























Brierley English Medium Term Plan: Reception

Reading Spine

In addition to the main texts listed below, the following texts are to be used either as extracts or full texts through reading sessions or drop and read sessions.

Narrative	Classics	Picture books	Poems and rhymes
<p>Gruffalo by Julia Donaldson </p> <p> We're Going on a Bear Hunt by Michael Rosen)</p> <p>Dear Zoo by Rod Campbell </p>	<p>The Gingerbread Man </p> <p> Jack and the Beanstalk</p> <p>The Three Little Pigs by Mara Alperin </p>	<p>The Rainbow Fish by Marcus Pfister </p> <p> I'm Going to Eat This Ant by Chris Naylor- Ballestoros</p> <p>Dear Dinosaur by Jan Byrne </p> <p> The Naughty Bus by Jan Oke</p> <p>Shark in the Park by Nick Sharratt </p> <p> Sharing a Shell by Julia Donaldson</p> <p>Room on the Broom by Julia Donaldson </p>	<p>Heads, Shoulders, Knees and Toes</p> <p>Humpty Dumpty</p> <p>Jack and Jill</p> <p>Ba Baa Black Sheep</p> <p>The Wheels on the Bus</p> <p>Twinkle Twinkle Little Star</p> <p>Dinosaur Roar (Paul Strickland) </p> <p> Mad About Dinosaurs (Giles Andreae)</p>

	Block 1	Block 2	Block 3
Genre and final outcomes	1. Class author focus (Julia Donaldson) 2. Non-fiction: all about me 3. Narrative: character description /labels 4. Non-fiction: list	1. Narrative: simple retell 2. Non-fiction: letter 3. Non-fiction: information writing	1. Narrative: simple retell 2. Narrative: simple retell 3. Non-fiction: information writing
Reading	<i>Use reading sessions to build up understanding of a text type ahead of starting a new English unit by focusing on text type, language, features, layout, person, tone, purpose and audience. Reading sessions and drop-and-read sessions to also be used to expose children to a range of text types, genres, authors and illustrators which are not linked to the English units. Remember to think about class author and refer to the reading spine.</i>		
	Suggested texts:  Room on the Broom by Julia Donaldson	Suggested texts:   Peace at Last by Jill Murphy The Snail and the Whale by Julia Donaldson	Suggested texts:   The Three Little Pigs by Mara Alperin Gigantosaurus by Jonny Duddle

	<p>Additional reading which must be covered: Books/extracts of books by class author Poems/rhymes: Heads, Shoulders, Knees and Toes Humpty Dumpty Jack and Jill</p>	<p>Additional reading which must be covered: Examples of simple letters Non-fiction texts about whales Poems/rhymes: Ba Baa Black Sheep The Wheels on the Bus Twinkle Twinkle Little Star</p>	<p>Additional reading which must be covered: Non-fiction texts about dinosaurs Poems/rhymes: Dinosaur Roar by Paul Strickland (reading spine) Mad About Dinosaurs by Giles Andreae (reading spine)</p>
<p>Written units in detail</p>	<p>Block 1</p> <p>1. Narrative skills: class author focus Two-week author focus. Who is Julia Donaldson? Share facts about Donaldson with the children and extracts/books by her. Encourage children to talk about their favourite books and characters. As a class, make comparisons across books/texts. Focus on consolidating work on writing captions/simple sentences and correct letter formation.</p> <p>2. Non-fiction: description about self 'All about me'. Within this unit, children to have the opportunity to talk about themselves (e.g. what they look like and their likes and dislikes). This could be introduced by the teachers describing themselves and children having a homework task where they are given a set of questions to think about/gather photos etc and have the opportunity to talk about themselves and hear about their friends in class. Children could label a photo of themselves/write captions about themselves/write a description of themselves. This unit could be extended by children writing about a friend or family member of their choice. Independent write: children to write a description of themselves (could create a display with photos of the children and a label/caption underneath by the children about themselves)</p> <p>3. Non-fiction: list (e.g. a list of items for a spell linked to 'Room on the Broom') This unit could continue with the work on 'Room on the Broom' and this time focus on the spell which the witch casts at the end of the story to create a new broomstick. Children to create their own spells to make something and choose what items are needed for their spell (this could be done as a class first or in groups). Independent write: to write a list of items needed</p> <p>4. Narrative: character description (e.g. linked to 'Room on the Broom') Within this unit, children to become familiar with a story (e.g. Room on the Broom by Julia Donaldson). Children to join in with phrases when the story is read out loud to them and be able to describe the main characters from the story. Independent write: children to write a description of/ label a character from a familiar book</p>		
	<p>Block 2</p> <p>1. Narrative: simple story retell (could focus on the book 'Peace at Last' by Jill Murphy) Within this unit, children to become familiar with a story and be able to retell it orally before moving on to writing captions/sentences linked to it. Children could reorder pictures from the story and describe them. This could focus on the book 'Peace at Last' (see Literacy Company unit for additional ideas). Independent write: to write captions or sentences linked to a familiar story (e.g. 'Peace at Last')</p> <p>2. Non-fiction: letter (could link to 'The Snail and the Whale' where children write a letter asking to help the whale) Could focus on the book 'The Snail and the Whale' with children describing the whale. Hook: learn facts about whales and look at videos and pictures to begin to build up knowledge and understanding. Children to understand what letters are and why we write letters. Explain to the children that they will be writing a letter to help save the whale (this could be done before reading the ending to the book). Independent write: children to write a simple letter for a purpose (e.g. a letter to help save the whale in 'The Snail and the Whale')</p> <p>3. Non-fiction: information texts (e.g. about whales, linking back to 'the Snail and the Whale') Children to be familiar with information texts and understand the difference between fiction and non-fiction. Choose a theme to focus on (this could be whales linking back to 'The Snail and the Whale' and share a number of non-fiction books about whales with the children. Children to use their knowledge of whales to be able to talk confidently about them before moving on to writing about them. Children could write facts about whales or label a whale. Independent write: to write captions/sentences about whales</p>		

Block 3**1. Narrative: simple story retell (could focus on the book 'The Three Little Pigs')**

Within this unit, children to first become familiar with the original version of 'The Three Little Pigs' and be able to orally retell the story and sequence pictures from it. Use roleplay to be able to act out the story. See Literacy Company unit for further ideas.

Independent write: children to write captions/sentences linked to retelling part of the story of the three little pigs

2. Narrative: simple story retell (could focus on the book 'Gigantosaurus' by Jonny Duddle)

Within this unit, children to become familiar with a story and be able to retell is orally before moving on to writing captions/sentences linked to it. Children could reorder pictures from the story and describe them. This could focus on the book 'Gigantosaurus' (see Literacy Company unit for additional ideas).

Independent write: to write captions or sentences linked to a familiar story (e.g. 'Gigantosaurus')

3. Non-fiction: information texts (e.g. about dinosaurs, linking back to 'Gigantosaurus')

Children to build on previous work last term on information texts and understand the difference between fiction and non-fiction. Choose a theme to focus on (this could be dinosaurs linking back to 'Gigantosaurus' and share a number of non-fiction books about dinosaurs with the children. Children to use their knowledge of dinosaurs to be able to talk confidently about them before moving on to writing about them. Children could write information for example about their favourite dinosaur to share with a friend in nursery.

Independent write: to write captions/sentences about dinosaurs