



## Grindon Infant School Reception Literacy Medium Term Planning 2025-2026

### Spring 1-The Gruffalo

Area of Learning	Focus
<b>Literacy</b>  <b>COMPREHENSION</b>	<b>Comprehension:</b> Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).
<b>Literacy</b>  <b>WORD READING</b>	<b>Word Reading:</b> 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 a few common exception words matched to the school's phonics programme.
<b>PHONICS</b>	<b>Super Sounds Focus</b> Hear the similarities in the first spoken sounds in words. Say the first spoken sound in words. Find two objects beginning with the same sound from a set of objects. Sort objects beginning with the same sounds. Sat a 4-word tongue twister from memory. Sort similarities and differences in letter shapes.  <b>Super Sounds Provision Link</b> Magnetic letters to explore name with name cards (capital and lower case) Real life packaging in the role play area e.g. packets, tins, magazines, to draw awareness to alliterative items prickly pineapple, straight spaghetti Independent use of resources during focused activities. 16 piece puzzles.  <b>Phase 2 and 3-Bug Club Phonics Units 5-7</b> Know grapheme phoneme correspondence. Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss. Know tricky words - the, to, and, no, go, I. Blend and segment known sounds for reading and spelling VC, CVC, CVCC.
<b>Literacy</b>  <b>WRITING</b>	<b>Emergent writing:</b> Use appropriate letters for initial sounds.  <b>Composition:</b>

Emergent writing

Composition

Spelling

Handwriting

Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.

**Spelling:**

Spell to write VC and CVC words independently using Phase 2 graphemes

Spell some common exception (tricky) words e.g., the, to, no, go independently.

**Handwriting:**

Shows a dominant hand.

Write from left to right and top to bottom.

Begin to form recognisable letters.

**Letter-join Handwriting Focus**

Continue Gross Motor Skills Animal movements 1-14 in outdoor provision.



Letter-join 'Introducing Printed Easy Letters and Easy Words':

- 'c' and 'o'

- 'a' and 'd'

- 'n', 'm' and 'h'

- 'Introducing Printed Easy Letters and Easy Words' Extra Challenges

**TFW Story Writing  
Development Focus**

Child knows groups of letters make up a word and a group of words make sentences.

Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.

Rhyme of the Month		January-1, 2, 3, 4, 5 Once I Caught a Fish Alive				
		February-10 Green Bottles				
Literacy Weekly Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TFW-The Alphabet	TFW-The Gruffalo	TFW-The Gruffalo	TFW-The Gruffalo	TFW-Gruffalo Hunt	TFW-Caterpillar Hunt	Free Writing Week Across School
Alphabet Application Task	Whole Class story map	Innovation AL Task-new setting.	New Story AL Task with new characters.	The Gruffalo Hunt AL Task	Caterpillar Hunt AL Task	Reading and Phonics Application Week
Phonics Bug set 5 books.	Acting out the story.	Julia Donaldson Books	Julia Donaldson Books	Non fiction texts.	Life Cycle of a Butterfly books.	Phonics Assessments and Reading Assessments AL Tasks
	Own Story Map AL Task.	Phonics Bug set 6 books.	Phonics Bug set 6 books.	Phonics Bug set 7 books.	Phonics Bug set 7 books.	Phonics Bug set 7 books.