

Reception follow the Letters and Sounds document for the teaching of phonics.  
 This medium term plan is used in addition to the Letters and Sounds document.  
 Letter formation and handwriting is taught daily – see the Physical Development medium term plan.

Wk	Development Matters / ELGs	Learning Outcome	Activities	Resources & Vocabulary
1-3	<b>Baseline Assessments</b> L&S – Phase 1 Aspects 1 – 7 – See separate assessment plans for Autumn Weeks 1-3.			
4-9	<p><b>Reading</b></p> <p><b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p> <p>Hears and says the initial sounds in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Begins to read simple words and sentences.</p> <p>Continues a rhyming string.</p>	<p><u>L&amp;S – Phase 2</u></p> <p>To learn to say a discrete phoneme, recognise and write the letter that represents the phoneme.</p> <p>To learn the letter names and the alphabet order.</p> <p>To hear and say the initial sounds in words.</p> <p>To hear and say the initial, medial and final sounds in words.</p> <p>To segment the sounds in simple words.</p> <p>To segment and blend the sounds in simple words.</p> <p>To begin to read simple words.</p> <p>To begin to read simple sentences.</p> <p>To begin to read tricky words.</p> <p>To continue a rhyming string.</p> <p>To begin to read words with two syllables.</p>	<p><b>Direct Teaching</b></p> <p>Teach letters – See L&amp;S Phase 2, Pg. 51. Use Hear it and say it, see it and say it, say it and write it strategy for teaching.</p> <p>Teach blending for reading VC and CVC words – See L&amp;S Phase 2, Pg. 58. Teach the use of sound buttons.</p> <p>Teach the reading of high-frequency words – See L&amp;S Phase 2, Pg. 64</p> <p>Teach the alphabet song.</p> <p>Identify initial, medial and final sounds in spoken words. Use CVC bag, say the word and segment it.</p> <p>Play ‘Georgie’s gym’ – practising oral blending. ‘Sound talk’ an instruction. Children orally blend the word to know and then follow the instruction.</p> <p>Play ‘What’s in the box?’ – practising blending for reading. Display word card and go through the letter recognition and blending process. Pupils to find the object or picture in the box to match.</p> <p>Match words and pictures – practise blending for reading. Pupils to choose a word card. Go through the letter recognition and blending process. Match the word to the object or picture.</p>	<p><b>Resources – Direct teaching</b></p> <p>Letter flashcards with pictures and letters</p> <p>Words on IWB with sound buttons</p> <p>CVC bag with wooden pictures</p> <p>Mirrors (see what their mouth and tongue do as they make different sounds)</p> <p>‘George’s gym’ – soft toy</p> <p>‘What’s in the box?’ – word cards, objects or pictures corresponding to the word cards, a box</p> <p>Words and picture cards</p> <p>‘Buried treasure’ – coin shaped word cards with real and nonsense words on, treasure chest, waste bin</p> <p>Word bingo – Bingo boards and cards</p> <p><b>Resources - Exploration &amp; investigative play</b></p> <p>Word puzzles – phonetic, alphabet, rhyming/alliteration</p> <p>Phonic books containing relevant phase 2 phonics in words</p> <p>Phase 2 sound mats and sound cards</p>

