







Literacy			Nursery		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
<b>My Nursery and I</b>	<b>Exploring Autumn/ Let's Explore/ Build it Up/ Christmas</b>	<b>Winter: Winter Wonderland/ Starry Night</b>	<b>Growth: Ready, Steady, Grow/ Puddles and Rainbows, Signs of Spring</b>	<b>Animals: Animal Safari/ Creep, Crawl and Wriggle</b>	<b>Water: Sunshine and Sunflowers, Splash, On the Beach</b>
<ul style="list-style-type: none"> <li>• Opportunities in provision will be provided to mark make in a variety of ways: chalk on the ground, paint brushes and water, painting on the large easel, large rolls of paper and a variety of pens, clipboards and paper, variety of notepads and diaries.</li> <li>• Children will develop their ability to draw a picture of themselves and some family members, distinguishing between the marks they make and explaining what each part is on the picture.</li> <li>• We use The Family Book that we make together to talk about our families and experiences, thus telling their own stories.</li> <li>• When self-registering and hanging our coats, the children will build familiarity with their own names and will be able to recognise their names.</li> <li>• Children will enjoy sharing stories together, developing their play around these stories and using them to extend and support their ideas in play.</li> </ul>	<ul style="list-style-type: none"> <li>• To engage in conversations using new vocabulary.</li> <li>• To follow along to a story with pictures and words.</li> <li>• To begin to understand how to turn pages in books one at a time.</li> <li>• To begin to recognise different animals from pictures.</li> <li>• To retell parts of a story using pictures and prompts.</li> <li>• To understand and ask 'why' questions and some two-part questions.</li> <li>• To handle books, identify the title and how a book should be read.</li> <li>• To talk about the pictures in books and answer what and where questions.</li> <li>• To recognise that marks can have different purposes.</li> <li>• To begin to show an understanding of answering 'why' questions e.g. "why did the straw house blow down?"</li> <li>• To demonstrate awareness of what has been read to them by retelling stories in their play using props.</li> <li>• To talk about the pictures in storybooks.</li> <li>• To show an interest in letters on a keyboard, identifying the</li> </ul>	<ul style="list-style-type: none"> <li>• To give meaning to signs, symbols and words that they see in different places, including those they make themselves.</li> <li>• To engage in extended conversations taking 2-3 turns to talk about stories.</li> <li>• To listen to longer stories and demonstrate that they can remember much of what happens.</li> <li>• To describe characters, narratives and places from books.</li> <li>• To use small world and new vocabulary in their play to retell parts of the story.</li> <li>• To begin to talk about the main events and principal characters in stories, using props and materials for role play.</li> <li>• To begin to hear and says the initial sounds in familiar words, such as their name.</li> <li>• To respond to how and why questions using prompts from stimulus.</li> <li>• To explore different ways of making up stories in response to experiences, such as outings.</li> <li>• To develop their phonological awareness of</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise familiar words and signs, such as their own name and advertising signs.</li> <li>• To join in with repeated refrains/ phrases when being read to.</li> <li>• To recognise the sequence of pages in the book.</li> <li>• To develop their phonological awareness so they can count or clap syllables in a word.</li> <li>• To engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.</li> <li>• To enjoy listening to longer stories and remembers what happens.</li> <li>• To use pictures as stimulus to create sentences including newly learnt vocabulary.</li> <li>• To retell parts of a familiar story using story language knowing some parts such as beginning, middle and end.</li> <li>• To demonstrate awareness of what has been read to them by retelling stories in their play using props.</li> <li>• To know that information can be sort from print in various</li> </ul>	<ul style="list-style-type: none"> <li>• To know that print has meaning and is read from left to right.</li> <li>• To know that information can be gained from print of various styles including videos and non-fiction books.</li> <li>• To write meaningful marks, letters and words such as the letters in their name, letters and words for key words.</li> <li>• To engage in conversations about stories and explore the meaning of new words that they hear in stories, rhymes, poems.</li> <li>• To make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns.</li> <li>• To develop storylines in their pretend play and use conversations to help solve problems, organise thinking and activities and explain how things work and why they happen.