

## Nursery: Early Literacy Plan

### Expectations/non-negotiables

- Daily opportunities to develop children's oracy and early literacy skills should include nursery rhyme singing and the sharing of books and stories.
- From Autumn 2 onwards, there should be at least 3 story sessions per week. These sessions may be whole group, family group or with individual children, and while the children are accessing the environment during independent learning time.
- Story map the main stories for the children in order to help the children to get to know the story. ~~and use these as opportunities to story tell throughout the session.~~ The story maps ~~is~~ should be available within the story/reading space and shared with parents to support re-enforcement at home.
- Phonological activities should be provided throughout the year so that to ensure when children are introduced to phonemes they are able to apply their knowledge and understanding of phonemes with success and skill.
- When name writing with children, and to support correct formation -staff should utilise the mnemonics' from their chosen synthetic phonics programme to ensure continuity throughout the ~~key stage~~ Early Years.
- ~~Introduction of 5~~ Five new words should be introduced every week, and displayed for all adults entering the room to use and re-enforce when working with the children. These words should include 2 nouns, 2 adjectives and 1 verb. To add stretch and challenge for the children who need it – a wow word should also be taught. These words should be shared with parents to support re-enforcement at home.

### Educational Programmes from The EYFS Statutory framework 2021 (across both Nursery and Reception)

#### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### Literacy

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).

<b>Term:</b> Autumn 1	<b>Project:</b> Why Do You Love Me So Much?	<b>Book Links:</b> <ul style="list-style-type: none"><li>• <i>Owl Babies</i>- Martin Waddell</li><li>• <i>So Much</i> – Trish Cooke</li><li>• <i>Love Monster</i>- Rachel Bright</li><li>• <i>Guess How Much I Love You</i>- Sam Mc Bratney</li></ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"><li>• <a href="https://www.onceuponapicture.co.uk/">https://www.onceuponapicture.co.uk/</a></li><li>• <a href="https://www.bbc.co.uk/cbeebies/shows/love-monster">https://www.bbc.co.uk/cbeebies/shows/love-monster</a></li></ul>
-----------------------	---	---	---

- *I Love You to the Moon and Back*- Tim Warnes

**Early literacy skills and early writing opportunities in Continuous Provision:**

- Draw and label
- Creating a home for Sarah, Bill and Percy.
- Fine Motor development – play-dough, paint and coloured sand writing.
- Junk modelling – creating homes or people and using marks to add detail.
- Building and labelling a ‘Love Monster’ using outdoor materials.
- Creating a heart using gluing and cutting skills.

**Development Matters Statements**

**Birth to Three**

**Learning to:**

**Examples of how to support this:**

Repeat words and phrases from familiar stories.  
Look at language of sequencing – first and then.

Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting.

Enjoy drawing freely.

Provide a wide range of stimulating equipment to encourage children’s mark-making

**Speaking and Listening Skills**

- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains.
- Anticipates key events and phrases in stories.
- Use new taught vocabulary both at the time of input and within the wider environment.
- Understand the key question of who? When talking about characters and discussing stories and rhymes when supported by visual pictures. (some)
- Understand and answer simple questions about who, what, and where when discussing stories and rhymes when supported by visual pictures (Most)
- Understand and answer simple Who, what and where when discussing stories and rhymes without the need for visual support (Few)

**Possible Misconceptions**

1. Difficulty in fine and gross motor skills development – opportunities present in the environment to build skills.
2. Start with larger scale mark making and move to smaller pieces as the children become more able.
3. Limited listening and attention skills – short, small group activities 10 minutes max as sitting time. Stories available in the environment to watch/listen to.
4. Difficulty in distinguishing between different marks – modelled creation of pictures and words. Teachers to ‘talk

**Hook Ideas**

1. Stay and Play – ‘About Me’ session
2. ‘How I Have Grown’ session – children to compare baby photos of them to what they look like now.
3. Sharing a story – Owl Babies, Love Monster etc.
4. Show and Tell (using photos of our families)
5. Image prompts

<https://www.onceuponapicture.co.uk/>

**Skills**

**Writing:**

1. Mark making experiences
2. pencil grip and tool handling developing control .

**Vocabulary/Word Class**

1. Nouns for who (orange in colourful semantics)



**Other:**

Recognising my name

through' their examples.- heavily supported at this stage by adults within the room. It maybe that the children just talk about their marks, rather than distinguishing at this stage.

Weekly Writing Focus (Guided): expectation of 2 recorded pieces per child within the Autumn half term.