			<p>Play 'Buried treasure' – practising blending for reading. Pupils to choose a word card. Go through the letter recognition and blending process. Pupils to sort the words by putting real words in the treasure chest and nonsense words in the waste paper bin.</p> <p>Word bingo – practising blending for reading. Teacher sound talks a word. Pupils to orally blend the word in order to add the card to their bingo board.</p> <p>Match captions/sentences and pictures – practise blending for reading. Pupils to choose a caption. Go through the letter recognition and blending process and read each word. Match the caption to the picture.</p> <p>Rhyming games – match the pictures that rhyme.</p> <p>Alliteration games – match the pictures that begin with the same sound.</p> <p>Songs/rhymes - Make up alternative endings, encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the...</p> <p><b>Exploration &amp; investigative play</b></p> <p>Word puzzles</p> <p>Rhyming/alliteration puzzles</p> <p>Phonic books to read</p> <p>Sound cards and sound mats available</p>	<p><b>Vocabulary</b></p> <p>Phoneme, grapheme, segment, blend, sound, initial, first, beginning, medial, middle, final, end, last, word, caption, sentence, rhyme, alliteration, rhyming word, rhyming string, letter, word, sentence, capital letter, lowercase letter, full stop, finger space, question mark, exclamation mark, label, name, title, author, illustrator</p>
10	End of Phase 2 L&S Assessment			
11-12	L&S Phase 2 deepening and broadening			

