

EYFS Reading Medium-Term Plan

Significant Texts		Key Objectives
Stories	I could be, you could be Going on a bear hunt Little Red Hen Owl Babies Pumpkin soup The curious caterpillar Michael Recycle Bear snores on Don't wake the bear hare Whatever next Triangle, square and circle stories The Gruffalo The Gruffalo's child Stick Man Goldilocks and the three bears Jack and the beanstalk The magnificent sunflower The tiny seed The train ride Grandad's Island Kipper's seaside	Develop a life-long love of reading by: Listening to, reading and exploring books with others and independently. Talking about books in small groups and 1:1. Re-telling and using books for role-play. Listening to a wide range of stories, poems, rhymes, songs and non-fiction. Vocabulary: Listen to and talk about stories to build familiarity and understanding. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. Use and understand recently introduced vocabulary during role-play. Re-tell a story using own words and some exact repetition. Retrieval: Answer simple questions in response to a story that has been read to them using illustrations. Answer simple questions by pointing out specific words. Inference: Begin to draw simple inferences from stories that have been read to them. Prediction: Anticipate key events in stories. Sequence: Use pictures to sequence a simple and familiar story. Re-tell a simple and/or familiar story using props or acting.
Rhymes and poems	1,2,3,4,5 once I caught a fish alive Grand old Duke of York Row, Row, Row your boat Miss Polly had a Dolly Hey, diddle, diddle 5 Little peas	

Reception English Autumn Medium-Term Plan

	Term 1	Term 2	Composition
Phonics/Reading	S,a,t,p,l,n,m,d,g,o,c,k,e,u,r,h,p,f,ff Form lower-case and capital letters correctly Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	L,ll,ss,j,v,w,x,y,z,zz,qu,ch,sh,th,ng Form lower-case and capital letters correctly Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Engage in extended conversations about stories, learning new vocabulary
Narrative	Write some letters accurately Write some or all of their name Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother Spell words by identifying the sounds and then writing the sound with letter/s.	Write some letters accurately Spell words by identifying the sounds and then writing the sound with letter/s.	
Non-narrative	Write some letters accurately Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Spell words by identifying the sounds and then writing the sound with letter/s.	Write some letters accurately Spell words by identifying the sounds and then writing the sound with letter/s.	

Reception English Spring Medium-Term Plan

	Term 1	Term 2	Composition
Phonics/Reading	Zz,qu,ch,sh,th,ng Consolidate previous learning Ai,ee,igh Read some letter groups that each represent one sound and say sounds for them.	Oa,oo (as in moon), oo (as in book), ar Consolidate previous learning Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read words consistent with their phonic knowledge by sound-blending.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Narrative	Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	
Non-narrative	Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Spell words by identifying the sounds and then writing the sound with letter/s.	

Reception English Summer Medium-Term Plan

	Term 1	Term 2	Composition
Phonics/Reading	Or,ur,ow,oi Consolidate previous learning Say a sound for each letter in the alphabet and at least 10 digraphs. Read a few common exception words matched to the school's phonic programme. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Ear,air,ure,er Consolidate previous learning Say a sound for each letter in the alphabet and at least 10 digraphs. Read a few common exception words matched to the school's phonic programme. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write sentences by: - say out loud what they are going to write about - compose a sentence orally before writing it - sequence sentences to form short narratives - re-read what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read their writing aloud clearly enough to be heard by their peers and the teacher
Narrative	Spell words by identifying the sounds and then writing the sound with letter/s. Write recognisable letters, most of which are correctly formed.	Spell words by identifying the sounds and then writing the sound with letter/s. Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others.	
Non-narrative	Spell words by identifying the sounds and then writing the sound with letter/s. Write recognisable letters, most of which are correctly formed.	Spell words by identifying the sounds and then writing the sound with letter/s. Write recognisable letters, most of which are correctly formed.	