- Exploration of mark-making tools and mediums including painting drawing and making e.g. loose parts ~~W~~within continuous provision indoors and outdoors.
- Draw a self-portrait **(Initial Assessment) Taught/~~guided~~guided session small group**
- Drawing 'My Family' (family portrait) – Teacher scribing their labels. *Taught/guided small group (Reception to add more details to the labels, using colourful semantics)*
- Creating an 'about me' profile of their 'Likes and Dislikes' verbally and then through drawing. *Focus input*
- Designing a home for a character (owl babies). – This could again be in a number of forms construction, loose parts and discussion *Focus input*
- Designing your own Love Monster – which features make him unique? – Suggestion: [a whole group session during which the children are using their oracy skills](#)

## Autumn Two

<b>7 weeks in length</b>	<b>Project:</b> Sparkle and Shine	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- <i>How to catch a star</i> by Oliver Jeffers</li> <li>- <i>Star in the Jar</i> by Sam Hay</li> <li>- <i>Whatever Next</i> by Jill Murphy</li> <li>- <i>On the launch pad</i> by Michael Dahl</li> <li>- <i>Stardust</i> by Jeanne Willis</li> <li>- <i>Laura's Star/Laura's Christmas Star Klaus Blaumgart</i></li> <li>- The star that fell (ladybird book) Kirsty Hayles</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>- Space images, including planets</li> <li>- Storybots space songs <a href="https://www.youtube.com/watch?v=i235Y2HRksA">https://www.youtube.com/watch?v=i235Y2HRksA</a></li> <li>It's my time to shine'- moon song <a href="https://www.youtube.com/watch?v=7t3aXb3LpWg">https://www.youtube.com/watch?v=7t3aXb3LpWg</a></li> <li>'I'm a star' <a href="https://www.youtube.com/watch?v=t-kzdR93bqw">https://www.youtube.com/watch?v=t-kzdR93bqw</a></li> <li>'I'm so hot'- sun song <a href="https://www.youtube.com/watch?v=DEHBrmZxAf8">https://www.youtube.com/watch?v=DEHBrmZxAf8</a></li> <li>'Zoom, zoom, zoom- we're going to the moon song</li> </ul>
--------------------------	-----------------------------------	---	--

Early literacy skills and early Writing opportunities in Continuous Provision:	Development Matters Statements	
<ul style="list-style-type: none"> <li>• Exploration of mark-making tools and mediums (chalk, powder paint, pencils, glitter in trays, foam and sticks/brushes etc.)</li> <li>• Exploring textures (shiny materials- sequins, glitter, foil, shimmery paper etc.) – children to create a chart of the things they have felt and tick whether they liked the texture or not.</li> <li>• Create a space picture through collage (shiny papers and other materials)- cut and stick- fine motor</li> <li>• Build a rocket- junk modelling, use of physical shapes/blocks</li> <li>• Children draw around different size stars (shapes/laminated stars)</li> <li>• Use of stencils (star, moon, sun shapes)</li> <li>• Split pin astronauts</li> <li>• Filter paper planets- filter paper circle, felt tip pens and water droplets to mix and merge colours</li> </ul>	Birth to Three	
	Learning to:	Examples of how to support this:
	Repeat words and phrases from familiar stories.	Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting.
	Pay attention and respond to the pictures or the words.	Relevant books close to small world play about dinosaurs, or cookbooks in the home corner.
	Use one handled tools and equipment for example scissors, spreaders, pencils and paint brushes showing increasing control.	Link through to creative opportunities within the wider provision. When exploring textures or creating a space collage/picture or junk modelling etc...
	Use a comfortable grip when using pens and pencils for mark making showing increasing control.	
	Enjoy drawing freely.	Provide a wide range of stimulating equipment to encourage children's mark-making
	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	<ul style="list-style-type: none"> <li>• Chalk</li> <li>• Sticks and leaves</li> <li>• sand/flower in trays</li> <li>• streamers through puddles</li> <li>• large brushes with paint and water</li> </ul>
	Make marks on their picture to stand for their name	
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Point out print in the environment and talk about what it means. Suggestions: on a local	

walk, point out road signs, shop names and door numbers.

**Speaking and Listening Skills**

- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains.
- Anticipates key events and phrases in stories.
- Engage in extended return and serve conversations to develop their vocabulary and oral grammar skills throughout their interactions with adults.
- Retell *some* key events based on that which they have experienced.
- Understand the key question of who? And what doing questions (verbs)
- When talking about characters and discussing stories and rhymes when supported by visual pictures. (some)
- Understand and answer simple questions about who, what, and where when discussing stories and rhymes without the need for visual support (Most)
- Understand and answer simple Who, what and where, begin to predict what might happen next when discussing stories and rhymes (Few)

**Possible Misconceptions**

1. Difficulty in fine and gross motor skills development – opportunities present in the environment to build skills.
2. Limited listening and attention skills – short, small group activities. Teachers to model and explain their ideas
3. Difficulty in distinguishing between different marks – Teachers to ‘talk through’ their examples (think aloud).
4. New vocabulary may present misconceptions related to meaning. Children may match up verbs which are not appropriate to the verb or object – aim to get children using verbs beyond going and doing.
5. Children only recognise their name if a certain font is used or if letters are presented as either solely capital letters