DM statements in non-bold = 40-60 months

**Bold = ELG**

**Purple = Description of 'exceeding'**

<p style="text-align: center;"><b>1-12</b></p>	<p><b>Writing</b></p> <p><b>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.</b></p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p>	<p>To give meaning to marks they make as they draw, write and paint.</p> <p>To begin to break the flow of speech into words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To hear and say the initial, medial and final sounds in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To write own name.</p> <p>To write labels.</p> <p>To write captions.</p> <p>To use finger spaces.</p> <p>To begin to use capital letters and full stops.</p> <p>To begin to write short sentences in meaningful contexts.</p>	<p><b>Direct Teaching</b></p> <p>Create rhyming strings using phase 2 words. Use picture cards as a stimulus for the first word. Pupils to write the word and then continue the rhyming string.</p> <p>Teach segmenting VC and CVC words for spelling – See L&amp;S Phase 2, Pg. 61. Teach the use of phoneme frames.</p> <p>Write words with the correct initial, medial and final sound that match pictures from the CVC bag.</p> <p>Quickwrite phonemes, graphemes and words – pupils listen to the spoken sound of word and then write it.</p> <p>Write captions to match picture cards – pupil chooses a picture card, says caption to match and then writes the caption.</p> <p>Write a list – one item per line</p> <p>Write a simple letter – include greeting ‘Dear’, message and letter end ‘from’</p> <p>Write a poster – ‘Wanted’ or ‘Keep out’ poster</p> <p>Write a character description – include character name and a simple description of their appearance and personality. Use ‘he has’, ‘she has’, ‘he is’, ‘she is’ as sentence openers.</p> <p>Draw and label a simple story map – use a story mountain. Draw pictures in sequence and add labels for key characters, places and objects.</p> <p>Write about own likes/dislikes – ‘I like’ and ‘I do not like’. Relate to hobbies.</p>	<p><b>Resources - Direct Teaching</b></p> <p>Magnetic letters, letter tiles, pencils, paper, whiteboards, pens</p> <p>Phoneme frames on IWB, small phoneme frames, selection of magnetic letters</p> <p>CVC bag</p> <p>Picture cards</p> <p>Writing templates – my news, lists, letters, posters, character descriptions</p> <p>Finger spacers, Phase 2 sound mats and sound cards</p> <p><b>Resources - Exploration &amp; investigative play</b></p> <p>Writing templates – my news, lists, letters, posters, character descriptions</p> <p>Range of pencils and pens</p> <p>Finger spacers, Phase 2 sound mats and sound cards</p> <p><b>Vocabulary</b></p> <p>Phoneme, grapheme, segment, blend, sound, initial, first, beginning, medial, middle, final, end, last, word, caption, sentence, rhyme, alliteration, rhyming word, rhyming string, letter, word, sentence, capital letter, lowercase letter, full stop, finger space, question mark, exclamation mark, label, name, sound cards, sound mat, tricky words</p>
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			<p><b>Exploration &amp; investigative play</b></p> <p>Write own news</p> <p>Opportunities to write lists, letters, posters, character descriptions to be given. Templates to be put into the writing area after each genre has been taught.</p> <p>A range of opportunities given to draw, write and paint within the areas of provision.</p>	
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Reception Curriculum – Literacy Medium Term Plan				Spring Term
Wk	Development Matters / ELGs	Learning Outcome	Activities	Resources & Vocabulary
1-11	<p><b>Reading</b></p> <p><b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p> <p>Hears and says the initial sounds in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Begins to read simple words and sentences.</p>	<p><u>L&amp;S – Phase 3</u></p> <p>To learn to say a discrete phoneme, recognise and write the letter that represents the phoneme.</p> <p>To learn the letter names and the alphabet order.</p> <p>To hear and say the initial, medial and final sounds in words.</p> <p>To segment the sounds in words.</p> <p>To segment and blend the sounds in simple words.</p> <p>To read compound words.</p> <p>To read and understand simple sentences.</p> <p>To read a wider range of tricky words.</p> <p>To continue a rhyming string.</p> <p>To demonstrate understanding about what they have read.</p>	<p><b>Direct Teaching</b></p> <p>Teach letters – See L&amp;S Phase 3, Pg. 78. Use Hear it and say it, see it and say it, say it and write it strategy for teaching.</p> <p>Introduce and teach two-letter and three-letter GPCs – See L&amp;S Phase 3 Pg. 81. Use Hear it and say it, see it and say it strategy for teaching.</p> <p>Teach the alphabet song. Teach children to identify both lower and uppercase letters by letter name.</p> <p>Teach the reading of high-frequency words – See L&amp;S Phase 3, Pg. 91.</p> <p>Play ‘Georgie’s gym’ – practising oral blending. ‘Sound talk’ an instruction. Children orally blend the word to know and then follow the instruction.</p> <p>Play ‘What’s in the box?’ – practising blending for reading. Display word card and go through the letter recognition and blending process. Pupils to find the object or picture in the box to match.</p> <p>Play ‘Countdown’ – Display list of words one underneath the other. Children read as many words as they can before the sand timer runs out. Call a child’s name and point to the first word. The child sound talk the letters and read the word. Repeat with another child reading the next word, and so on.</p> <p>Play ‘Sentence substitution’ – Write a sentence. Ask the children to read the sentence with their partners and raise hands when they’ve finished. All children</p>	<p><b>Resources – Direct teaching</b></p> <p>Letter flashcards with pictures and letters</p> <p>‘George’s gym’ – soft toy</p> <p>‘What’s in the box?’ – word cards, objects or pictures corresponding to the word cards, a box</p> <p>‘Countdown’ – List of Phase 3 words, sand timer</p> <p>‘Sentence substitution’ – Prepared sentences, list of alternative words for each sentence from Phase 3</p> <p>Words and picture cards</p> <p>Caption/sentence and picture cards</p> <p>‘Buried treasure’ – coin shaped word cards with real and nonsense words on, treasure chest, waste bin</p> <p>Question cards/Questions on IWB, Yes and No cards one per pair of children</p> <p>Word bingo – Bingo boards and cards</p> <p>Copies of the same text</p> <p><b>Resources - Exploration &amp; investigative play</b></p> <p>Word puzzles – phonetic, alphabet, rhyming/alliteration</p> <p>Phonic books containing relevant phase 3 phonics in words</p> <p>Phase 2 &amp; 3 sound mats and sound cards</p>

