

## Nursery – Literacy/Communication and Language

Communication and Language						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Speech structure/Grammar</b>	<p>To speak in simple sentences.</p> <p>To develop communication and pronunciation. (may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.)</p>		<p>To use longer sentences of four to six words.</p> <p>To develop my pronunciation but may have problems saying specific sounds: (r, j, th, ch, sh) and some multi-syllabic words.</p>		<p>To speak beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>To be clearly understood by others.</p>	
<b>Social rules of speaking/listening</b>	<p>To begin to develop conversations and stay on the same subject.</p>		<p>To start a conversation with adults/friends and continue this.</p>		<p>To talk about ideas and my needs on a 1:1 basis or in small groups.</p>	
<b>Speaking for a purpose</b>	<p>To use talk to communicate my needs.</p>		<p>To use talk to organise my play e.g. “Let’s go on a bus. I’ll be the driver.”</p>		<p>To express my needs and feelings in simple terms and say when I don’t agree with something.</p> <p>To use some past and future tense.</p>	
<b>Retelling and recounting and performing</b>	<p>To enjoy listening to stories and can recall some main events.</p> <p>To join in with favourite rhymes- some lines, words and actions.</p>		<p>To enjoy listening to longer stories and can remember much of what happens.</p> <p>To enjoy taking on a role in my play.</p>		<p>To know many songs, rhymes and can talk about familiar books, telling longer stories.</p> <p>To engage in imaginative role-play based on stories and first-hand experiences.</p>	
<b>Vocabulary</b>	<p>To start to understand some new vocabulary that is taught.</p>		<p>To remember and use new words in their play.</p> <p>To have a rapidly increasing vocabulary.</p>		<p>To use a wider range of vocabulary including nouns, adjectives, and verbs.</p>	

## Nursery – Literacy/Communication and Language

<p><b>Questions</b></p>	<p>To understand simple questions ‘who’, ‘what’ ‘where’</p> <p>To answer ‘what’ questions.</p>	<p>To answer ‘who’ and ‘where’ questions.</p>	<p>To answer simple ‘why’ questions.</p> <p>To respond to questions directed at me.</p>
<p><b>Listening and Attention</b></p>	<p>To shift my attention from my activity when my name is called.</p> <p>To know how to listen to others when the conversation interests me.</p> <p>To engage in short periods of joint attention with books.</p> <p>I know how to stop and listen to other people when I am busy doing an activity</p> <p>To know how to listen to sounds around me and can talk about the sounds I hear</p> <p>To understand an interaction that has 2 parts, such as “Get your coat and wait at the door”</p>	<p>To control my own attention of focus and shift this between my activity and a speaker.</p> <p>To know how to listen to stories and make comments on what is happening.</p> <p>To know how to stop and listen to an instruction given by an adult.</p>	<p>To begin to move their attention between an activity and a speaker without stopping to look at them.</p> <p>To respond to 2-part instructions or questions directed at me.</p> <p>To know how to listen to follow instructions to take part in simple games and activities with others.</p> <p>To listen to others in one-to-one or in small group, even if not interested in topic.</p>

## Nursery – Literacy/Communication and Language

Reading						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics (RWI)	A range of activities linked to: listening and attention, rhymes, alliteration, stories, role-play, vocabulary, oral segmenting and blending (Fred talk).			Recognising the pictures from the RWI flashcards Oral segmenting (Fred talk) games	Set 1 single letter sounds Oral segmenting (Fred talk) games	
Word reading	<p>To hear different environmental sounds around me.</p> <p>To begin to recognise some environmental print such as supermarket logos.</p>	<p>To discriminate between different instrument sounds.</p> <p>To sing and perform actions to a familiar nursery rhyme.</p> <p>To say the rhyming word at the end of a familiar rhyme</p>	<p>To begin to recognise my own name with support.</p> <p>To recognise rhythm in spoken words by clapping syllables.</p>	<p>To identify signs and symbols in the environment and recall what they mean.</p> <p>To spot or suggest rhymes.</p> <p>To know the RWI pictures for m, a, s, d, t, i, n, p, g, o, c, k.</p>	<p>To begin recognising some words that start with the same initial sound.</p> <p>To know the RWI pictures for u, b, f, e, l, h, r, j, v, y, w, z.</p> <p>To begin to recognise some individual letter sounds with support.</p>	<p>To recognise my own name independently.</p> <p>To begin to recognise some individual letter sounds with support.</p> <p>To recognise some words with the same initial sound e.g. m for mummy and milk.</p> <p>To orally blend a simple word.</p>
Comprehension	<p>To enjoy sharing a book with an adult.</p> <p>To have favourite books and seek them out, to share</p>	To understand that we should turn one page at a time in a book.	<p>To enjoy singing a range of rhymes and songs.</p> <p>To enjoy listening to longer stories.</p>	To begin to understand that print can have different purposes.	To enjoy listening to longer stories and remember much of what happens.	To engage in extended conversations about stories.

