

English Medium-Term Plan: Reception Summer 2

Text (s)	Commotion in the Ocean and Somebody Swallowed Stanley	
Links to wider curriculum	Understanding the World and Physical Development	
Reading outcomes	To read simple sentences.	
Writing outcomes	To write simple sentences.	
EYFS objectives:		
Comprehension	Word Reading	Writing
<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>ELG</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>ELG</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>ELG</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Prior Knowledge:	To name ocean creatures correctly. To name key features of the seaside. To understand the purpose of a postcard.	

Misconceptions:	Sentences do not need finger spaces. Using capital letters in the middle of words. Names do not need capital letters. Reading digraphs/trigraphs as individual sounds. When starting a new line means starting the sentence again. Trying to segment and blend tricky words. Confusing tricky words and HFWs. Confusing letter names and sounds. Pronunciation/dialect. Thinking the author writes the pictures.		
Spelling	See Twinkl Phonics Scheme.		
Handwriting	See Twinkl Phonics Scheme/Letter Joins.		
	Genre	Adaptive teaching	Resources
Week 1	To write Father's Day/Special person cards.	L.A children to write key words. M.A/H.A children to write entire message.	Phonics mats Key words- e.g. Father.
Week 2	To label the ocean pictures. To write simple sentences.	L.A to write labels. M.A to write a simple sentence. H.A to write multiple sentences.	Phonics mats
Week 3	To label the seaside picture using Phase 3 and 4 Phonics.	L.A children to use Phase 2 Phonics. M.A/H.A children to use Phase 3 and 4 Phonics.	Phonics mats.
Week 4	To write simple sentences about what the children can see on the seaside picture. To use adjectives to describe what they can see.	L.A to write labels. M.A to write a simple sentence. H.A to write multiple sentences.	Phonics mats.
Week 5	To write a postcard.	Writing frame for L.A. Key words for L.A. M.A/H.A children to write entire message.	Phonics mats. Writing frame.
Week 6	Letter name assessment and HFW assessment.	Assessment week for all.	N/A.
Week 7	Transition work.	To apply Phase 2, 3 and 4 Phonics.	Phonics mats.
Evaluation:			