



# Nursery Literacy Overview

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills	<p>To be able to mark make and identify their marks.</p> <p>To recognise familiar logos and labels within the environment.</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p> <p>To begin to explore initial sounds in familiar words.</p>	<p>To begin to attempt writing familiar letters, e.g letters in their name.</p> <p>Adults will consistently model correct formation.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p>	<p>To be able to mark make and give meaning to their marks.</p> <p>To identify the pictures linked to RWI sound.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p>	<p>To identify the pictures linked to RWI sound.</p> <p>Children will begin to identify some sounds during oral blending games.</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p>	<p>Lots of Fred games focussing on oral blending.</p> <p>Children are able to identify initial sounds and blend familiar CVC words.</p> <p>Make predictions about a story using the relevant vocabulary with independence.</p> <p>To mark make for a purpose and be able to talk about the marks.</p>
Nursery Knowledge	<p>To know that text can be used as a form of identification.</p> <p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p>	<p>To know that letters are used to make up words.</p> <p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To learn that stories have a sequence; beginning, middle and end.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk</p>	<p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To join in with repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p>	<p>To be able to talk about their marks with confidence.</p> <p>To talk about the sounds they have identified from the RWI program.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To know that blending sounds makes words.</p> <p>To identify the pictures with corresponding.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To identify CVC words orally.</p> <p>To be able to segment sounds in CVC words.</p> <p>To know that letters make sounds.</p> <p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p>

	To learn a range of Nursery Rhymes.	about the different parts of a book, e.g. front cover/ back cover/ spine/ pages  To begin to acknowledge initial sounds and their relevance in the environment				
Nursery – RWI (links to music and reading).	Tuning into sounds (auditory discrimination). Acknowledging pictures that represent sounds in Set 1 and emphasising the initial sound when name the picture (e.g. mmmmmmountain) – looking at both real and cartoon images that represent initial sounds.		Listening to, identifying and remembering sounds. Tuning into sounds (auditory discrimination). Alliteration text Fred talk – verbally segmenting and blending.		Continue to introduce one/two sounds a week for those children who are ready HA Introduce writing sounds. Fred talk – physical cards available.	
Core books	<b>Nursery core text</b> The Very Hungry Caterpillar    The Three Little Pigs The Gingerbread Man            Whatever Next! Little Red Riding Hood        Peace at Last Noah’s Ark                            Owl Babies					
Termly focus books	‘The Three Little Pigs’ ‘It’s ok to be different’ ‘All kinds of families’ ‘Heather has two mummies’ ‘So Much’ ‘My dad is brilliant’ ‘Just like my Dad’ ‘Grandma’ ‘My body’	‘The Nativity’ Christmas stories Eg. ‘Shhh Santa’ ‘Hurry Santa’ Diwali	Winter books Books about people who help us. ‘Chop Sticks’ ‘Supertato’	Books about plants Why the sky blue? ‘Here we are’ Jack and the Beanstalk	‘The Gingerbread Man’ ‘The Tiger who came to Tea’ ‘Little Red Riding Hood’	‘Arghhhh Spider, ‘Super worm’ ‘Hungry Caterpillar’ ‘Mad about Mini-beasts’ ‘What the Ladybird Heard’ Minibeast books