

Cavendish Community Primary School

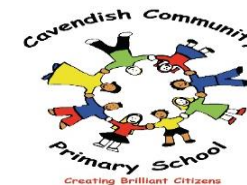
Nursery Curriculum Overview for Literacy

Educational Programme for 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).					
Planning around a quality text						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension (developing a passion for reading)	<ul style="list-style-type: none"> -know books have words and pictures -turn pages one at a time -point to a picture in a book 	<ul style="list-style-type: none"> -point to print in the classroom environment -point to print in a book -have favourite books and seek 	<ul style="list-style-type: none"> -recognise signs from local environment -recognise a known character in a different context The Gruffalo's Child 	<ul style="list-style-type: none"> -recognise name in a line up of names -talk about what happens at the beginning, middle 	<ul style="list-style-type: none"> -to use a wider range of vocabulary -to engage in extended 	<ul style="list-style-type: none"> -express opinions about a story -begin to empathise with the character -know what speech bubbles are for

	<ul style="list-style-type: none"> -match pictures to pictures and symbols to symbols -point to a named character in a familiar book -listen to a simple story and understand what is happening with the support of pictures -enjoy sharing a book with adults -pay attention and respond to pictures and words <i>Goldilocks and the Three Bears</i> <i>(Ladybird) Peace at Last</i> 	<ul style="list-style-type: none"> them out to share with an adult, another child, or to look at alone -join in with words and phrases to use over and over again <i>The Gruffalo</i> -ask for a specific story 	<ul style="list-style-type: none"> -begin to sequence a story using talk <i>Naughty Bus</i> -answer questions about the story, talk about places and people in stories and important things that are happening -know that print has meaning and purposes <i>Naughty Bus</i> -know that we read English text from left to right and from top to bottom -name the different parts of a book-cover, title, page link spoken sentences 	<ul style="list-style-type: none"> and end of a story <i>Little Owl's Egg</i> -use nouns and adjectives for description, verbs for events <i>Handa's Hen, Farmer Duck</i> -reason as to why and also explain how 	<ul style="list-style-type: none"> conversations about the story -to begin to express a point of view 	<ul style="list-style-type: none"> -to talk about their feelings and begin to understand how others might be feeling.
Word Reading	Phase 1 phonics Letter and Sounds Aspects... SFA phonics... <ul style="list-style-type: none"> -pronounce the sounds p, b, m, w 	Phase 1 phonics Letter and Sounds Aspects... SFA phonics... <ul style="list-style-type: none"> -sing songs and rhyme using 	Phase 1 phonics Letter and Sounds Aspects... SFA phonics... <ul style="list-style-type: none"> -sing songs and say rhymes 	Phase 1 phonics Letter and Sounds Aspects... SFA phonics... <ul style="list-style-type: none"> -pronounce /t/, /w/, /s/, /dz/ 	Phase 1 phonics Letter and Sounds Aspects... SFA phonics... <ul style="list-style-type: none"> -notice rhymes 	Phase 1 phonics Letter and Sounds Aspects... SFA phonics... <ul style="list-style-type: none"> -predict rhymes

	<ul style="list-style-type: none"> -join in with songs and rhymes, copying sounds, rhythms, tunes, tempo, - say some of the words in rhymes and songs -listen carefully to sounds in the environment 	<ul style="list-style-type: none"> rhythm, tunes and tempo Old MacDonald Heard a Parp -tell you the initial sound of name -say multi-syllabic words such as banana, computer Heather Has Two Mummies -talk about the sounds made by different instruments -distinguish between different sounds Old MacDonald Heard a Parp 	<ul style="list-style-type: none"> independently, for example, singing whilst playing -listen for rhyming words The Gruffalo's Child -produce and say rhyming words The Gruffalo's Child -say the initial sound of at least 3 words -count and clap syllables in a word The Gruffalo's Child 	<ul style="list-style-type: none"> -say multi-syllabic words such as hippopotamus -think of an alliterative name for myself and a friend -isolate the sound at the start of words 		
<p>Writing</p> <p>Physical and technical development</p>	<ul style="list-style-type: none"> -draw and scribble -sit in a balanced position -pretend to write -hold mark making implements using a whole hand or finger grip 	<ul style="list-style-type: none"> -make controlled marks e.g enclosures, lines, dots, dashes, back and forth scribbles, and circling (Beery writing shapes see appendix) 	<ul style="list-style-type: none"> -make small controlled marks e.g lines, dots, dashes, circles etc -use a two finger and thumb grip Dragon Dance -use a preferred hand 	<ul style="list-style-type: none"> -use a preferred hand when using pens and pencils 	<ul style="list-style-type: none"> -use some of my print and letter knowledge in early writing -move from a digital pronate grasp to a four finger and thumb grip for 	<ul style="list-style-type: none"> -write some or all of my name -write some letters accurately (lower case plus capitals for name)

<p>Developing communication and meaning</p>	<p>-make controlled marks in sand, shaving foam, using large chalk, painting easel -begin to establish a dominant hand</p> <p>-show interest in and recognise marks -distinguish between marks and pictures/drawings</p>	<p>-distinguish and name marks -copy shapes and patterns using increasingly precise tools -move from a palmer-supinate grasp (whole hand grip) to a digital pronate grasp.</p>	<p>-add some marks to my drawings to give meaning -make marks on my picture to stand for my name</p>		<p>appropriate activities/tools</p>	
<p>End of Nursery attainment statement for literacy</p>	<p>Comprehension-Children will have developed their confidence and competence with oral language through daily story sessions with high quality texts. • Demonstrated their understanding of questions and key vocabulary through the focus story of the week and begin to use longer sentence structure and key vocabulary during discussions about the text and independent narrative play. Word Reading- Children will have had the opportunity to listen to and join in with a wide variety of songs and be able to sing familiar songs from memory. They will have developed their understanding of rhyme and be able to notice and predict rhymes in a familiar text. Identify the initial phoneme at the start of words. Writing-Children will have a deeper understanding of what writing looks like through texts, print and modelling. Develop a wide range of opportunities to engage in writing through different mark making materials and gross and fine motor movement</p>					



	<p>sessions. Be able to ascribe meaning to their independent marks and begin to write symbols and letters with the preferred hand and correct pen hold. Write own name and some letters accurately.</p>
<p>The Nursery Year provides the foundation for literacy skills the children will build upon in Reception Where are they going? Reception Expectations</p>	<p>Comprehension ELG Children at the expected level of development will: • 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. Word Reading ELG Children at the expected level of development will: • 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. Writing ELG Children at the expected level of development will: • 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.</p>