

Nursery Literacy

Literacy - Specific Area.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
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Nursery Topics

	1,2,3,all about me	Festivals	On the Move	New Life	Think, Create, Play	Our Garden	
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Nursery Core Texts

	From Head to Toe by Eric Carle Hello Friend by Rebecca Cobb	Monster's Clothes by Daisy Hurst, Happy Birthday Maisy by Lucy Cousins Dear Santa by Eric Carle	Zoe the greatest Gymnast of all by Stuart Murphy The Naughty Bus by Jan Oke Car, Car, Truck, Jeep by Katrina Charman and Nick Sharratt	Lulu loves Flowers by Anna McQuinn, Titch by Pat Hutchins Jasper's Beanstalk by Nick Butterworth	We're going on a bear hunt by Michael Rosen Lulu loves the Library by Anna McQuinn, Would you Rather? by John Burningham Martha Maps it Out by Leigh Hodgkinson	Yucky Worms by Vivien French Oliver's Vegetables by Vivien French Amazing by Steve Anthony Kindness makes us Stronger by Sophie Beer	
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Supporting Texts						
	Brown bear, brown bear by Eric Carle, Just Like Jasper by Mick Butterworth 10 Little Fingers and 10 Little toes by Mem Fox and Helen Oxenbury	Binny's Diwali by Thrity Umrigar We planted a pumpkin by Bob Ramsden Polar Bear, polar Bear by Eric Carle The Twinkly, Twinkly Nativity by Usborne	The Train Ride by June Crebbin Duck in a truck by Jez Alborough Down by the Station by Jess Stockham	Jaspers Bean stalk by Mick Butterworth Ten Seeds by Ruth Brown Jack and the Beanstalk (Traditional tale)	Rosie's Walk by Pat Hutchins Me on the Map by Joan Sweeney Construction by Sally Sutton	Wonderful Worms by Linda Glaser Super worm by Julia Donaldson
Supporting Songs and Rhymes						
	Head, shoulders, knees and toes, Tommy thumb, tommy thumb Old Macdonald had a farm The Hokey, cokey 1 finger, 1 thumb	5 Little pumpkins Happy birthday Christmas songs: hello Santa, 5 Little reindeer, Twinkle Christmas star	The Wheels on the bus Zoom, Zoom, Zoom, we're going to the moon. When I was 1, I'd just begun, the day I went to sea, Row, row, row your boat	Hickelty, pickelty my black hen Chick, chick, chick, chick, chicken, lay a little egg for me. Brush your teeth, brush your teeth. There's a tiny caterpillar on a leaf. Mix a pancake	London Bridge is falling down. This is the way we lay the bricks.	1 potato, 2 potatoes, 3 potatoes 4.... There's a worm at the bottom of the garden Here is the bee hive, where are the bees? There's a tiny caterpillar on a leaf 5 Little peas
Nursery Skills	To be able to mark make and identify their marks. (Au1) To recognise familiar logos and labels within the environment. (Au1)	To find and identify familiar letters, e.g. letters in their names. (Au2) To talk about and retell a range of familiar stories. (Au2)	To begin to attempt writing familiar letters, e.g letters in their name. (Sp1) Adults will consistently model correct formation. (Sp1) To find and identify familiar letters, e.g.	To be able to mark make and give meaning to their marks. (Sp2) To identify the pictures linked to sound. (Sp2) To begin to form some letters	To identify the pictures/objects linked to initial sound. (Su1) Children will begin to identify some sounds during oral blending games. (Su1)	Lots of 'blend from the box' games for oral blending. (Su2) Children are able to identify initial sounds and orally blend familiar CVC words. (Su2) Make predictions about a story

		To begin to explore initial sounds in familiar words. (Au2)	letters in their names. (Sp1) To talk about and retell a range of familiar stories. (Sp1)	correctly, e.g. letters in their name. (Sp2)	To begin to make predictions about a story, sometimes supported by an adult with vocabulary. (Su1)	using the relevant vocabulary with independence. (Su2) To mark make for a purpose and be able to talk about the marks. (Su2)	
Nursery Knowledge	To know that text can be used as a form of identification. (Au1) To know that text has a meaning. (Au1) To know that text is read from left to right and top to bottom in English. (Au1) To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au1)	To know that letters are used to make up words. (Au2) To know that each letter makes a sound – focussing on sounds in their names. (Au2) To learn that stories have a sequence; beginning, middle and end. (Au2) To know that text is read from left to right and top to bottom in English. (Au2) To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages	To know that each letter makes a sound – focussing on sounds in their names. (Sp1) To join in with repetition within stories and rhymes. (Sp1) To be able to talk about different parts of the story. (Sp1)	To be able to talk about their marks with confidence. (Sp2) To talk about the sounds they have identified from the LW program. (Sp2) To join in with repetition within stories. (Sp2) To be able to talk about different parts of the story. (Sp2)	To know that blending sounds makes words. (Su1) To identify the pictures with corresponding blended sounds. (Su1) To join in with repetition within stories. (Su1) To be able to talk about different parts of the story. (Su1)	To identify CVC words orally. (Su2) To be able to segment sounds in CVC words. (Su2) To know that letters make sounds. (Su2) To join in with repetition within stories. (Su2) To engage in extended conversations about stories. (Su2) To be able to identify the final sounds in words	

	To learn a range of Nursery Rhymes. (Au1)	(Au2) To begin to acknowledge initial sounds and their relevance in the environment (Au2)				ending with ck x sh th ng nk (Su2)	
Nursery - Little Wandle Letters and sounds	<p>Foundations for phonics</p> <p>Tuning into sounds (auditory discrimination)</p> <p>Acknowledging pictures that represent sounds and emphasising the initial sound when name the picture (e.g. mmmmmmountain) – looking at both real items and images that represent initial sounds.</p> <p>Teach children to identify initial sounds of words and objects s a t p i n</p> <p>Oral blending games</p>	<p>Foundations for phonics</p> <p>Tuning into sounds (auditory discrimination)</p> <p>Acknowledging pictures that represent sounds and emphasising the initial sound when name the picture (e.g. mmmmmmountain) – looking at both real items and images that represent initial sounds.</p> <p>Teach children to identify initial sounds of words and objects m d g o c k e u r h b f l j</p> <p>Oral blending games</p>	<p>Foundations for phonics</p> <p>Tuning into sounds (auditory discrimination)</p> <p>Acknowledging pictures that represent sounds and emphasising the initial sound when name the picture (e.g. mmmmmmountain) – looking at both real items and images that represent initial sounds.</p> <p>v w y z q u c h</p> <p>Teach children to identify the final sounds in words ck x sh th ng nk</p> <p>Oral blending games</p>				