**Hook Ideas**

1. Share a story
2. Drama/role play- space mission, visit to the moon

**Skills**

**Writing**

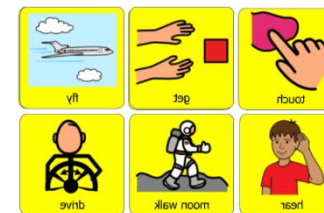
1. Pencil Grip
2. Mark making.
3. Distinguishing between different marks.
4. Ascribing meaning to marks

**Vocabulary/Word Class**

1. Nouns for who (orange in colourful semantics)



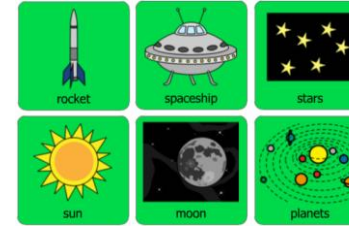
2. Verbs- action words- ‘Doing What?’ (yellow in colourful semantics)



**Other:**

Recognising my name

3. Nouns for objects- 'What' (green in colourful semantics)



Weekly Writing Focus (Guided): expectation of 2 recorded pieces per child within the half term. :




- Space picture on black card/paper
- Shooting star trails (different type of lines/patterns coming from shooting stars- differ in shape, size, colour)
- Design a rocket- mark making (straight lines, curved lines, circular and rectangular shapes) – This could be a collaborative piece for displaying – maybe a family input session
- Design an alien (straight lines, curved lines, circular and rectangular shapes)- [as above group input session with strong mathematical links.](#)
- Map-Making- Journey to space
- Children create a rocket with segments displaying each letter of their name (middle of rocket)- children trace/copy letters – [using the mnemonics from SSP program within school.](#)

## Nursery: Early Literacy Skills Overview

<b>Term:</b> Spring 1 7 weeks	<b>Project:</b> Build it up	<b>Book Links:</b> <ul style="list-style-type: none"> <li>The Three Billy Goats Gruff</li> <li>The Three Little Pigs</li> <li><i>Spot the Bird on the Building Site</i>- Sarah Khan</li> <li><i>Jabari tries</i> – Gaaia Cornwall</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>Top 10 Tallest Buildings in the World: <a href="https://www.youtube.com/watch?v=fknOXag4WDc">https://www.youtube.com/watch?v=fknOXag4WDc</a></li> <li>The Most Magnificent Thing: <a href="https://www.youtube.com/watch?v=UM8oN4yzJqw">https://www.youtube.com/watch?v=UM8oN4yzJqw</a></li> </ul>
<b>Early literacy skills and early Writing Writing opportunities in Continuous Provision:</b>		<b>Development Matters Statements</b>	
<ul style="list-style-type: none"> <li>Fine motor: brick rubbing (looking at pattern and shape), construct/decorate your own house using a range of tools and materials, play jenga or other balancing games.</li> <li>Look at and draw adverts for houses to get other people to buy them.</li> <li>Create safety rules/signs for a building site/dens and houses that have been built.</li> <li>Measure materials/walls and objects used for building – record how long each item is.</li> <li>Investigate the texture of materials – record which they did/did not like.</li> <li>Mark making in sand, soil, gravel with various tools (spade, rake)</li> <li>Write on the wall- children add their name to wallpaper/large roll with a brick print</li> </ul>		<b>Birth to Three</b>	
		Learning to:	Examples of how to support this:
		Repeat words and phrases from familiar stories.	Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting.
		Pay attention and respond to the pictures or the words.	Relevant books close to small world play about dinosaurs, or cookbooks in the home corner.
		Enjoy drawing freely.	Provide a wide range of stimulating equipment to encourage children’s mark-making <ul style="list-style-type: none"> <li>Chalk</li> <li>Sticks and leaves</li> <li>sand/flower in trays</li> <li>streamers through puddles</li> <li>large brushes with paint and water</li> </ul>
		Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”	
		Make marks on their picture to stand for their name	Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers.
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.			
<b>3 &amp; 4-year-olds</b>			
Learning to:	Examples of how to support this:		
Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book- page sequencing	Draw children’s attention to a wide range of examples of print with different functions		
Use some of their print and letter knowledge in their early writing. For example: writing a	Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for		
<b>Speaking and Listening Skills</b>			
<ul style="list-style-type: none"> <li>Listens to stories with increasing attention and recall.</li> <li>Joins in with repeated refrains.</li> <li>Anticipates key events and phrases in stories.</li> <li>Begins to explain instructional steps using, first, next and finally</li> <li>Builds up vocabulary that reflects the breadth of their experiences e.g. using vocabulary from the strong or connected to the project.</li> <li>Understand the key question of who? And what doing questions (verbs) and where</li> <li>When talking about characters and discussing stories and rhymes when supported by visual pictures. (some)</li> <li>Understand and answer simple questions about who, what, and where; begin to predict what may happen next when discussing stories and rhymes without the need for visual support (Most)</li> <li>Understand and answer simple Who, what and where, begin to predict what might happen next and discuss with support answer why questions when discussing stories and rhymes</li> </ul>			

pretend shopping list that starts at the top of the page; writing 'm' for mummy.

paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from.

