

# Reception Pathway – Summer 2

| Family & friends – Summer 2  |   |   |
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|  <p><b>So Much</b><br/>Trish Cooke and Helen Oxenbury</p> |  <p><b>Oi Frog!</b><br/>Kes Gray and Jim Field</p> |  <p><b>Izzy Gizmo</b><br/>Pip Jones</p> |
| 10+ sessions, 2+ weeks   | 10+ sessions, 2+ weeks  | 10+ sessions, 2+ weeks  |
| <p><b>Own 'So Much' narrative poems</b><br/>Past tense sentences, writing in role, performance/ narrative poetry</p>                       | <p><b>Own version rhyming narratives</b><br/>Rhyming flipbooks, questions, captions and labels</p>                                  | <p><b>Simple explanation</b><br/>Signage, letters of advice, lists, labelled diagrams</p>                                 |

## Overview and outcomes:

In this ten-session Writing Root, which we suggest will take 3 weeks to cover, the children find rhyming animal-object pairs. They investigate who should sit where through the reading of *Oi Frog!* and use Sound-talk to re-tell a page of the text. They devise their own rhyming pairs of animals and objects and through using strategies such as Supported Sentences, they write their own version rhyming narrative

### **Prime Area: Communication and Language**

#### **ELG: Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **ELG: Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Specific Area: Literacy**

#### **ELG: Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### **ELG: Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### **ELG: Writing**

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.