

















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

### Spring 2-What the Ladybird Heard

Area of Learning	Focus
<b>Literacy</b>  <b>COMPREHENSION</b>	<b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories. 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.
<b>Literacy</b>  <b>WORD READING</b>	<b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
<b>PHONICS</b>	<b>Super Sounds Focus</b> 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.  <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</b> 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.
<b>Literacy</b>	<b>Emergent writing:</b>

WRITING	Build words using letter sounds in writing.
Emergent writing	
Composition	<p><b>Composition:</b></p> <p>Use talk to organise describe events and experiences.</p> <p>Begin to write a simple sentence with support.</p>
Spelling	
Handwriting	<p><b>Spelling:</b></p> <p>Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.</p> <p>Spell some common exception (tricky) words e.g., the, to, no, go independently.</p> <p><b>Handwriting:</b></p> <p>Holds a pencil effectively to form recognisable letters.</p> <p>Know how to form clear ascenders and descenders.</p> <p><b>Letter-join Handwriting Focus</b></p> <p>Continue Gross Motor Skills Animal movements 1-14 in outdoor provision.</p>
	<div> <div> <div>KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."</div> <div></div> <div>Two-footed standing jump with waving arms.</div> </div> <div> <div>COLIN THE CRAB SAYS: "WALK SIDEWAYS."</div> <div></div> <div>Take side steps one way, then the other.</div> </div> <div> <div>FRANK THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."</div> <div></div> <div>Balance on left foot, then balance on right foot.</div> </div> <div> <div>CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."</div> <div></div> <div>Stretch up and try and touch the ceiling.</div> </div> <div> <div>CORA THE COW SAYS: "MILK A COW."</div> <div></div> <div>Move arms up and down in milking action.</div> </div> <div> <div>SACHA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."</div> <div></div> <div>Lie down and wriggle along the floor.</div> </div> <div> <div>DORIS THE BEAR SAYS: "WALK ON ALL FOURS."</div> <div></div> <div>Move around on hands and feet.</div> </div> </div> <div> <div> <div>HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."</div> <div></div> <div>Jog, lifting knees high then run faster.</div> </div> <div> <div>OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."</div> <div></div> <div>Take long strides around the room.</div> </div> <div> <div>ENZO THE ELEPHANT SAYS: "LIFT ME UP."</div> <div></div> <div>Pretend to lift up a heavy object.</div> </div> <div> <div>FINN THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."</div> <div></div> <div>Hop on one leg, then on the other leg.</div> </div> <div> <div>PEDRO THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."</div> <div></div> <div>Spin around on the spot.</div> </div> <div> <div>PEPPA THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."</div> <div></div> <div>Stand straight and tilt from left to right.</div> </div> <div> <div>BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."</div> <div></div> <div>Raise arms up and down, palms facing down.</div> </div> </div>
	<p>Letter-join 'Introducing Printed Harder Letters and Harder Words':</p> <p>-‘j’ and ‘y’</p> <p>-‘g’ and ‘q’</p> <p>-‘b’, ‘p’ and ‘k’</p>

TFW Story Writing Development Focus	More phonetically correct words are written by child along with common words, e.g. ‘the’ and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.			
Rhyme of the Month	March-I Can Sing a Rainbow  April-I Hear Thunder			
Literacy Weekly Focus				
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	Julia Donaldson Books	Farmyard Hullabaloo.	Duck Stories
Own Story Map AL Task.	Phonics Bug set 8 books.	Phonics Bug set 8 books.	Phonics Bug set 9 books.	Phonics Bug set 9 books.
Phonics Bug set 8 books.				