



## Literacy Medium Term Plan –Summer 2

Week commencing	<u>Text or stimulus</u>	<u>Objectives</u>	<u>Activities</u>
1&2	<b>Duck in the Truck</b>	<p>Listens to stories with increasing attention and recall.</p> <p>Beginning to be aware of the way stories are structured</p> <p>Shows an awareness of rhyme</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>Retell the story (IWB text), encouraging the children to join in with signs/actions.</p> <p>Pause at key moments for children to fill in the missing rhyming word</p> <p>Focussed task - Sequencing the story using model truck and animal character figures</p> <p>Floor book – mark-making different vehicles and their names</p>
3&4	<b>The Magic Train Ride</b>	<p>Listens to stories with increasing attention and recall.</p> <p>Beginning to be aware of the way stories are structured</p> <p>Recognises familiar words</p> <p>Gives meaning to marks as they draw and paint</p>	<p>Read text and add signs/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 familiar story vocab, speeding up and slowing down as appropriate</p> <p>Spot the word 'Station' on the signs</p> <p>Focussed task - Sequence the story using train track, engine and picture of the different lands, and make a suggestion for the last station (Use this for assessment)</p> <p>Floor book – mark-making a favourite land and its name</p>
5&6	<b>The Journey</b>	<p>Listens to stories with increasing attention and recall.</p> <p>Beginning to be aware of the way stories are structured</p> <p>Shows an awareness of rhyme</p> <p>Describes story settings</p> <p>Gives meaning to marks as they draw and paint</p>	<p>Read text and add signs/actions.</p> <p>Pause at key moments for children to fill in the missing rhyming word</p> <p>Watch animated or sung version of the story</p> <p>Focussed task – play with boats in water (including guttering to make a waterfall) and recall the different settings (different types of water) – stream, waterfall, estuary, sea)</p> <p>Floor book – mark-making what I enjoy doing in Nursery</p>
7&8	<b>Seaside fun</b>		

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. (writing)  
or story sequencing activity (reading)

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