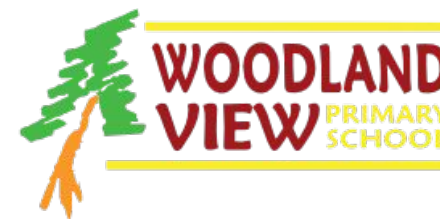




# Foundation Stage *Reading* Medium Term Plan



	Theme	Book	Genre	Learning Objectives	VIPERS Skills Taught
Aut 1	All About Me!	/	Phonics	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...</li> <li>• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> <li>• Shows awareness of rhyme and alliteration</li> <li>• Recognises rhythm in spoken words, songs, poems and rhymes</li> </ul>	
		<i>The Colour of Me</i>	My self book page		V
		<i>All Join In</i>	Group poem		V
Aut 2	Join the Celebration	<i>A Magic Muddle</i>	Rhyming spells	<ul style="list-style-type: none"> <li>• Repeats and uses actions, words or phrases from familiar stories</li> <li>• Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>• Understand the five key concepts about print:</li> <li>• Read individual letters by saying the sounds for them.</li> <li>• Begins to develop phonological and phonemic awareness</li> <li>• Recognises familiar words and signs such as own name</li> <li>• Hears and says the initial sound in words</li> </ul>	V
		<i>Dipal's Diwali</i>	Diwali initial sounds		V
		<i>Kipper's Birthday</i>	Party invitations		V
		<i>The Scarecrows' Wedding</i>	Wedding list		V
		<i>Chinese New Year Race book</i>	Chinese New Year card		V



	Theme	Book	Genre	Learning Objectives	VIPERS Skills Taught
Spr 1	Jurassic Park	<i>Rumpasaurus</i>	Dinosaur descriptions	<ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>Begins to recognise some written names of peers, siblings or Mum, Dad</li> <li>Begins to segment the sounds in simple words and blend them together</li> <li>Continues a rhyming string and identifies alliteration</li> <li>Starts to link sounds to letters, naming the letters of the alphabet</li> </ul>	V
		<i>Dinosaur poems</i>	Dinosaur poems		V
		<i>When the Dinosaurs Came Back</i>	Dinosaur sentences		V
		<i>The Mary Anning Story</i>	Dinosaur fossil/skeleton labelling		V
		<i>Cave Baby</i>	Cave painting words		V
		<i>Meet the Grumps</i>	Fire safety letter		V
Spr 2	Tell us a Story	<i>Jack and the Beanstalk</i>	Drama - story retelling	<ul style="list-style-type: none"> <li>Begins to be aware of the way stories are structured, and to tell own stories</li> <li>Talks about events and principal characters in stories and suggests how the story might end</li> <li>Looks at and enjoys print and digital books independently</li> <li>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>Read a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letters-sound correspondences and, where necessary, a few exception words.</li> <li>Claps or taps the syllables in words during sound play</li> </ul>	VPS
		<i>Snow White excerpt</i>	Snow White spell		V
		<i>Goldilocks and the Three Bears</i>	Story order and caption writing		VPS
		<i>The Three Billy Goats Gruff</i>	Speech bubble		VR
		<i>Anansi</i>	Spider fact file		V
		<i>Little Red Riding Hood</i>	Wanted poster		VR



	Theme	Book	Genre	Learning Objectives	VIPERS Skills Taught
Sum 1	If you go Down to the Woods	<i>Tree</i>	Seasons description	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Learn new vocabulary gained from stories</li> <li>Make suggestions about what might happen next in stories</li> <li>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Reads high frequency words</li> <li>Use developing knowledge of letters and sounds to read phonically decodable words and sentences</li> </ul>	V
		<i>13 Story Treehouse excerpt</i>	Story sentences - treehouse description		V
		<i>Jasper's Beanstalk</i>	Story captions		VPRS
			Animal experience recount		VS
		<i>'If you go down to the woods today' song</i>	Picnic menu		V
Sum 2	Ticket to Ride	<i>Map of Grange Park</i>	Grange Park labelling	<ul style="list-style-type: none"> <li>Engages with books and other reading materials at an increasingly deeper level, drawing on their phonic knowledge to decode words and using their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>Learn and use new vocabulary gained from stories</li> <li>Reads more high frequency words within texts</li> <li>Use their good knowledge of letters and sounds to read phonically decodable words and sentences</li> </ul>	V
		<i>Immersive submarine experience</i>	I can see sentences		VRS
		<i>The Last Stop on Market Street</i>	Sentence writing - where you can travel in a bus/car?		VRS
		<i>Immersive space experience</i>	Recount of space trip		VRS
		<i>The Train Ride</i>	Senses sentences		VRS



**Early Learning Goals (ELG)**

**ELG: Word Reading**

Ongoing Early Learning Goal covered throughout

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG: Comprehension**

Ongoing Early Learning Goal covered throughout

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**Development Matters: Literacy**

Children in reception will be learning to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

**On-going RWI Phonics Objectives**

See separate *Read Write Inc* National Curriculum objectives planning grid for reading and spoken language coverage.