Possible Misconceptions	Hook Ideas	Skills		
<ol style="list-style-type: none"> <li>1. Difficulty in fine and gross motor skills development – opportunities present in the environment to build skills.</li> <li>2. Limited listening and attention skills – short, small group activities.</li> <li>3. Difficulty in distinguishing between different marks – modelled creation of signs. Teachers to 'talk through' their examples.</li> <li>4. Incorrect chronology of instructions – teachers to recall verbally what we need to do first, next and after that.</li> </ol>	<ol style="list-style-type: none"> <li>1. Receive a video or letter from one of the goats/pigs asking for help in building a bridge or a house. As a class, investigate how you could build a strong bridge/house and write back to the goats to explain what you have found out.</li> <li>2. Create the scene from the Three Little Pigs where a house has been blown down – as a class try to work out what has happened and how we can help.</li> <li>3. Tell the story of The Three Little Pigs – children to work in groups to build the strongest house for the pigs to live in. Test these out with a teacher playing the big bad wolf.</li> </ol>	<p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Pencil Grip</li> <li>2. Mark making.</li> <li>3. Distinguishing between different marks.</li> <li>4. Ascribing meaning to marks</li> <li>5. Labels</li> </ol>	<p><b>Vocabulary/ Word Class</b></p> <ol style="list-style-type: none"> <li>1. Nouns for who- (orange in colourful semantics)   </li> <li>2. Verbs- action words- 'Doing What?' (yellow in colourful semantics)   </li> <li>3. Nouns for objects- 'What' (green in colourful semantics)   </li> </ol>	<p><b>Other</b></p> <ol style="list-style-type: none"> <li>1. Recognising letters in my name</li> <li>2. Recognising my name</li> <li>3. Begin to write some letters within their name using the correct pathways with support.</li> </ol>


**Early literacy skills and early Writing** Weekly Writing Focus (Guided): Expectation of [a minimum of 3 recorded pieces across the half term](#)

- Design a house of your own. Create labels for key features e.g. door, brick, stairs etc. using phonics sounds where possible.
- Build a den outside – write/draw instructions for how to make the den.
- Retell the story of the Billy Goats Gruff/The Three Little Pigs – drawing pictures and using labels where possible.
- Create your own 'big bad character' – draw a picture of them and label them with key features.




## Nursery: Early Literacy Skills Overview

<b>Term:</b> Spring 2	<b>Project:</b> Are Eggs Alive?	<b>Book Links:</b> <ul style="list-style-type: none"> <li>• What the Ladybird Heard Next- Julia Donaldson</li> <li>• The Little Red Hen- Mary Mapes Dodge</li> <li>• Poems About Seasons</li> <li>• Rabbit's Spring Adventure-Anita Loughrey</li> <li>• Hello Little Egg</li> <li>• The Great Eggscape- Jory John</li> <li>• A Farmer's Life for Me- Jan Dobbins</li> <li>• The Odd Egg- Emily Gravett</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>• Egg hatching time lapse: <a href="https://www.youtube.com/watch?v=EUEKIQCUIJM">https://www.youtube.com/watch?v=EUEKIQCUIJM</a></li> <li>• Live stream egg hatching</li> <li>• Time lapse seasons changing</li> <li>• Seasons Song: <a href="https://www.youtube.com/watch?v=8Zjpl6fgYSY">https://www.youtube.com/watch?v=8Zjpl6fgYSY</a></li> </ul>	
<b>Writing opportunities in Continuous Provision:</b>		<b>Development Matters Statements</b>		
<ul style="list-style-type: none"> <li>• Fine motor activities: decorate/paint an egg, flower threading, tweezing seeds, using pipettes to water plants/flowers, making dough/playdough, flour writing.</li> <li>• Observational drawing/writing by looking at the eggs in an incubator.</li> <li>• Create an egg from 'The Great Eggscape' – label their unique features.</li> <li>• Retell the story of the Little Red Hen – pictorially or with puppets.</li> <li>• Use feathers and paint to make marks</li> <li>• Children make marks in trays of birdseed</li> <li>• Create 'frogspawn' using bubble wrap and black markers</li> </ul>		<b>Birth to Three</b>		
		<b>Learning to:</b>		<b>Examples of how to support this:</b>
		Repeat words and phrases from familiar stories.		Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting.
		Pay attention and respond to the pictures or the words.		Relevant books close to small world play about dinosaurs, or cookbooks in the home corner.
		Enjoy drawing freely.		Provide a wide range of stimulating equipment to encourage children's mark-making
		Add some marks to their drawings, which they give meaning to. For example: "That says mummy."		<ul style="list-style-type: none"> <li>• Chalk</li> <li>• Sticks and leaves</li> <li>• sand/flower in trays</li> <li>• streamers through puddles</li> <li>• large brushes with paint and water</li> </ul>
		Make marks on their picture to stand for their name		
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.		Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers.		
		<b>3 &amp; 4-year-olds</b>		
		<b>Learning to:</b>		<b>Examples of how to support this:</b>
		Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book- page sequencing	Draw children's attention to a wide range of examples of print with different functions	
<b>Speaking and Listening Skills</b>				
<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains e.g. Little Red Hen.</li> <li>• Anticipates key events and phrases in stories.</li> <li>• Begins to explain instructional steps e.g. Instructions for looking after eggs/chicks.</li> <li>• Understand the key question of who? And what doing questions (verbs) and where When talking about characters and discussing stories and rhymes when supported by visual pictures. (some)</li> <li>• Understand and answer simple questions about who, what, and where; begin to predict what may happen next when discussing stories and rhymes without the need for visual support (Most)</li> <li>• Understand and answer simple Who, what and where, begin to predict what might happen next and discuss with support answer why questions when discussing stories and rhymes (few)</li> </ul>				

		Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from.	
		Write some or all of their name.		
Possible Misconceptions	Hook Ideas	Skills		
<ol style="list-style-type: none"> <li>1. Difficulty in fine and gross motor skills development – opportunities present in the environment to build skills.</li> <li>2. Limited listening and attention skills – short, small group activities. Children to have opportunities to regularly observe the eggs/chicks.</li> <li>3. Difficulty in distinguishing between different marks – modelled creation of signs. Teachers to 'talk through' their examples during writing sessions.</li> <li>4. Limited understanding of repeated refrains – teachers to model repeated refrains with the children. Puppets/small world figures present for the children to practise these.</li> <li>5. Difficulty with chronology – teachers to model which part of the egg hatching came first, next, after etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Act out the story of The Little Red Hen with props.</li> <li>2. Arrange for eggs to be delivered to the setting. Spend time looking at the eggs and watching them hatch over time.</li> <li>3. Find an egg in your setting – ask the children for ideas on how they could look after the egg.</li> <li>4. Go on an egg hunt around the setting.</li> <li>5. Read the story of The Great Eggscapade. Receive a letter/video explaining that the eggs have hidden in the nursery – work together to find all the eggs.</li> <li>6. Read 'What the Ladybird Heard Next' and create a map of the farm animals and the burglars' route.</li> </ol>	<b>Writing</b> <ol style="list-style-type: none"> <li>1. Pencil Grip</li> <li>2. Mark making.</li> <li>3. Distinguishing between different marks.</li> <li>4. Ascribing meaning to marks.</li> <li>5. Writing labels</li> <li>6. Name writing</li> </ol>	<b>Vocabulary/ Word Class</b> <ol style="list-style-type: none"> <li>1. Nouns for who- (orange in colourful semantics)</li> <li>2. Verbs- action words - 'Doing What?' (yellow in colourful semantics)</li> <li>3. Nouns for objects- 'What' (green in colourful semantics)</li> </ol>  <ol style="list-style-type: none"> <li>4. Where questions -place and positional language (blue in colourful semantics)</li> </ol>	<b>Other:</b> <ol style="list-style-type: none"> <li>1. Recognising letters in my name</li> <li>2. Recognising my name</li> <li>3. Begin to write some letters within their name using the correct pathways with support.</li> </ol>
Weekly Writing Focus (Guided): Expectation a minimum of <a href="#">4 pieces across the half term</a>				
<ul style="list-style-type: none"> <li>• Keep an 'egg diary' – draw/label each stage of the egg hatching.</li> <li>• Draw and label the characters in the Little Red Hen.</li> <li>• Create a short story sequence, drawing each section of the story and labelling where possible.</li> <li>• Draw and design an egg using patterns- label work with own name</li> <li>• Draw the four seasons – demonstrating differences in weather, leaves and plants, clothing etc.</li> </ul>				

