

Year: R

Medium Term Plan:

Term 2

School:

Teacher/s:	Year Group(s) R	Term: 2:2	
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 7 Noah's Ark	T4: to notice the difference between spoken and written forms through re-telling known stories; to compare 'told' versions with what the book 'says'; T7: to use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence;	S3: that words are ordered left to right and need to be read that way to make sense; Curricular target: to re-order a simple sentence to make sense.	W3: alphabetic and phonic knowledge through: <ul style="list-style-type: none"> o sounding and naming each letter of the alphabet in lower and upper case; o writing letters in response to letter names;
Week 8 & 9 Clinic	T11: to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories; T12: to experiment with writing in a variety of play, exploratory and role-play situations; to write labels or captions; to write sentences to match pictures or sequences of pictures; to write their own names; Curricular target: to use writing for a purpose in role-play.	S1: to expect written text to make sense and to check for sense if it does not; S4: to use a capital letter for the start of own name. Curricular target: to write labels and captions.	W8: to read and write own name and explore other words related to the spelling of own name; W10: collect new words from their reading and shared experiences;
Week 10	T3: to re-read a text to provide context cues to help read unfamiliar words; T6: to re-read frequently a variety of familiar texts; T14: to use experience of stories, poems and simple recounts as a basis for independent writing... and through shared composition with adults;	S2: to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories. Curricular target: to understand that you can use a range of strategies in reading: initial letter checked against context, phonic cues, reading on to the end of the sentence.	W4: to link sound and spelling patterns by: using knowledge of rhyme to identify families of rhyming CVC words, e.g. <i>hop, top, mop; fat, mat, pat</i> , etc.;
Week 11	T9: to be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded; Curricular target: to understand stories have a beginning, middle and end.	; ELG: ..begin to form simple sentences, sometimes using punctuation. Curricular target: to notice different punctuation marks.	W6: to read on sight the words in list 1 Curricular target: to read and write the sight words: we, he, me, she
Week 12	T13: to think about and discuss what they intend to write, ahead of writing it; T15: to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences. Curricular target: to retell an event using language which signals time sequence.	S1: to expect written text to make sense and to check for sense if it does not; Curricular target: to construct a simple sentence.	W3: alphabetic and phonic knowledge through: <ul style="list-style-type: none"> o reading phonemes: <i>ch, sh, th</i>; o writing each letter in response to each sound: <i>ch, sh, th</i>; Curricular target: to blend words; chin, thin, chip, ship.