

Year: R

Medium Term Plan:

School:

Teacher/s:		Year Group(s)		Term: 3:1	
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 Dear Zoo	<p>T12: to experiment with writing and recognise how their own version matches and differs from conventional version, e.g. through teacher response and transcription;</p> <p>Curricular target: to plan ahead what to write</p>		<p>S1: to expect written text to make sense and to check for sense if it does not;</p> <p>Curricular target: to write a simple sentence</p>		<p>Progression in Phonics (NLS) Step 3</p> <p style="text-align: center;">↓</p>
Week 2 Dinosaur Roar	<p>T10: to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns;</p>		<p>S1: to expect written text to make sense and to check for sense if it does not;</p> <p>Curricular target: to reorder words and decide whether it makes sense</p>		<p>W10: collect new words from their reading and shared experiences;</p> <p>Curricular target: to count the syllables in words</p>
Week 3 Jaspar's Beanstalk	<p>T2: to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically; T3: to re-read a text to provide context cues to help read unfamiliar words;</p> <p>Curricular target: to check unknown words using initial letter and context cues.</p>		<p>ELG: ..begin to form simple sentences, sometimes using punctuation.</p>		<p>W7: to read on sight the words from texts of appropriate difficulty;</p> <p>Curricular target: to read and write the sight words: "on" "it"</p>
Week 4 Each Peach Pear Plum	<p>T5: to understand how story book language works and to use some formal elements when re-telling stories, e.g. <i>'Once there was ...'</i>, <i>'She lived in a little ...'</i>, <i>'he replied ...'</i>.</p> <p>Curricular target: to retell stories using some story language.</p>		<p>S2: to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories.</p>		<p>W1: to understand and be able to rhyme through recognising, exploring and working with rhyming patterns, e.g. learning nursery rhymes;</p> <p>Curricular target: to hear and generate rhyming words</p>
Week 5 Café structured play area	<p>T11: Through shared writing to apply knowledge of letter/sound correspondences in helping the teacher to scribe, and re-reading what the class has written;</p> <p>Curricular target: to use writing for a purpose in role-play.</p>		<p>S1: to expect written text to make sense and to check for sense if it does not;</p> <p>Curricular target: to write labels and captions.</p>		<p>Progression in Phonics (NLS) Step 3</p> <p style="text-align: center;">↓</p>
Week 6	<p>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, lists, signs, directions, menus, labels, greeting cards, letters.</p>		<p>S4: to use a capital letter for the start of own name.</p> <p>Curricular target: to write a sentence which includes own name</p>		<p>W11: to make collections of personal interest or significant words and words linked to particular topics;</p> <p>Curricular target: to blend words starting with phonemes 'ch' 'sh' 'th';</p>