## Nursery: Early Literacy Skills Overview

<b>Term:</b> Summer 1  7 weeks	<b>Project:</b> Puddles and rainbows.	<b>Book Links:</b> <ul style="list-style-type: none"> <li>• <i>White Rabbit's Color Book</i>- Alan Baker</li> <li>• <i>Brown Bear, Brown Bear – What do you See?</i></li> <li>• <i>A Rainbow of my own</i> – Don Freeman</li> <li>• <i>How the Crayons saved the Rainbow</i> – Monica Sweeney</li> <li>• <i>Ava and the Rainbow (who stayed)</i> – Ged Adamson</li> <li>• <i>The Rainbow Fish</i> – Marcus Pfister</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>• 5 ways to make a rainbow ( <a href="https://www.youtube.com/watch?v=dldE-pqYqbs">https://www.youtube.com/watch?v=dldE-pqYqbs</a>)</li> </ul> 
--------------------------------------	---------------------------------------	---	---

Early literacy skills and early Writing opportunities in Continuous Provision:	Development Matters Statements	
<ul style="list-style-type: none"> <li>• Fine motor activities: colour collage, colour mixing with paint, colouring a rainbow, drawing in coloured sand, tweezers to separate different coloured beads.</li> <li>• Rainbow writing – writing words/names using alternating/rainbow pencils.</li> <li>• Rainbow checklist – try to find an object for every colour of the rainbow. Draw/write down what you have found.</li> <li>• Explore creating a rainbow with light/water/a CD. Create instructions to explain how an adult/friend can do this too.</li> <li>• Create a rainbow using finger prints/handprints</li> <li>• Children explore spirographs as a tool for making patterns. Can they change the colour of their pencil to make colourful designs?</li> <li>• Human spirographs on large paper</li> <li>• Felt tip pens attached to cars/small vehicles. Children ‘drive them’ around on paper and create coloured trails and patterns</li> </ul>	<b>Birth to Three</b>	
	Learning to:	Examples of how to support this:
	Repeat words and phrases from familiar stories.	Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting.
	Pay attention and respond to the pictures or the words.	Relevant books close to small world play about dinosaurs, or cookbooks in the home corner.
	Enjoy drawing freely.	Provide a wide range of stimulating equipment to encourage children’s mark-making
	Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”	<ul style="list-style-type: none"> <li>• Chalk</li> <li>• Sticks and leaves</li> <li>• sand/flower in trays</li> <li>• streamers through puddles</li> <li>• large brushes with paint and water</li> </ul>
	Make marks on their picture to stand for their name	
	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers.
	<b>3 &amp; 4-year-olds</b>	
	Learning to:	Examples of how to support this:
Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book- page sequencing	Draw children’s attention to a wide range of examples of print with different functions	
Use some of their print and letter knowledge in their early writing. For example: writing a	Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors,	
<b>Speaking and Listening Skills</b>		
<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains e.g. Brown bear brown bear.</li> <li>• Use signing to support the learning and singing of I can sing a rainbow singing hands.</li> <li>• Anticipates key events and phrases in stories.</li> <li>• Consider the language of feelings and emotions, looking at happy, sad, angry and fear when talking about rainbow fish.</li> <li>• Builds up emotional vocabulary that reflects the breadth of their experiences e.g. using vocabulary from the stories or connected to the project.</li> <li>• Understand and answer simple questions about who, what, and where; begin to predict what may happen next when discussing stories and rhymes with visual support (Some)</li> </ul>		

<ul style="list-style-type: none"> <li>Understand and answer simple Who, what and where, begin to predict what might happen next and discuss with support answer why questions when discussing stories and rhymes (Most)<b>Begin use some irregular tenses and plurals correctly when speaking (few)</b></li> </ul>	pretend shopping list that starts at the top of the page; writing 'm' for mummy.	chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from.
	Write some or all of their name.	
	Write some letters accurately.	First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back' etc).

Possible Misconceptions	Hook Ideas	Skills		
<ol style="list-style-type: none"> <li>Difficulty in fine and gross motor skills development – opportunities present in the environment to build skills.</li> <li>Limited listening and attention skills – short, small group activities. Sessions to be as active as possible.</li> <li>Difficulty in distinguishing between different marks – modelled creation of words/phrases. Teachers to 'talk through' their examples.</li> <li>Letters may be formed incorrectly at this stage- modelling and repeated practice required using mnemonics from SSP</li> </ol>	<ol style="list-style-type: none"> <li>Tell the story of 'Brown Bear, Brown Bear – what do you see?' – walk the journey with the children. Using pictures from the story, point out what the characters can see. You could also practise telling a similar story with the things that you can see around your own setting.</li> <li>Read part of the story of How the Crayons saved the Rainbow – stop before the colours are restored. Show children a picture without any colours. Ask the children to explain which parts need to be which colour.</li> <li>Rainbow skittle experiment. What do you notice about all of the colours?</li> <li>Colour hunt around the setting – record as a group what you have found.</li> </ol>	<b>Writing Skills</b> <ol style="list-style-type: none"> <li>Pencil Grip</li> <li>Mark making.</li> <li>Distinguishing between different marks.</li> <li>Ascribing meaning to marks.</li> <li>Writing names and labels</li> <li>Children may use letters of personal significance when mark making/writing</li> </ol>	<b>Vocabulary/ Word Class</b> <ol style="list-style-type: none"> <li>Nouns for who- (orange in colourful semantics)</li> <li>Verbs- action words - 'Doing What?' (yellow in colourful semantics)</li> <li>Nouns for objects- 'What' (green in colourful semantics)</li> <li>Where questions -place and positional language (blue in colourful semantics)</li> </ol>	<b>Other</b> <ol style="list-style-type: none"> <li>Recognising my name</li> <li>Recognising letters in my name in other words</li> </ol>

