

Year R		Literacy medium term overview				Spring 1
Wk beg.	Texts	Handwriting and Fine motor	Speaking and listening	Reading / Phonics Begin daily guided reading sessions with one group each day. Split for phonics across cohort. (4 ways)	Writing Main focus – sentence structure and dictation	
Week 1 – 4 th Jan	<p>Focus - Three little pigs Oral Story – Gingerbread Man</p> <p><i>Read aloud texts</i> Three little wolves and the big bad pig</p> <p><i>Espresso (Storytime – Rat-a-tat-tat)</i> Whose At The Door? The Big Bad Wolf Big Bad Pig</p>	<p>Daily funky Finger activities- Dough Disco Hair gel with tweezers and hammer beads Plunges Baths mats/ pegs Jedi writing- q, e,s,f</p> <p>(To continue for five weeks on a rotational basis)</p>	<p><u>Role-Play</u> Indoor - 3 little pigs building site Outside – mud kitchen</p>	<p>Week 1 Ext- Starting at phase 3 graphemes- ai, ee, igh, oa, oo continue through phase 3 and begin phase 4. Upper Core- Starting at phase 3 revising set 6 and 7 then continue to progress through phase 3. Core- Starting at revision of phase 2 sounds using and applying to CVC words then progress through phase 3 until end of phase graphemes. Support- Starting point revision of phase 2 set 2 then continue through phase 2.</p>	<p>Hook - Three Little Pig houses in conservation area. Whose houses could these be? What story could they be linked to? Mind map current knowledge. Discuss plot & language. Read story.</p> <p>HB/DM - Dictation of captions (R/O/Y), Sentence ordering (G/B) GW – Re-telling story (Drama) MB - Tricky word mud writing Independent – Ipads Metal Mike / Buried Treasure - Cut & Stick – match the sentence to the picture</p>	
Week 2- 8 th Jan			<p><u>Role-Play</u> Indoor - 3 little pigs building site Outside – mud kitchen</p>	<p>Week 2 Ext - Working on reading and writing a wide range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes. Phase 3 graphemes ai, ee, igh, oa, oo U Core - Working on reading and writing cvc words using wider range of letters inc. consonant digraphs and double letters eg. Bell, chick Revise/Teach consonant digraphs ch, sh, th, ng Core- Working on reading and writing a few cvc words using letters and short vowels eg. Box. Set 6 letter progression, j, v, w, x Sup - Working on using common consonants and vowels which they can blend for reading and segment for writing simple CVC words. Set 2 l, n, m, d</p>	<p>MB - Pig rap GW - Oral story Gingerbread man HB/DM - Sentence (red, orange, yellow) / caption (green/blue) writing Independent - Story sequencing - Ipads o R/O - Twinkl Phase 2 – Captions For Reading (Sets 1-4 + tricky words) o Y - Twinkl Phase 2 – Captions For Reading (Sets 1-4) o G/B - Twinkl Phase 2 – CVC Spelling game</p>	

Week 3- 15th Jan	<p>The Gingerbread Man</p> <p>Chapter book – The gingerbread rabbit</p>	<p>Rainbow numbers Whiteboard letter formation Gingerbread girl & man DMP Letter formation & Sentence structure</p>	<p><u>Hot-seating:</u> How would each character feel?</p> <p><u>Role-Play</u> Indoor - 3 little pigs building site Outside – mud kitchen</p>	<p>Week 3 Ext - Working on reading and writing a wide range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes. Phase 3 graphemes ar, or, er, ow, oi U Core - Working on reading and writing a wide range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes. Phase 3 graphemes ai, ee, igh, oa, oo Core- Working on reading and writing a few cvc words using letters and short vowels eg. Box. Set 7 letter progression, y, z, zz, qu Sup - Working on knowing that words are constructed from phonemes and that phonemes are represented by graphemes Letter progression set 3 g, o, c, k</p>	<p>HB / DM – Speech bubbles GW - Drama retelling of The Gingerbread Man MB - Journal Writing Independent - Cut and stick activity – match the word/caption to the picture - Story hill for The Gingerbread Man</p>
Week 4- 22nd Jan		<p>DMP Letter formation & Sentence structure Fox mask CVC whiteboard writing Tweezers and buttons into numbered cups.</p>	<p><u>Hot-seating:</u> How would each character feel?</p> <p><u>Role-Play</u> Indoor - 3 little pigs building site Outside – mud kitchen</p>	<p>Week 4 Ext - Working on reading and writing a wide range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes. Phase 3 graphemes ear, air, ure, er U Core - Working on reading and writing a wide range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes. Phase 3 graphemes ar, or, er, ow, oi Core - Working on reading and writing cvc words using wider range of letters inc. consonant digraphs and double letters eg. Bell, chick sh, ch, th, ng Sup - Working on knowing that words are constructed from phonemes and that phonemes are represented by graphemes Letter progression set 5 h, b, f, l</p>	<p>HB / DM – Speech bubbles – eating gingerbread men (I will eat his ... first) MB - Willow - Drama retelling of The Gingerbread Girl GW - Cedar - Journal Writing Independent - Ipads – captions for reading - Flour writing - Spelling to match pictures (linked to phonic sounds of the week)</p>

