


Reception Pathway – Spring 2

 <p>The Magic Paintbrush Julia Donaldson and Joel Stewart</p>	 <p>Little Red Lynn Roberts and David Roberts</p>	 <p>OR Super Milly and the Super School Day Stephanie Clarkson</p>
10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks
<p>Own version 'overcoming' tales Thought bubbles, labels, oral re-telling, writing in role, thank you letters</p>	<p>Alternative character versions Labels, notes of advice, adverts</p>	<p>Alternative character version Letters of encouragement; a retelling; song lyrics and job applications</p>

Overview and outcomes:

In this ten-session sequence, which we suggest will take  weeks to cover, the children make predictions about what will happen and about a main character based on prior knowledge. They set up a place that sells ginger beer, just like the one in the story, Little Red. They share a traditional tale with a twist, where Little Red convinces the wolf to drink the delicious ginger beer (for which the children write an advert) instead of eating humans, before the inn in class changes ownership and becomes 'The Pop Inn'.

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.