**Early literacy skills and early Writing** Weekly Writing Focus (Guided): Expectation of one recorded piece weekly



- Create your own rainbow and label it using words or initial sounds. Write initial sounds/descriptive phrases e.g. 'b' 'r' or big rainbow.
- Create a 'seven- food plate' – draw a food for each colour. Label foods/colours where appropriate. Begin to write simple phrases about the drawing e.g. 'Red jelly'.
- Based on *White Rabbit's Colour Book* by Alan Baker, children choose an animal template and paint multiple templates, of the same animal, in different colours. Children experiment with mixing the colours and mark making. Label colours and animal where possible and any other known descriptive words from vocab (the big, red dog; the fluffy blue rabbit).
- Children recount objects and colours they have seen in the environment/on a walk- children label photos with initial sounds, words or descriptive phrases
- Create animal scales/marks using patterns, lines and colours ([link to The Rainbow Fish](#))- label the design with initial sounds, key words or descriptive phrases where appropriate

## Nursery: Early Literacy Skills Overview

<b>Term:</b> Summer 2	<b>Project:</b> Big wide world.	<b>Book Links:</b> <ul style="list-style-type: none"> <li>• Emma’s Jane Aeroplane</li> <li>• Amazing Aeroplanes – Tony Mitton</li> <li>• Snail’s Mail</li> <li>• The Hundred decker bus</li> <li>• Naughty Bus</li> <li>• We’re going on a bear hunt</li> <li>• Whatever Next</li> </ul>	<b>Visual Literacy:</b> <a href="https://www.youtube.com/watch?v=0gyl6ykDwds">https://www.youtube.com/watch?v=0gyl6ykDwds</a> <b>We’re Going On A Bear Hunt</b>  <a href="https://www.youtube.com/watch?v=Kpoze1QKOCY&amp;list=PLdbC4NE_IdOp8kWD86eCXYeyQZ-G_tBr">https://www.youtube.com/watch?v=Kpoze1QKOCY&amp;list=PLdbC4NE_IdOp8kWD86eCXYeyQZ-G_tBr</a> <b>Travelling song</b>  <a href="https://www.youtube.com/watch?v=pKnOdvkaiRU">https://www.youtube.com/watch?v=pKnOdvkaiRU</a> <b>Cbeebies episode - airport</b>  Google maps – where do I live?
-----------------------	---------------------------------	--	--

Writing opportunities in Continuous Provision:	Development Matters Statements	
<ul style="list-style-type: none"> <li>• Design and create a simple pathway/journey to follow when riding the bikes/trikes/scooters outdoors.</li> <li>• Design and create a journey for toy aeroplanes/cars</li> <li>• Create and draw tracks and roads for the cars. Set up a small world local area with mini me’s</li> <li>• Use the wheels on various vehicles in paint to mark make on large rolls of paper</li> <li>• Labelling what I have drawn/made with my name</li> <li>• Felt tip pens attached to cars/small vehicles. Children ‘drive them’ around on paper and create coloured trails and patterns</li> <li>• Designing and drawing various vehicles in the construction area which I can then make. (Duplo/mobilo)</li> </ul>	Birth to Three	
	Learning to:	Examples of how to support this:
	Repeat words and phrases from familiar stories.	Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting.
	Pay attention and respond to the pictures or the words.	Relevant books close to small world play about dinosaurs, or cookbooks in the home corner.
	Enjoy drawing freely.	Provide a wide range of stimulating equipment to encourage children’s mark-making
	Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”	<ul style="list-style-type: none"> <li>• Chalk</li> <li>• Sticks and leaves</li> <li>• sand/flower in trays</li> <li>• streamers through puddles</li> <li>• large brushes with paint and water</li> </ul>
	Make marks on their picture to stand for their name	
	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers.
3 & 4-year-olds		
Speaking and Listening Skills	Learning to:	Examples of how to support this:
<ul style="list-style-type: none"> <li>• Children will enjoy listening to longer stories and recall with increasing accuracy and using longer sentences.</li> </ul>	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English from left to right and from top to bottom -	Write some letters accurately.

