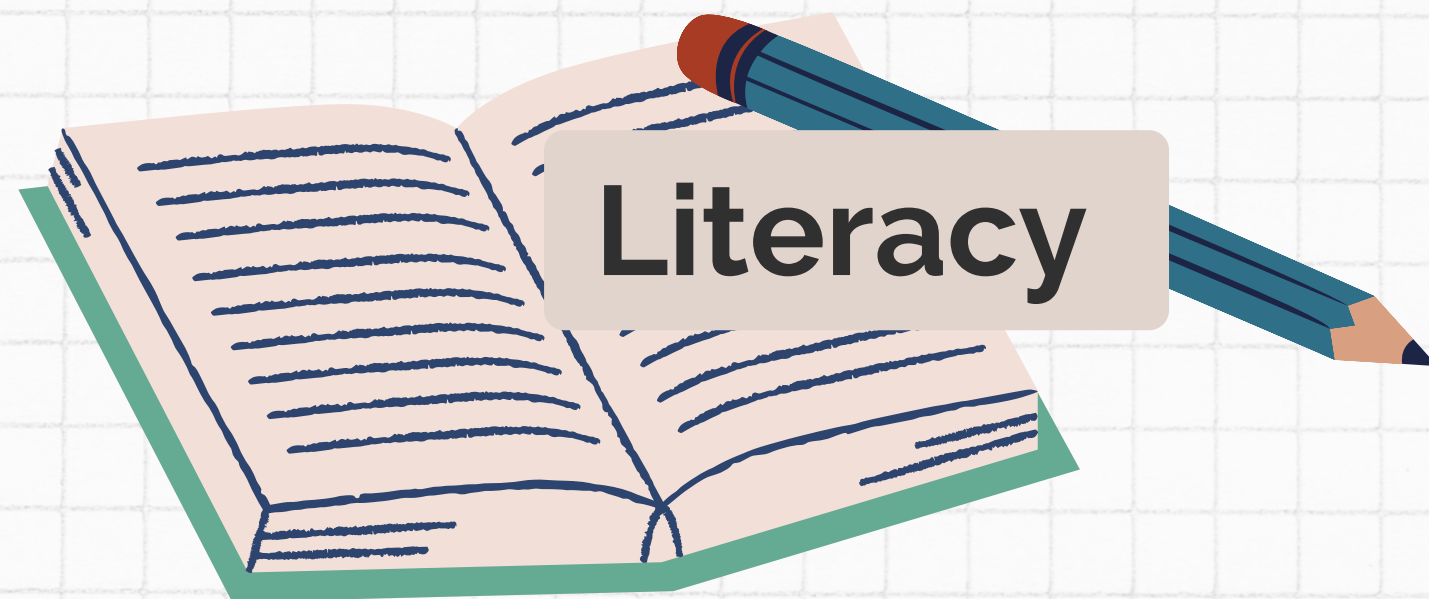


**Nursery**



**Literacy**

# Nursery

# Literacy Autumn Term

## Knowledge and Skills

To understand the five key concepts about print.

- Print has meaning.
- Print can have different purposes
- We read English text from left to right and top to bottom.
- Know the names of different parts of a book.
- Page sequencing.

To Engage in extended conversations about stories learning new vocabulary.

- I understand that signs and symbols show meaning.
- I can listen attentively to a story.
- I can share my thoughts and ideas about a story.
- I am beginning to understand new vocabulary and am beginning to use it.
- I show interest in looking at stories, discussing pictures, turning pages.

## Opportunities.

Talk for writing -4 I's immerse, imitate, innovate and invent.

Listening and attention games

Family group sessions - communication and language

Adults sharing stories, time to talk and unpick a book.

Library books sent home for parents to read to their children.

High quality texts , diverse texts that represent cultures and communities within the setting.

Enabling environments - opportunity to read books lots of times, act out stories with props, have a story read to them, mark making materials inside and outside Gross and Fine motor movements inside and outside.

Signs and symbols and Makaton actions around the setting to give meaning. and share new vocabulary.

## Vocabulary.

Story, book, pages, author, illustrator, read, left to right, top to bottom, turn the page, pictures, words, characters, place/ setting.