## Nursery – Literacy/Communication and Language

	with an adult, with another child, or to look at alone.	To begin to understand that print has meaning.  To talk about the pictures in a book with support.	To join in with some simple repeated refrains in well know stories/ rhymes.	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.	To talk about a story, turning one page at a time.  To answer simple questions 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.
<b>Suggested texts:</b> <b>CYCLE A</b>  <b>2023-2024</b>	Settling in All about me My family My friends My feelings Where I live Nursery Rhymes Autumn	Autumn Colours Celebrations Christmas	Winter Chinese New Year Superheroes People Who Help Us	Pets Farm animals Wild animals Easter	Once Upon a Time Spring Growing	Summer Seaside Holidays Pirates Under the sea
	Owl babies  Ten Little Fingers, Ten Little Toes  The family book  My world, Your World	The Leaf Thief  Brown Bear, Brown Bear, what do you see?  Kipper’s Birthday Party	Winnie in Winter  Supertato  Emergency! (Awesome engines)  A Superhero like you	Dear Zoo  Old McDonald had a Farm (Rhyme/book)  My Best Pet	Jasper’s Beanstalk  Goldilocks and the Three Bears  Little Red Riding Hood	The Rainbow Fish  Sharing a Shell  The Night Pirate  Seaside Poems

## Nursery – Literacy/Communication and Language

	<p>Selection of Nursery Rhymes</p> <p>Head, Shoulders, Knees and Toes (Rhyme)</p>	<p>The Best Diwali Ever</p> <p>The Christmas Story</p>	<p>Miss Polly Had a Dolly (Rhyme)</p>	<p>That's not my kitten/puppy/chick</p> <p>Easter story</p>	<p>The Gingerbread man</p>	
<p><b>Suggested texts:</b></p> <p><b>CYCLE B</b></p> <p><b>2024-2025</b></p>	<p>All about me</p> <p>My family</p> <p>My friends</p> <p>My feelings</p> <p>My place in the world</p>	<p>Autumn Night and Day</p> <p>Celebrations</p> <p>Christmas</p>	<p>Winter</p> <p>Chinese New Year</p> <p>Into the woods</p> <p>Bears</p>	<p>Adventures</p> <p>Princess, Knights and Dragons</p> <p>Easter</p> <p>Spring</p>	<p>Spring</p> <p>Minibeasts</p> <p>Growing</p>	<p>Out of this world – Earth, Flying to a different country, dinosaurs, space, aliens</p>
	<p>Owl babies</p> <p>Ten Little Fingers, Ten Little Toes</p> <p>The family book</p> <p>My world, Your World</p> <p>Selection of Nursery Rhymes</p> <p>Head, Shoulders, Knees and Toes (Rhyme)</p>	<p>The Leaf Thief</p> <p>The Best Diwali Ever</p> <p>Kippers Birthday Party</p> <p>Night Monkey, Day Monkey</p> <p>The Christmas Story</p>	<p>Polar bear, polar bear, what do you hear?</p> <p>We're going on a bear hunt</p> <p>Gruffalo</p>	<p>The Gingerbread man</p> <p>Zog/ Zog and the Flying Doctors</p> <p>My first book of castles (non-fiction)</p> <p>We're going on an Egg Hunt</p>	<p>The Very Hungry Caterpillar</p> <p>The Incredible Lifecycle of a Butterfly</p> <p>Incy Wincy Spider</p> <p>Jasper's Beanstalk</p>	<p>Whatever Next</p> <p>Welcome to our world</p> <p>Dinosaur who pooped a planet</p> <p>Harry and his dinosaurs: Go on Holiday</p>

