



Literacy Medium Term Plan –Spring 2 2025

Week commencing	<u>Text or stimulus</u>	<u>Objectives</u>	<u>Activities</u>
1&2	Jasper's Beanstalk	<p>Listens to stories with increasing attention and recall.</p> <p>Build vocabulary to reflect their experiences</p> <p>Gives meaning to marks as they draw and paint</p>	<p>Read text and add signs/actions for key character names and actions.</p> <p>Retell the story (IWB text), encouraging the children to join in with signs/actions.</p> <p>Introduce / model planting & growing vocabulary / days of the week</p> <p>Model reading instructions (how to plant a bean) with a picture sequence and added actions (Plant bean)</p> <p>Orally sequence instructions following the picture sequence</p> <p>Floor book – mark-making linked to World Book Day etc.</p>
3&4	Handa's Surprise	<p>Listens to stories with increasing attention and recall.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Build vocabulary to reflect their experiences</p> <p>Uses talk to explain what they see, smell, taste</p> <p>Gives meaning to marks as they draw and paint</p>	<p>Read text and add signs/actions for key character names and fruits.</p> <p>Encourage the children to join in the repetitive phrases</p> <p>Retell the story (IWB text), encouraging the children to join in with signs/actions.</p> <p>Sequence the story using key pictures/photos</p> <p>Fruit tasting – model key taste/smell vocabulary</p> <p>Floor book – mark-making jungle animals</p>
5&6	The Little Red Hen	<p>Listens to stories with increasing attention and recall.</p> <p>Beginning to be aware of the way stories are structured</p> <p>Use intonation, rhythm and phrasing to make meaning clear to others</p> <p>Gives meaning to marks as they draw and paint</p>	<p>Read text and add signs/actions for key character names and actions.</p> <p>Encourage the children to join in the repetitive phrases 'Who will help me..'</p> <p>Retell the story (IWB text), encouraging the children to join in with signs/actions.</p> <p>Watch animated version.</p> <p>Orally retell & then perform a condensed version of the story (video and share with audience)</p> <p>Floor book – mark-making story characters</p>

Squiggle while you wiggle – daily focus (whole group - wiggle; 1 group per day – squiggle letter formation linked to phonics)

Floor book – emergent mark-making linked to text or stimulus for the week/ purposeful marks for name.

Storytime – focussed on theme or 10 key texts