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			<p>read sentence together. Rub out one word and substitute a different word. Ask children to read the sentence with their partners and raise their hand if they think it makes sense. All children read sentence together. Continue substituting words to make new sentences.</p> <p>Match words and pictures – practise blending for reading. Pupils to choose a word card. Go through the letter recognition and blending process. Match the word to the object or picture.</p> <p>Match captions/sentences and pictures – practise blending for reading. Pupils to choose a caption/sentence card. Go through the letter recognition and blending process for each word. Match the caption/sentence to the object or picture.</p> <p>Play ‘Buried treasure’ – practising blending for reading. Pupils to choose a word card. Go through the letter recognition and blending process. Pupils to sort the words by putting real words in the treasure chest and nonsense words in the waste paper bin.</p> <p>Read yes/no questions – Display a yes/no question for children to read. Ask them to confer with partners and decide whether the response is ‘yes’ or ‘no’. Children show their cards. Invite a pair to read the question. Repeat with another question.</p> <p>Word bingo – practising blending for reading. Teacher sound talks a word. Pupils to orally blend the word in order to add the card to their bingo board.</p>	<p><b>Vocabulary</b></p> <p>Phoneme, grapheme, segment, blend, sound, initial, first, beginning, medial, middle, final, end, last, word, caption, sentence, rhyme, alliteration, rhyming word, rhyming string, letter, word, sentence, capital letter, lowercase letter, full stop, finger space, question mark, exclamation mark, label, name, title, author, illustrator, page number, fiction, non-fiction, characters, main events</p>
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			<p>Shared reading</p> <p><b>Exploration &amp; investigative play</b></p> <p>Word puzzles and games</p> <p>Rhyming/alliteration puzzles and games</p> <p>Phonic books to read</p> <p>Sound cards and sound mats available</p>	
<b>12</b>	<b>End of Phase 3 L&amp;S Assessment</b>			
<b>1-12</b>	<p><b>Writing</b></p> <p><b>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.</b></p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>To break the flow of speech into words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial, medial and final sounds in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To use finger spaces.</p> <p>To use capital letters and full stops with some degree of consistency.</p> <p>To write short sentences in meaningful contexts.</p> <p>To write simple sentences and read back own attempts.</p> <p>To write some irregular common words and spell them correctly.</p> <p>To write words that are phonetically plausible.</p>	<p><b>Direct Teaching</b></p> <p>Create rhyming strings – complete simple poem with rhyming words</p> <p>Quickwrite phonemes, graphemes, digraphs and words.</p> <p>Write simple, age appropriate genres e.g. Lists, invitations, simple letter, class information book, story, recipe</p> <p>Draw and label a story map</p> <p>Write own news</p> <p>Write labels and signs for the classroom environment</p> <p>Write captions to match picture cards, own drawings/designs etc.</p> <p>Use finger spacers to encourage the use of finger spaces</p> <p>Teach spelling of high-frequency words – See L&amp;S Phase 3, Pg. 93</p> <p>Teach spelling of two-syllable words – L&amp;S Phase 3, Pg. 94</p> <p><b>Exploration &amp; investigative play</b></p>	<p><b>Resources – Direct teaching</b></p> <p>Magnetic letters, letter tiles, pencils, range of paper, paper, whiteboards, pens</p> <p>Phoneme frames on IWB, small phoneme frames, selection of magnetic letters</p> <p>CVC bag</p> <p>Picture cards</p> <p>Writing templates – my news, lists, letters, posters, character descriptions, invitations, simple letters, information books, stories, recipes</p> <p>Finger spacers, Phase 2 and 3 sound mats and sound cards</p> <p><b>Resources - Exploration &amp; investigative play</b></p> <p>Writing templates – my news, lists, invitations, simple letters, information books, stories, recipes</p> <p>Range of pencils, pens, paper, envelopes etc.</p> <p>Finger spacers, Phase 2 and 3 sound mats and sound cards</p>

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		<p>To spell some tricky words.</p> <p>To begin to spell two-syllable words.</p>	<p>Write own news</p> <p>Opportunities to write lists, invitations, simple letters, information books, stories, recipes etc. Templates to be put into the writing area after each genre has been taught.</p> <p>A range of opportunities given to draw, write and paint within the areas of provision.</p>	<p><b><u>Vocabulary</u></b></p> <p>Phoneme, grapheme, digraph, trigraph, segment, blend, sound, initial, first, beginning, medial, middle, final, end, last, word, caption, sentence, rhyme, alliteration, rhyming word, rhyming string, letter, word, sentence, capital letter, lowercase letter, full stop, finger space, question mark, exclamation mark, label, name, sound cards, sound mat, tricky words, beginning, middle, end, time words e.g. first, next, then, last</p>
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Reception Curriculum - Literacy Medium Term Plan Summer Term

