

Literacy Medium Term Plan –Summer 1 2023

Week commencing	<u>Text or stimulus</u>	<u>Objectives</u>	<u>Activities</u>
1&2	Goldilocks and the three bears	<p>Listens to stories with increasing attention and recall.</p> <p>Beginning to be aware of the way stories are structured</p> <p>Use intonation, rhythm and phrasing to make meaning clear to others</p> <p>Describes principle characters</p> <p>Gives meaning to marks as they draw and paint</p>	<p>Read text and add signs/actions for key character names and actions.</p> <p>Encourage the children to join in the repetitive phrases</p> <p>Retell the story (IWB text), encouraging the children to join in with signs/actions.</p> <p>Watch animated version.</p> <p>Name key characters</p> <p>Orally retell & then perform a condensed version of the story (video and share with audience)</p> <p>Floor book – mark-making key characters</p>
3&4	A squash and a squeeze	<p>Listens to stories with increasing attention and recall.</p> <p>Beginning to be aware of the way stories are structured</p> <p>Describes principle characters</p> <p>Gives meaning to marks as they draw and paint</p>	<p>Read text and add signs/actions for key character names and actions.</p> <p>Encourage the children to join in the repetitive phrases 'Wise old man, won't you help me please...'</p> <p>Retell the story (IWB text), encouraging the children to join in with signs/actions.</p> <p>Name key characters</p> <p>Sequence the story using model animals or animal pictures (small group activity)</p> <p>Floor book – mark-making farm animals</p>
5&6	The lazy ladybird	<p>Listens to stories with increasing attention and recall.</p> <p>Beginning to be aware of the way stories are structured</p>	<p>Read text and add signs/actions for key character names and actions.</p> <p>Encourage the children to join in the repetitive phrases 'I can't sleep here...'</p> <p>Talk about the beginning and end of the story – in the beginning she wants to sleep, but in the end the ladybird has to fly</p>

Squiggle while you wiggle – daily focus (Whole group - wiggle; 1 group per day – squiggle letter formation linked to phonics)

Weekly focussed tasks:

1. Name writing practise – encouraging children to take their name card and copy letters from their names.
2. Floor book – emergent mark-making linked to text or stimulus for the week. / or story sequencing activity

Storytime – based on text from medium term plan or one of the 10 key texts