

Literacy at Grace Mary Nursery - Long Term Plan

Statutory Guidance from the EYFS Framework 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).

The Reception expectations in Literacy for reference.

Comprehension • 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 • 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 • 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.

Phonological Awareness Overview – See also The Ultimate Guide to Phonological Awareness.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Phonological Awareness Overview	Stage One - Speech Detection • Recognise Non-Speech Sounds • Recognise speech sounds as distinct from other environmental sounds • Recognise that sentences are made up of individual words ALPHABET CHANT TO BE SANG DAILY	Stage 2 - Syllable Awareness • Syllable Segmentation • Syllable Blending • Syllable Deletion ALPHABET CHANT TO BE SANG DAILY	Stage 3 - Onset and Rhyme • Recognise that words can be broken down into onset and rhyme • Onset identification Stage 4 - Rhyme Detection • Recognise that words can rhyme ALPHABET CHANT TO BE SANG DAILY	Stage 5 - Initial Sounds • Recognise that words can begin with the same sound • Production of words with the same sound ALPHABET CHANT TO BE SANG DAILY	Stage 6 - Rhyme Production • Production of rhyming strings Introduction of formal RWI speed sound and word time lessons if appropriate to child's level of development. Focus on set 1 sounds, 1 sound taught over 2 days. ALPHABET CHANT TO BE SANG DAILY	

Talk for Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	Hug	Rosie's Walk	The Three Billy Goats Gruff	Each Peach Pear Plum	The Very Hungry Caterpillar	We're Going on a Bear Hunt
Possible Hook:	<i>Mystery Monkey to arrive in the classroom accompanied by a letter explaining that he has lost his mum. Children to take a walk with the monkey to find its Mum.</i>	<i>Fox prints and chicken feathers to arrive in the classroom!</i>	<i>Receive a letter from a grumpy troll who keeps being disturbed by goats crossing his bridge!.</i>	<i>Baskets of key items from familiar traditional tales.</i>	<i>Mystery object - a Chrysalis. Children to explore and discuss.</i>	<i>Go on a bear hunt around forest school - making sure to slurp in squelchy mud, swish through tall grass and slash in puddles</i>
Talk for Writing Objective	Talking about what is happening in each picture. Telling our own stories.	Positional language. Orally retelling	Repetitive language Orally retelling story Story mapping Introducing T4W actions.	Repetitive and rhyming language Orally retelling familiar stories	Orally retelling story Story mapping T4W actions. Introducing changing the story	Orally retelling story Story mapping T4W actions. Changing the story

Development of Literacy Skills linked to Development Matters

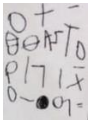
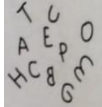
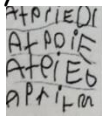
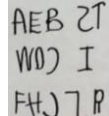
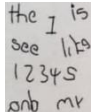
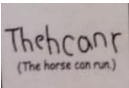
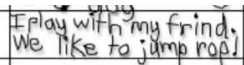
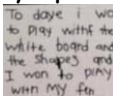
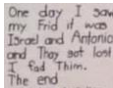
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Reading Comprehension Intent Vocabulary Implementation	Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone. Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, favourite. Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. Children having access to a variety	To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support. Texts, books, story, careful, print, words, says, pictures, happening. Reading together, exploring a wide range of books and discussing them together, Asking questions about books and modelling to the children how to talk about the pictures.	To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes. Rhymes, songs, listen, join in, actions, story, repeat. Daily songs and nursery rhymes, children having story time with increasingly longer stories being told, stories with repetition in them to be shared with the class more than once so children can learn the phrases used.	To begin to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author. Story, words, direction, top, bottom, front, cover, title, author. Stories shared daily with the children, adults to model reading the story using their finger along the words they read. Adult to tell the children the parts of the book and book title and author when sharing the story with the class.	To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories. Beginning to predict what might happen in a story. Story, discuss, talk, questions, predict, guess, happen next. Children having story time with increasingly longer stories being told, Adults asking children what happens in a story they have already read, or what they think might happen in a story, children having access to stories to read independently	To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt. Discuss, questions, why, end, guess, predict, tell, retell, words. Daily story time, adults prompting children to discuss the stories they have read, children making predictions about what might happen at the end of a story, a variety of books on offer in nursery.