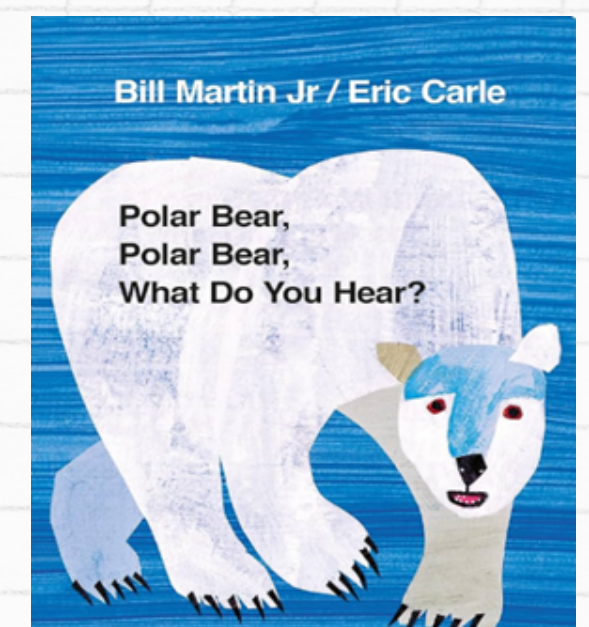
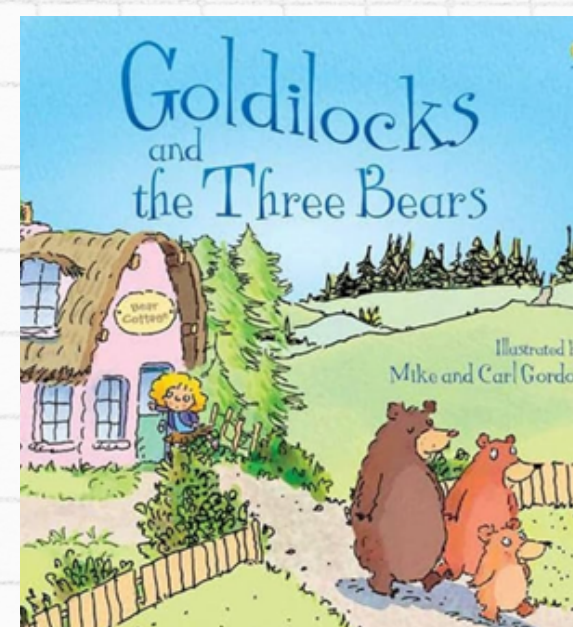
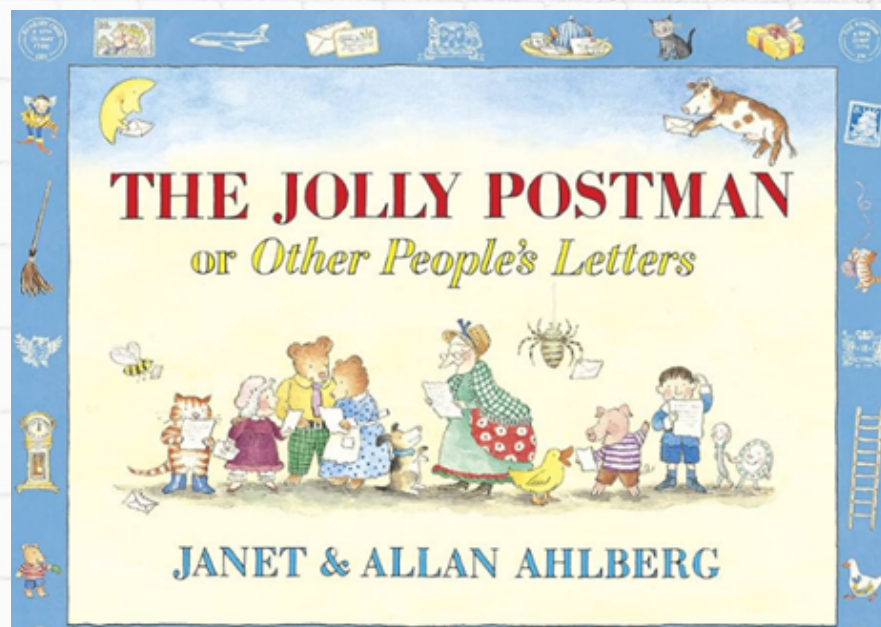
Who?, What? Where?

Listen , look, share ideas, talk about.

Songs, Rhymes

(Story specific vocabulary)

## Celebrated Texts



# Nursery

## Knowledge and Skills

To engage in extended conversations about stories learning new vocabulary.

To use some of their print and letter knowledge in early writing.

-I listen attentively to stories.

-I can answer who, what, where and some how and why questions about a story.

-I can retell a simple story.

-I understand and am using new vocabulary in context.

-I enjoy mark making to show meaning and tell my own stories.

-I explore a wide range of mark making materials.

# Literacy Spring Term

## Opportunities.

Talk for writing -4 I's immerse, imitate, innovate and invent.

Listening and attention games

Family group sessions - communication and language, modelled reading, modelled mark making - story maps.

Adults sharing stories, time to talk and unpick a book.

Library books sent home for parents to read to their children.

High quality texts , diverse texts that represent cultures and communities within the setting.

Enabling environments - opportunity to read books lots of times, act out stories with props, have a story read to them, mark making materials inside and outside. Gross and Fine motor movements inside and outside.

Signs and symbols and Makaton actions around the setting to give meaning. and share new vocabulary.

## Vocabulary.

Story, book, pages, author, illustrator, read, left to right, top to bottom, turn the page, pictures, words, characters, place/ setting.

Who?, What? Where? Why? How?