<p style="text-align: center;">Week 5- 29th Jan</p>	<p>The Runaway Chapatti <u>Read aloud texts</u> The gingerbread cowboy The runaway rice cake The runaway dinner The gingerbread girl</p>	<p>DMP Letter formation & Sentence structure</p>	<p><u>Hot-seating:</u> How would each character feel?</p> <p><u>Role-Play</u> Indoor - 3 little pigs building site Outside – mud kitchen</p>	<p>Week 5 Ext – Revision all phase 3. Reading tricky words I, No, Go, To, The, Into, He, She, We, Me, Be, Was, My, You, Her, They, All, Are Spell tricky words I, No, Go, To, The, Into U Core - Working on reading and writing a wide range of CVC words using all the letters and less frequent consonant diagraphs and some long vowel phonemes. Phase 3 graphemes ear, air, ure, er Core - Working on reading and writing a wide range of CVC words using all the letters and less frequent consonant diagraphs and some long vowel phonemes. Phase 3 graphemes ai, ee, igh, oa, oo Sup - Revision of working on using common consonants and vowels which they can blend for reading and segment for writing simple CVC words. And knowing that words are constructed from phonemes and that phonemes are represented by graphemes Reading I, No, Go, The, To, Into</p>	<p>Speech bubbles ext - Red and Orange) Dictation group sentence e.g you can't put me in the frying pan Speech bubbles (core - yellow and green) Dictation e.g. I can run to the tiger Speech bubbles (sup - blue) Order mixed up sentence I can run LSA (GW) Drama – retell story (MB) cedar journal writing Independent –</p> <p>GW – Cedar Drama retell MB – Willow Journal Writing</p>
<p style="text-align: center;">Week 6 - 5th Feb</p>	<p>Rani the elephant <u>Read aloud texts</u> The elephants child The elephant who was scared Elephants story</p>	<p>DMP Letter formation & Sentence structure</p>		<p>Week 6 Ext – Revision all phase 3. Reading tricky words I, No, Go, To, The, Into, He, She, We, Me, Be, Was, My, You, Her, They, All, Are Spell tricky words I, No, Go, To, The, Into U Core – Revision all phase 3. Reading tricky words I, No, Go, To, The, Into, He, She, We, Me, Be, Was, My, You, Her, They, All, Are Spell tricky words I, No, Go, To, The, Into Core - Working on reading and writing a wide range of CVC words using all the letters and less frequent consonant diagraphs and some long vowel phonemes. Phase 3 graphemes ar, or, er, ow, oi Sup - Revision of working on using common consonants and vowels which they can blend for reading and segment for writing simple CVC words. And knowing that words are constructed from phonemes and that phonemes are represented by graphemes Reading I, No, Go, The, To, Into</p>	<p>Class books - captions to match Rani pictures Dictation group sentence (ext - Red and Orange) e.g I want to go to the wedding or Now Rani is ready for the wedding Dictation group sentence (core - yellow and green) e.g I will give him some spots or I will give him some stripes Dictation group sentence (sup - blue) children to use sounds to complete the sentence I will give Rani some zig zags LSA (GW) willow journal writing (MB) Drama – retell story Independent –</p>

Spring 1 Objectives

L1 – To recognise all taught letters by shape and sound L2 – To blend and segment cvc words. L3 – to blend and segment more complex words using phonic knowledge
L4 - To develop fine motor control L5 - To use story language and imagination in drama, role-play and writing L6 – to write the sounds they can hear in simple words
L7 – to write own name and other words from memory L8 – to write a simple sentence L9 – to read a simple sentence L10 – to read tricky words L11 – to retell a story in sequence

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L4 - To develop fine motor control L5 - To use story language and imagination in drama, role-play and writing L6 – to write the sounds they can hear in simple words
L7 – to write own name and other words from memory L8 – to write a simple sentence L9 – to read a simple sentence L10 – to read tricky words L11 – to retell a story in sequence
L12- to blend and read cvc words.