Wk	Development Matters / ELGs	Learning Outcome	Activities	Vocabulary
1-12	<p><b>Reading</b></p> <p><b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p> <p><b>Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</b></p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Begins to read simple words and sentences.</p>	<p><u>Wk 1 – 6: L&amp;S - Phase 3 deepening and broadening</u></p> <p><b>Week 6 – Repeat end of phase 3 L&amp;S assessment</b></p> <p><u>Wk 7 – 12: L&amp;S - Phase 3 Consolidation / L&amp;S - Phase 4</u></p> <p>To read and understand simple sentences.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>To read some common irregular words.</p> <p>To demonstrate understanding about what they have read.</p> <p>To read compound words.</p> <p><b>To read phonically regular words of more than 1 syllable.</b></p> <p><b>To read a range of irregular high frequency words.</b></p> <p><b>To use phonic, semantic and syntactic knowledge to understand familiar vocabulary.</b></p> <p><b>To describe main events in simple stories read.</b></p>	<p><b>Direct Teaching</b></p> <p>Recap teaching of two-letter and three-letter GPCs that the children need to practise. Repeat Phase 3 games to deepen, broaden and secure knowledge of L&amp;S Phase 3.</p> <p>Teach blending for reading CVCC and CCVC words – See L&amp;S Phase 4, Pg. 110.</p> <p>Play ‘What’s in the box?’ – Read words with adjacent consonants.</p> <p>Play ‘Countdown’ – Display list of words one underneath the other. Children read as many words as they can before the sand timer runs out. Call a child’s name and point to the first word. The child sound talk the letters and read the word. Repeat with another child reading the next word, and so on.</p> <p>Play ‘Sentence substitution’ – Write a sentence. Ask the children to read the sentence with their partners and raise hands when they’ve finished. All children read sentence together. Rub out one word and substitute a different word. Ask children to read the sentence with their partners and raise their hand if they think it makes sense. All children read sentence together. Continue substituting words to make new sentences.</p> <p>Match captions/sentences and pictures – practise blending for reading. Pupils to choose a caption/sentence card. Go through the letter recognition and blending process for each word. Match</p>	<p><b>Resources – Direct teaching</b></p> <p>CVCC and CCVC words on IWB</p> <p>‘What’s in the box?’ – word cards giving words with adjacent consonants, objects or pictures corresponding to the word cards, a box</p> <p>‘Countdown’ – List of Phase 4 words, sand timer</p> <p>‘Sentence substitution’ – Prepared sentences, list of alternative words for each sentence from Phase 4</p> <p>Words and picture cards</p> <p>‘Buried treasure’ – coin shaped word cards with real and nonsense words on, treasure chest, waste bin</p> <p><b>Resources - Exploration &amp; investigative play</b></p> <p>Word puzzles – phonetic, alphabet, rhyming/alliteration</p> <p>Phonic books containing relevant phase 3 &amp; 4 phonics in words</p> <p>Phase 3 sound mats and sound cards</p> <p><b>Vocabulary</b></p> <p>Phoneme, grapheme, segment, blend, sound, initial, first, beginning, medial, middle, final, end, last, word, caption, sentence, rhyme, alliteration, rhyming word, rhyming string, letter, word, sentence, capital letter, lowercase letter, full stop, finger space, question mark, exclamation mark, label, name, title,</p>