	of texts. (link to themes and books suggested above)					
Word Reading Development Intent Vocabulary Implementation	Hear different environmental sounds around me. Begin to recognise some environmental print such as supermarket logos. Hearing, listening, sound, recognise, logo. Support and modelling of listening to environmental sounds. Logos in the environment and in role play areas for children to discuss.	Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar Rhyme Instruments, hear, listen, sing, perform, actions, nursery rhymes, rhyme, join in. Children listening to instruments as we as having access to using instruments too. Children learning new nursery rhymes and accompanying actions. Children being prompted to say the missing words in known nursery rhymes.	To begin to recognise my own name more consistently. Recognise rhythm in spoken words by clapping syllables. Name, rhythm, clapping, syllables. Children clapping out the syllables in their name as supported by the adults e.g. after dinner before going outside children clapping their name as the outdoor 'password'.	To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes. Meaning, sign, symbol, logo, rhyme, rhyming words. Adults to provide a variety of print around the nursery e.g. fire exit, logos, labels for items and areas. Children signing songs and rhymes, playing rhyming games verbally.	To begin recognising some words that start with the same initial sound. To begin to recognise some individual letter sounds with support Sound, letters, meaning. Children having access to text in the environment and in books. Letters and sounds around in the nursery for children to have access to and see/speak to adults about.	To recognise my own name independently. To begin to recognise some individual letter sounds with support. Recognise some words with the same initial sound e.g. m for mummy and milk. Orally blend a simple word. Name, letters, words, same. Children seeing their name written in a variety of places e.g. peg, bottle, hats, placemats, letters being in the environment, discussions with adults about words with similar sounds, adults supporting children to orally blend words.

Emergent Writing Development / Mark Making Intent Vocabulary Implementation	Develop an interest in making marks. I am beginning to distinguish between marks and pictures/drawings. Marks, pencils, pens, paper, drawing, writing. Adults to provide children with writing equipment in provision for children to access independently at any time.	Draws marks that are not always distinguishable. Follows large pattern templates available. Marks, pencils, pens, paper, drawing, writing, trace, copy. Adults to provide children with writing equipment in provision for children to access independently at any time.	Adds some marks to drawings. Adds marks that to them symbolises their name. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning. Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name.	Beginning to give meaning to the marks I make consistently. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning. Adults to provide children with writing equipment in provision for children to access independently at any time.	Understands that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning. Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name.	Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing - I can write some or all of my name. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning, letters, sounds. Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name.
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Handwriting development Intent Vocabulary Implementation	Sits in a balanced position. Can pretend to write. Can make controlled marks using tools or their finger in sand, glitter etc. Balance, comfortable, straight, pencil, marks, sand, glitter. . Adults to provide children with writing equipment in provision for children to access independently at any time. Activities set up for children to write in a range of materials e.g. glitter, sand, mud.	Makes controlled marks e.g. dots, circles, scribbles. Copies shapes and patterns with developing accuracy. Writing, mark making, pencils, pens, copy, trace. Tracing materials available to children, writing materials always available to children.	Makes smaller controlled lines. Beginning to use a two finger and a thumb grip when writing. Writing, mark making, pencils, pens, copy, trace, pencil grip. Tracing materials available to children, writing materials always available to children. Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on.	Holds a pencil or tool with a preferred hand. Writing, mark making, pencils, pens, copy, trace, pencil grip, hand. Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on..	Uses a two finger and a thumb grip when appropriate. Writing, mark making, pencils, pens, copy, trace, pencil grip, hand Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on.	Can use the basis of a three finger pencil grip. Use a pencil or writing tool more confidently to write some letters (e.g. the letter in my name). Writing, mark making, pencils, pens, copy, trace, pencil grip, hand, letter writing. Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on. Writing provision available at all times
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Typical Writing development from Nursery to the Reception Year and beyond.

	1. Pre writing		2. Letter strings			3. Early developmental spelling	
Early Steps	I explore making marks, but I do not communicate meaning. Random scribbling. 	I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning. 	I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name 	I write random letters with no connection between letters and sounds. I talk about my writing. Writes name from memory 	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. 	I write letters with spaces between them to resemble the idea of words. 	I copy words that I see in the environment around me. I often do not know what the words say. 
Developing Writing Sentences	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others. 	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence. 	I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence. 	I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings. 	I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation. 
Text forms and purposes	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	I can write short captions and messages. I can write lists, greeting cards and menus.	I can write captions I can write instructions. I can write postcards.	I can write simple stories with a beginning, middle and end. I can write a letter.	I can write stories with narratives and storytelling language. I can write at length.