## Nursery – Literacy/Communication and Language

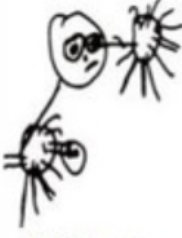

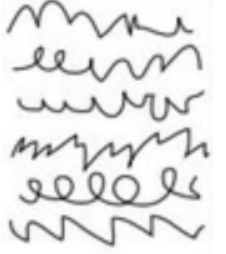



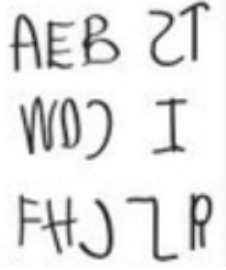
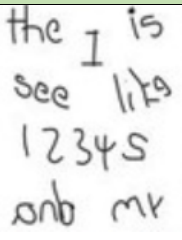
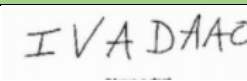
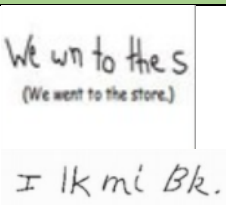

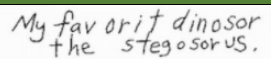
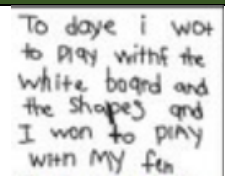
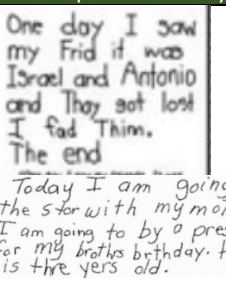
Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mark making/ Spellings</b>	To enjoy mark making using a range of tools and equipment.	To make marks that stand for something e.g. that says mummy and begin to give some meaning to these.  To add marks to their drawing which they can give meaning to e.g. "That says mummy".	To begin to give purpose to marks.  To move from left to write when 'writing'. (Scribbles)	To begin to copy with increasing control.  To ascribe meaning to other marks, like on signage.	To begin to write some letters from their name.  To start to make shapes which are recognisable as pre letter shapes.  To begin to use knowledge of print and letters in early writing.	To write most letters from their name.  To recognise sounds from their own name in other words.  To begin to write some letters they know.  To know when two words have the same initial sound.
<b>Punctuation</b>			To begin to write from left to right.			To know their name begins with a capital letter.
<b>Handwriting (Gross Motor)</b>	To show some control over their body.	To show some control over their choice of tools.	To show increasing development of control over tools.	To draw lines and circles in the air, on the floor and on large sheets of paper, balancing well and using whole arm and body.	To give good control in larger movements.	To begin to control smaller tools. (Such as pincers, tweezers and threading equipment)

## Nursery – Literacy/Communication and Language

<p><b>Handwriting (Fine Motor)</b></p>	<p>To begin showing a preference for a dominant hand.</p> <p>To develop manipulation and control.</p>	<p>To show a preference for a dominant hand.</p> <p>To use one-handed tools and equipment.</p>	<p>To consistently use a dominant hand in writing.</p> <p>To write some letters accurately.</p>
<p><b>Pencil Grip</b></p>	<p>To mark make using a comfortable grip when using pencils and pens.</p>	<p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To begin to use the tripod grip when holding tools.</p>	<p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To use the tripod grip when holding pencils and pens,</p>
<p><b>Writing outcomes</b></p>	<p style="text-align: center;">Variety of contexts within provision and adult led tasks.</p>		

# Nursery – Literacy/Communication and Language

**Writing stages of progression from the beginning of Nursery to the end of Reception:**

Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	