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			<p>the caption/sentence to the object or picture.</p> <p>Play 'Buried treasure' – practising blending for reading. Pupils to choose a word card. Go through the letter recognition and blending process. Pupils to sort the words by putting real words in the treasure chest and nonsense words in the waste paper bin.</p> <p>Teach reading of high-frequency words – See L&amp;S Phase 4, Pg. 118</p> <p>Teach reading of two-syllable words – L&amp;S Phase 4, Pg. 121</p> <p>Guided Group Reading</p> <p>Reciprocal Reading</p> <p><b>Exploration &amp; investigative play</b></p> <p>Word puzzles and games</p> <p>Phonic books to read</p> <p>Sound cards and sound mats available</p>	<p>author, illustrator, page number, fiction, non-fiction, characters, main events</p>
<p>1-12</p>	<p><b>Writing</b></p> <p><b>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.</b></p> <p>Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p>	<p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use finger spaces with consistency.</p> <p>To use capital letters and full stops.</p> <p>To write short sentences in meaningful contexts.</p> <p>To write simple sentences and read back own attempts.</p> <p>To write some irregular common words and spell them correctly.</p>	<p><b>Direct Teaching</b></p> <p>Teach segmenting for spelling CVCC and CCVC words – See L&amp;S Phase 4, Pg. 112</p> <p>Tech and practise segmentation for spelling – See L&amp;S Phase 4, Pg. 116</p> <p>Quickwrite words – Say a ccvc word, hold up four fingers, sound-talk it, pointing to a finger at a time for each phoneme. Ask the children to do the same. Holding up the four fingers on one hand, Write the letters of the word in the phoneme frame. Ask the children to write the word in their phoneme frames. Say another word and ask the children to sound-talk it to their partners using their fingers. Ask</p>	<p><b>Resources – Direct teaching</b></p> <p>Large phoneme frame on IWB, list of words, small phoneme frames</p> <p>Pencils, range of paper, paper, whiteboards, pens</p> <p>Writing templates – menus, postcards, letters, information book, stories, instructions.</p> <p>Finger spacers, Phase 2 and 3 sound mats and sound cards</p> <p><b>Resources - Exploration &amp; investigative play</b></p>

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	<p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>To write words that are phonetically plausible.</p> <p>To spell phonically regular words of more than one syllable.</p> <p>To spell a range of irregular high frequency words.</p> <p>To write a story with a clear beginning, middle and end.</p> <p>To begin to use descriptive language to describe characters and settings in stories.</p> <p>To write a story or series of events with precision and clarity.</p>	<p>them to sound-talk it in chorus with you to write it. Repeat, but leave the last grapheme of the word for the children to write their own.</p> <p>Teach spelling of high-frequency words – See L&amp;S Phase 4, Pg. 119</p> <p>Teach spelling of two-syllable words – L&amp;S Phase 4, Pg. 121</p> <p>Write simple, age appropriate genres e.g. menus, postcards, letters, class information book, story, instructions.</p> <p>Draw and label a story map</p> <p>Write own news</p> <p>Write longer pieces of narrative with clearly connected events/more developed storylines</p> <p><b>Exploration &amp; investigative play</b></p> <p>Opportunities to write own news, lists, invitations, simple letters, information books, stories, recipes, menus, postcards, instructions etc. Templates to be put into the writing area after each genre has been taught.</p> <p>A range of opportunities given to draw, write and paint within the areas of provision.</p>	<p>Writing templates – my news, lists, invitations, simple letters, information books, stories, recipes, menus, postcards, instructions.</p> <p>Range of pencils, pens, paper, envelopes etc.</p> <p>Finger spacers, Phase 2 and 3 sound mats and sound cards</p> <p><b>Vocabulary</b></p> <p>Phoneme, grapheme, segment, blend, sound, initial, first, beginning, medial, middle, final, end, last, word, caption, sentence, rhyme, alliteration, rhyming word, rhyming string, letter, word, sentence, capital letter, lowercase letter, full stop, finger space, question mark, exclamation mark, label, name, sound cards, sound mat, tricky words, beginning, middle, end describe, adjectives, sequence, time words e.g. first, next, then, after that, suddenly, later, finally</p>
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