



# 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  |
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| <b>Nursery Skills</b>    | <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> |
| <b>Nursery Knowledge</b> | <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 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>   |

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