</li> <li>• To begin to describe the main parts of a story settings, some events and principal characters in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to recall stories or information that has been read to them, or they have read themselves.</li> <li>• To give meaning to marks that they make using different materials.</li> <li>• To recognise words that start with the same initial sound.</li> <li>• To write some letters accurately such as their name.</li> <li>• To use storytelling language to recreate stories with a narrative.</li> <li>• To engage in conversations about stories and explore the meaning of new words that they hear in stories, rhymes, poems.</li> <li>• To carefully select resources to draw and create a picture.</li> <li>• To begin to use letters and shapes to communicate meaning.</li> <li>• To write the letters in their name using correct formation.</li> <li>• To use books and print to recreate own stories.</li> <li>• To show increased engagement in storytimes.</li> <li>• To know print has meaning and begin to understand</li> </ul>



<ul style="list-style-type: none"> <li>• Time will be given for children to share their own books with adults when they choose to.</li> <li>• Children will begin to repeat words and phrases from familiar stories.</li> <li>• Children will begin to recognise print, such as the first letter of their name.</li> <li>• Adults will model how to hold and read books to the children.</li> </ul> <p><b>Phonics: Phase 1.</b></p>	<ul style="list-style-type: none"> <li>• initial letter of their own name and other familiar words.</li> <li>• To join in with repeated refrains and phrases.</li> <li>• To know that a story is an account of something that happened that can be true or made up.</li> <li>• To create collaboratively, share ideas and use a variety of resources to make products.</li> <li>• To write some letters accurately.</li> <li>• To give meanings to signs, symbols and words in different places.</li> <li>• To show a preference for a dominant hand and use a comfortable grip with good control when holding pens and pencils.</li> </ul> <p><b>Phonics: Phase 1.</b></p>	<ul style="list-style-type: none"> <li>• different environmental sounds.</li> <li>• To describe the marks they make in detail.</li> <li>• To write some letters accurately.</li> <li>• To demonstrate using new language from stories in extended conversations about stories.</li> <li>• To develop phonological awareness through recognition of rhyming pairs.</li> </ul> <p><b>Phonics: Phase 1.</b></p>	<ul style="list-style-type: none"> <li>• forms including books, cards and videos.</li> <li>• To give meaning to a variety of marks.</li> <li>• To understand that print has different purposes.</li> <li>• To ascribe meanings to signs, symbols and words that they see.</li> <li>• To use their print and letter knowledge in their early writing.</li> <li>• To understand that we read English text from left to right and from top to bottom.</li> <li>• To listen to stories with interest and can recall key parts.</li> <li>• To attempt to write some or all of their name.</li> </ul> <p><b>Phonics: Phase 1.</b></p>	<ul style="list-style-type: none"> <li>• To know that stories are read with intonation and how to sequence them with a beginning, middle and end.</li> <li>• To ask questions to help understand what has been said.</li> <li>• To use new vocabulary about stories that link to the theme.</li> <li>• To have favourite stories that they enjoy listening to.</li> <li>• To share their writing with others, reading it aloud.</li> <li>• To clap the syllables in words and hear initial sounds.</li> <li>• To join in with familiar phrases from stories that they know.</li> <li>• To begin to recall stories or information that has been read to them, or they have read themselves.</li> <li>• To write some letters accurately such as their name.</li> <li>• To use a picture or book as a stimulus for conversation.</li> <li>• To know that information can be learnt and taken from non-fiction books and various media including the internet.</li> </ul> <p><b>Phonics: Set 1A RWI.</b></p>	<ul style="list-style-type: none"> <li>• what it says. To use some print knowledge for their writing.</li> <li>• To know that print is read from left to right and top to bottom.</li> <li>• To use a variety of mark making to give meaning to what they hear.</li> <li>• To begin to continue a rhyming string.</li> <li>• To write letter shapes and names when drawing a picture.</li> <li>• To begin to recognise the difference between fiction and non-fiction books and use print as a way to learn information.</li> <li>• To recall repeated refrains and speech in stories without prompting.</li> <li>• To hear and say the initial sounds in words.</li> <li>• To understand that stories have a beginning, middle and end.</li> <li>• To use mark making to create a map that shows land and sea.</li> <li>• To use their knowledge of writing to create pictures with words and names to give to their new teacher.</li> </ul> <p><b>Phonics: Set 1A/B RWI.</b></p>
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