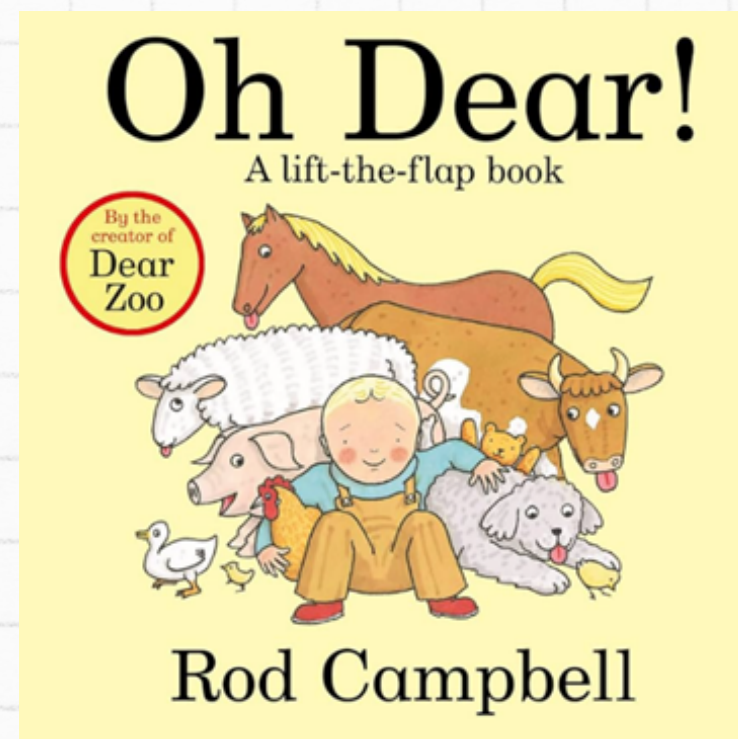
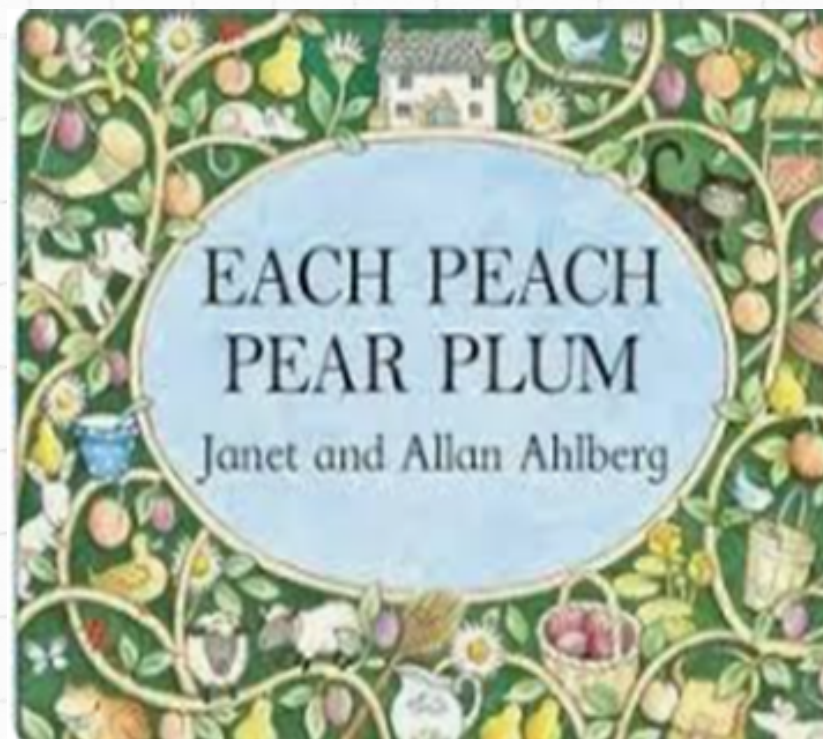
Listen , look, share ideas, talk about, conversation.

Songs, Rhymes.

Mark make , draw, create, explain, describe, represent, share, notice.

Story telling , acting out a story,  
(Story specific vocabulary)

## Celebrated Texts



## School Trip



# Nursery

## Knowledge and Skills

To develop 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.

To write some or all of their name.

To write some letters accurately.

-I can hear syllables in words and can clap them out.

-I can hear that words start with certain sounds, I can match /group objects based on their initial sounds.

-I can match rhyming words, I can think of my own rhyming words.

-I can retell a range of stories.

-I can create and tell my own invented stories.

-I can independently innovate and change a story to make a new one.

-I am giving more meaning to my marks and can form some letters.

-I can write my name.

# Literacy Summer Term

## Opportunities

Listening and attention sessions to work on early phonological awareness.

Talk for writing -4 I's immerse, imitate, innovate and invent.

Real life experiences - ducks hatching.

High quality texts that spark conversation .Non-fiction texts to explore similarities and differences.

Diverse texts that represent cultures and communities within the setting.

Gross and fine motor opportunities - inside and outside.

Enabling environments - opportunity to read books lots of times, act out stories with props, have a story read to them, mark making materials inside and outside.

Signs and symbols and Makaton actions around the setting to give meaning. and share new vocabulary.

## Vocabulary

Rhyme, syllables, initial sounds, listen, hear, find, match.

Tell , change, innovate, retell, invent stories.

Act out , perform, share, read.

Explain, sharing, questioning responding, recognising

Fiction, Non- Fiction, compare , same , contrast, different, describe, explain, sequence, explore, observe,  
(Story Specific Language)

## Celebrated Texts

## Transition Text

