



**Grindon Infant School Reception Literacy Medium Term Planning 2022-2023**

**Spring 2-What the Ladybird Heard**

Area of Learning	Focus
<b>Literacy</b>  <b>COMPREHENSION</b>	<p><b>Comprehension:</b>            Retell stories in the correct sequence, draw on language patterns of stories.            Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.            Independently access the features of a non-fiction book.            Play influenced by experience of books.            Innovate a well-known story with support.</p>
<b>Literacy</b>  <b>WORD READING</b>	<p><b>Word Reading:</b>            Read some letter groups that each represent one sound and say sounds for them.            Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>
<b>PHONICS</b>	<p><b>Phase 2/3</b>            Consolidate Phase 2 skills.            Begin Phase 3 skills-            Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu.            Know the 4 consonant digraphs-sh, th, ch, ng.            Know 9 vowel digraphs-ai, ee, oa, oo, ar, or, ur, ow, oi.            Know trigraph igh.            Know tricky words, the, to, he, she, we, me, be, was, my.            Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p>
<b>Literacy</b>  <b>WRITING</b>  Emergent writing  Composition  Spelling  Handwriting	<p><b>Emergent writing:</b>            Build words using letter sounds in writing.</p> <p><b>Composition:</b>            Use talk to organise describe events and experiences.            Begin to write a simple sentence with support.</p> <p><b>Spelling:</b>            Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.            Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p><b>Handwriting:</b>            Holds a pencil effectively to form recognisable letters.            Know how to form clear ascenders and descenders.</p>

<b>TFW Story Writing Development Focus</b>	<p>More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words.</p> <p>Can use a phonic mat or work bank to support.</p> <p>Adult writes any unknown words.</p>			
Literacy Weekly Focus				
Week 1	Week 2	Week 3	Week 4	Week 5
<p>TFW-What the Ladybird Heard</p> <p>Whole Class story map</p> <p>Acting out the story.</p> <p>Own Story Map AL Task.</p> <p>Phonics Bug set 8 books.</p>	<p>TFW- What the Ladybird Heard</p> <p>Innovation AL Task-new character.</p> <p>Julia Donaldson Books</p> <p>Phonics Bug set 8 books.</p>	<p>TFW- What the Ladybird Heard</p> <p>New Story AL Task-what plan did the character hear?</p> <p>Julia Donaldson Books</p> <p>Phonics Bug set 8 books.</p>	<p>Non-Fiction-Animals</p> <p>Animal Label and Caption Writing AL Task</p> <p>Farmyard Hullabaloo.</p> <p>Phonics Bug set 9 books.</p>	<p>Non-Fiction-Trip Recount</p> <p>AL Task-Trip Recount</p> <p>Farmyard Hullabaloo.</p> <p>Phonics Bug set 9 books.</p>