**English Medium Term Planning- Reception - SummerTerm**

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| **Text** | **Objectives** |
| *Gigantosaurus*  by Jonny Duddle | **Communication and Language**  • Articulate their ideas and thoughts in well-formed sentences  • Use new vocabulary in different contexts  • Ask questions to find out more and to check they understand what has been said to them  • Use talk to help work out problems and organise thinking and activities  • Explain how things work and why they might happen  • Connect one idea or action to another using a range of connectives  • Describe events in some detail  • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition  **Reading**  • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words  • Read a few common exception words matched to the school’s phonic programme  • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment  **Writing**  • Form lower-case and some capital letters correctly  • Write short sentences with words with known sound-letter correspondences  • Re-read what they have written to check that it makes sense |
| *Supertato*  By Sue Hendra | **Communication and Language**  • Use new vocabulary in different contexts  • Ask questions to find out more and to check they understand what has been said to them  • Connect one idea or action to another using a range of connectives  • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words  **Reading**  • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words  • Read a few common exception words matched to the school’s phonic programme  **Writing**  • Form lower-case and capital letters correctly  • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop  • Re-read what they have written to check that it makes sense  • Spell words by identifying the sounds and then writing the sound with letters |