

Reading: Concepts about print	Reading: Phonics Phase & HFWs	Reading: Comprehension	Physical Developments: Gross motor	Physical Developments: Fine motor	Writing: Concepts about print	Writing: Phonics	Writing: Composition
<p>Children are taught to: Knows that print carries meaning and, in English, is read from left to right and top to bottom. Know the left page is before the right page Know where to start reading print Know which way to continue reading (left to right) Understand the concept of a word and a letter. Follow words one to one, while being read to.</p>	<p>Children are taught to: Enjoy rhyming and rhythmic activities. Show awareness of rhyme and alliteration Continue a rhyming string Hear and say the initial sound in words. Segment and blend CVC and CCVC/ CVCC words Begins to read words and simple sentences</p> <p>Recognise: Set 1 sounds Begin to recognize Set 2 sounds - ay, ee, igh, ow, oo, oo, ar, or</p> <p>Read all phase 3 tricky words: he, she, we, be, me, you, all are, her, was, they, my Read some phase 4 tricky words: Said, have, like</p>	<p>Children are taught to: Listen to stories with increasing attention and recall. Describe main story settings, events and principal characters. Recognize their own name Follow a story without pictures or props. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (words of the week focusing on books and words linked to topic) Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books Knows that information can be retrieved from books and computers</p>	<p>Children are taught to: Negotiates space successfully playing racing and chasing with other children, adjusting speed or changing direction to avoid obstacles. Continue to experiment with different ways of moving Travels with confidence and skill:</p> <ul style="list-style-type: none"> Balance on one leg Upper body strength Bilateral movements Crossing the midline <p>(done through active learning and PE)</p> <p>Develop good control and co-ordination in small movements - <i>throwing, aiming, catching ...</i></p> <p>Show increasing control over an object:</p> <ul style="list-style-type: none"> Arm movements Bilateral movements Crossing the midline 	<p>Children are taught to: Holds pencil near point between first two fingers and thumb and uses it with good control. Form letters in their name correctly Form all letters correctly focusing on: m a d t n p g b e r h j correctly Hold a pencil using a tripod grip Use simple tools to effect changes changes to materials - developing strength in hand</p> <p>Dough disco to take place daily</p>	<p>Children are taught to: Know where to start writing Know which direction to write in Know the difference between a word and a letter Concept of a word and a letter Begin to use finger spaces</p>	<p>Children are taught to: Hear and record the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet Orally segment CVC words Segment and write CV and CVC+ words - in, it, is, an, am, at Write all phase 2 tricky words: I the to no go into Write some phase 3 tricky words: he, she, me, was</p>	<p>Children are taught to: Give meanings to marks they make:</p> <ul style="list-style-type: none"> Letter strings Symbolic letters Directionality <p>Develop memory - holding a word/caption Develop oral rehearsal - think it, say, write it, read it Begin to leave spaces between marks representing words Begin to use finger spaces Write lists Write short captions Write their first name Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Colourful semantics - sorting into who, what and what doing</p>

St Clare's RC Primary School
Literacy Medium Term Plan - Spring 2: Fee Fi Fo Fum
Additional objectives

