

Beaufront First School

Reception – Phonics and Literacy Medium Term Plan: Spring Term #2 2018

Topic – 'Traditional Tales' Spring and new life; Easter. Additional Topics: Holi; Red Nose Day; Mother's Day; Easter						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phonics	<p>Phase 3 Letters and Sounds:</p> <p>Recap letter names and sounds daily.</p> <p>Teach <i>or, ur, ow</i></p> <p>Practise reading and spelling words and high-frequency words.</p> <p>Read and write HFW/tricky words <i>to, him, had, in</i>.</p> <p>Practise reading and writing captions and sentences featuring all known graphemes.</p>	<p>Phase 3 Letters and Sounds:</p> <p>Recap letter names and sounds daily.</p> <p>Practise recognising and using all known GPCs by reading real and nonsense words featuring them.</p> <p>Teach <i>oi, ear</i> and <i>air</i>.</p> <p>Practise blending for reading and spelling for writing using new digraphs/trigraphs, including high-frequency words.</p> <p>Read and write HFW/tricky words <i>no, got, go, an</i>.</p> <p>Practise spelling two-syllable words.</p> <p>Practise reading and writing captions and sentences to appropriate level.</p>	<p>Phase 3 Letters and Sounds:</p> <p>Recap letter names and sounds daily.</p> <p>Practise recognising and using all known GPCs by reading real and nonsense words featuring them.</p> <p>Teach <i>ure</i> and <i>er</i>.</p> <p>Practise blending for reading and spelling for writing using new digraphs/trigraphs, including high-frequency words.</p> <p>Read and write HFW/ tricky words <i>as, can, off, not, get</i>.</p> <p>Practise spelling two-syllable words.</p> <p>Practise reading and writing captions and sentences to appropriate level.</p>	<p>Phase 3 Letters and Sounds:</p> <p>Recap letter names and sounds daily.</p> <p>Revision of all Phase 3 phonemes.</p> <p>Practise recognising and using all known GPCs by reading real and nonsense words featuring them.</p> <p>Practise blending for reading and spelling for writing using new digraphs/trigraphs, including high-frequency words.</p> <p>Read and write HFW/tricky words <i>l, go, no, the</i>.</p> <p>Practise spelling two-syllable words.</p> <p>Practise reading and writing captions and sentences to appropriate level.</p>	<p>Phase 3 Letters and Sounds:</p> <p>Recap letter names and sounds daily.</p> <p>Practise recognising and using all known GPCs by reading real and nonsense words featuring them.</p> <p>Practise blending for reading and spelling for writing using new digraphs/trigraphs, including high-frequency words.</p> <p>Read and write HFW/tricky words <i>to, into</i>.</p> <p>Practise spelling two-syllable words.</p> <p>Practise reading and writing captions and sentences to appropriate level.</p>	<p>Phase 3 Letters and Sounds:</p> <p>As Week 5 to ensure that all children are secure with Phase 3 GPCs and to address most common misconceptions.</p> <p>Focus on reading and writing using GPCs and on recognising high frequency and tricky words.</p>
Literacy Outline Plan	<p>Reading Focus: Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers; Working towards ELG aspects → Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read.</p> <p>Possible/Planned Books/Texts: <i>The Gingerbread Man, The Three Little Pigs – Use Talk4Writing story mapping, innovating a story to support character descriptions and story writing. Recipe writing.</i></p> <p>Writing Focus: Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence; Writes own name and other things such as labels, captions; Attempts to write short sentences in meaningful contexts; Working towards ELG → Children use their phonic knowledge to write words in ways which match their spoken sounds; They also write some irregular common words; They write simple sentences which can be read by themselves and others; Some words are spelt correctly and others are phonetically plausible.</p>					