

Grindon Infant School Reception Literacy Medium Term Planning 2025-2026 Spring 2-What the Ladybird Heard					
Literacy	Comprehension:				
	Retell stories in the correct sequence, draw on language patterns of stories.				
COMPREHENSION	Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and				
	why.				
	Independently access the features of a non-fiction book.				
	Play influenced by experience of books.				
	Innovate a well-known story with support.				
Literacy	Word Reading:				
	Read some letter groups that each represent one sound and say sounds for them.				
WORD READING	Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words.				
PHONICS	Super Sounds Focus				
	Hear all the separate sounds in a cvc spoken word.				
	Say all the spoken sounds in a cvc word.				
	Orally blend spoken sounds to say the full cvc word.				
	Match orally blended words to corresponding objects/actions.				
	Orally segment words to say each spoken sounds separately. Retell a simple story from memory.				
	Retell a simple story from memory.				
	Super Sounds Provision Link				
	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.				
	Phase 2 and 3-Bug Club Phonics				
	Consolidate Phase 2 skills and begin Phase 3 skills:				
	Know the remaining grapheme-phoneme correspondence for j, v, w, x, z, zz, qu.				
	Know the 4 consonant digraphs-sh, th, ch, ng.				
	Know 9 vowel digraphs-ai, ee, oa, oo, ar, or, ur, ow, oi.				
	Know trigraph igh.				
	Know tricky words, the, to, he, she, we, me, be, was, my.				
	Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.				
Literacy	Emergent writing:				

WRITING

Build words using letter sounds in writing.

Emergent writing

Composition:

Composition

Use talk to organise describe events and experiences.

Spelling

Begin to write a simple sentence with support.

Handwriting

Spelling:

Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.

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

Handwriting:

Holds a pencil effectively to form recognisable letters.

Know how to form clear ascenders and descenders.

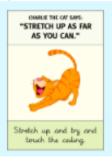
Letter-join Handwriting Focus

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





























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

- -'j' and 'y'
- -'g' and 'q'
- -'b', 'p' and 'k'

TFW Story Writing	More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words.					
Development Focus	Can use a phonic mat or work bank to support.					
	Adult writes any unknown words.					
Rhyme of the Month	ne of the Month March-I Can Sing a Rainbow					
	April-I Hear Thunder					
Literacy Weekly Focus	<u> </u>					
Week 1	Week 2	Week 3	Week 4	Week 5		
TFW-What the Ladybird Heard	TFW- What the Ladybird Heard	TFW-What the Ladybird Heard	Non-Fiction-Animals	Non-Fiction-Ducklings		
Whole Class story map	Innovation AL Task-new character.	New Story AL Task-what plan did the character hear?	Animal Label and Caption Writing AL Task	AL Task-Ducklings Diary		
Acting out the story.	Julia Donaldson Books			Duck Stories		
		Julia Donaldson Books	Farmyard Hullabaloo.			
Own Story Map AL Task.	Phonics Bug set 8 books.			Phonics Bug set 9 books.		
		Phonics Bug set 8 books.	Phonics Bug set 9 books.			
Phonics Bug set 8 books.						