naming each letter of the alphabet in lower and upper case; o writing letters in response to letter names; Revise term 1 word level objectives. Use Term 1 Medium Term plan for word level objectives for children new to Reception. <i>Curricular target: to read and write the sight words: "can" "do" "I"</i>
Week 3 The Bravest Bear Ever	T9: to be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded; <i>Curricular target: to understand stories have a beginning, middle and end.</i>	ELG: ..begin to form simple sentences, sometimes using punctuation. <i>Curricular target: to notice different punctuation marks.</i>	W1: extending rhyming patterns by analogy, generating new and invented words in speech and spelling; <i>Curricular target: to generate and write words with "an" in them: can, man, ran etc.</i>
Week 4 & 5 <i>We're Going on a Bear Hunt</i> <i>This is the Bear Unit 2 (NLS)</i>	T7: to use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence; T13: to think about and discuss what they intend to write, ahead of writing it; T14: to use experience of stories, poems and simple recounts as a basis for independent writing... and through shared composition with adults; <i>Curricular target: to plan ahead what to write</i>	S1: to expect written text to make sense and to check for sense if it does not; <i>Curricular target: to construct a simple sentence.</i>	W3: alphabetic and phonic knowledge through: o sounding and naming each letter of the alphabet in lower and upper case; o writing letters in response to letter names; ELG: to use phonic knowledge to write simple regular words and phonetically plausible attempts at more complex words.
Week 6 My Body	T8: to locate and read significant parts of the text, T12: through guided and independent writing: o to write labels or captions for pictures and drawings; o to write sentences to match pictures or sequences of pictures;	T4: to use a capital letter for the start of own name. <i>Curricular target: to write a simple sentence.</i>	W7: to read on sight the words from texts of appropriate difficulty; W11: to make collections of personal interest or significant words and words linked to particular topics; <i>Curricular target: to read and write the sight words: "this" "is" "my"</i>