<ul style="list-style-type: none"> <li>Children will use the pictures/photographs to recall their own experiences with increasing accuracy and sentence length.</li> <li>Begin to use newly acquired project related vocabulary correctly beyond initial teaching and learning.</li> <li>Continue to develop their language and oracy skills with fewer mistakes when using the irregular tense and plurals during conversation.</li> <li>Start a conversation and continue the conversation with adults and friends beyond a single response.</li> </ul>	the names of the different parts of a book- page sequencing	
	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from.
	Begin to use some sounds of personal significance when writing.	
	Write their name	<p>The children will be exploring and developing their phonological awareness to ensure the children are able to apply their skills and knowledge of individual phonemes learnt in Reception.</p> <p>These phonological skills include:</p> <ul style="list-style-type: none"> <li>spotting and suggesting rhymes</li> <li>clapping and counting the individual syllables within a word</li> <li>begin to orally segment and blend, being able to spot alliteration when words begin with the same sound.</li> </ul>

Possible Misconceptions	Hook Ideas	Skills		
<ol style="list-style-type: none"> <li>Difficulty in fine and gross motor skills development – opportunities present in the environment to build skills.</li> <li>Difficulty in distinguishing between different marks – modelled writing using phonic knowledge.</li> <li>Difficulty with re-reading and oral blending of words to check for</li> </ol>	<ol style="list-style-type: none"> <li>Airport role play area set up. Re-enact going on holidays/journey.</li> <li>Postcards/photos collected and shared from the children’s holidays/ trips/days out and experiences from school.</li> <li>Read the story of Emma Jane’s Aeroplane and the journey she takes/who does she meet.</li> <li>Read the story ‘We’re Going On A Bear Hunt’ or ‘Whatever Next’ and explore the journeys the character made.</li> </ol>	<b>Writing Skills</b> <ol style="list-style-type: none"> <li>Pencil Grip</li> <li>Mark making.</li> <li>Distinguishing between different marks.</li> <li>Ascribing meaning to marks.</li> <li>Writing names and labels.</li> <li>Using phonic knowledge to record initial sounds or some sounds in sequence.</li> </ol>	<b>Vocabulary/Word Class</b> <ol style="list-style-type: none"> <li>Simple adjectives- description (purple in colourful semantics)            </li> <li>Nouns for places- ‘Where?’ (blue in colourful semantics)            </li> </ol>	<b>Other</b> <ol style="list-style-type: none"> <li>Recognising my name</li> <li>Recognising letters in my name in other words</li> <li>Begin to write some letters within their name using the correct pathways with support.</li> </ol>

errors- whole class modelling.  
4. Incorrect story sequencing – practise retelling the story to ensure that the children are familiar with the narrative progression.

Weekly Writing Focus (Guided): Expectation of one recorded piece weekly

- Discuss journeys and the journeys we can make on foot? Create a simple map of the children's journey to school/to the post box to post their postcards – pre-cursor to work in Autumn 1 in Reception which will build upon these skills as the children explore the Me and my community project. Link to song 'How did you travel to school today?' to the tune of 'Here we go round the mulberry bush.' All the chn who came on foot should reply: 'We walked to school this morning.'
- Designing and drawing their favourite vehicle – again labelling with their name. Explore the different types of vehicles there are. (Aeroplane, bus, bike, car, boat)
- Writing a list/packing a suitcase for a journey
- Take children on a journey to a 'special place'.(Now lets play (Technology)/role play beach outside) Writing a postcard - signing name after some emergent writing and squiggles etc..
- Creating own passports (writing name/age)



Expectations for the end of the Nursery year – in order for a child to be Reception ready –

Most children will:

- Communication and language
  - Enjoy listening to longer stories and can remember much of what happens.
  - Pay attention to more than one thing at a time
  - Use a wider range of vocabulary.
  - Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
  - Understand ‘why’ questions in context, like: “Why do you think the caterpillar got so fat?”
  - Sing a large repertoire of songs.
  - Know many rhymes, be able to talk about familiar books, and be able to tell a long story
  - Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
  - Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
  - Use longer sentences of four to six words
  - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
  - Start a conversation with an adult or a friend and continue it for many turns.
  - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
- Personal, social and emotional development
  - Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’
- Physical development
  - Use large-muscle movements to wave flags and streamers, paint and make marks.
  - Use one-handed tools and equipment, for example, making snips in paper with scissors.
  - Use a comfortable grip with good control when holding pens and pencils.
  - Show a preference for a dominant hand.
- Literacy – Reading
  - Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing
  - Develop their phonological awareness, so that they can:
    - spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Hear the onset and rime within words Begin to orally segment and blend sounds within words
  - Engage in extended conversations about stories, learning and utilising new vocabulary.
  - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name.
  - Write some letters accurately.