**Curriculum Plan**

Literacy – Reading and Writing.

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| **CURRICULUM PLAN: Literacy – Reading and writing**  |
| **INTENT:** *We aim to create enthusiastic readers and writers at Nursery School. We seek to provide children with a wide range of fiction and non-fiction texts to inspire them to have a love of reading and to question what they read. We provide children with a range of core rhymes which enables children to begin to use and hear rhythm and rhyme in the spoken word. Through our continuous provision and specific activities, we provide a growing range of mark making activities with a purpose. We aim for our children to be able to communicate effectively through the written word.* |
| **2-3 year olds will be learning to** | **3-4 year olds will be learning to:** |
| Reading:* Join in with songs and rhymes, copying sounds, rhythms, tunes and tempos.
* Have favourite books and seeks them out to share with others.
* Fill in missing words or phrases from known rhymes and songs.
* Start to use books appropriately
* Take interest in pictures in story books

Writing: * To make marks during sensory play and gross motor activities
* To access a range of pre mark making resources
* To strengthen their hands
* To understand that they can make marks and give them meaning
 | Reading:* Understand how print works.
* Join in with repeated refrains and anticipates key events and phrases.
* Begin to be aware of story structure
* Tell their own stories
* Describe their favourite stories
* Engage in conversation about stories and learns new vocabulary.
* Recognise sounds

Writing:* To make marks and share their meaning
* To write from left to right
* To begin to form shapes, numbers and letters
* To begin to write their own name
* To write for a purpose
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|  | **2 year olds** | **3 year olds**  | **4 year olds** |
| Reading | Key Knowledge & SkillsTo recognise own peg To recognise their group symbolUnderstand what a book isUnderstand how to use a book with adult support.To focus on sounds in the environment To sit for a short interactive storyTo recognise picture clues (lanyards, signs in the setting)To understand visual timetables Notice and engage with changes in the environment. To sit in a small group and listen to a longer storyKey VocabularyGroup names Staff namesMy name Good sittingStoryCharacterBook | Key Knowledge & SkillsTo handle books appropriately To turn the pages of a book carefullyTo put books away To remember familiar rhymes and songs independently Can join in with repeated phrases in songs, rhymes and stories. To begin to follow a rhythmTo notice details in stories To suggest alternative endings to a storyTo notice where a story is taking place To comment on sounds in different environments. To clap out syllables with adults Begin to understand rhyme and alliteration To know print has meaningTo know print moves from left to right To access books independently To have favourite storiesKey VocabularyBeginning/ EndStory pages book Character Title StoryAuthor | Key Knowledge & SkillsPretend to read a book to others Share books with friendsCan recall new songs and rhymesMake up new words to fit into rhyme. To begin to understand text To begin to recognize some sounds To clap out syllables of common words. Begin to break words into small sounds To recognise sounds on a page Make up own storiesTo notice settings, characters and events and comment on them Can predict what might happen in a story based on the pictures. Begin to link rhyme to written textApply vocabulary learnt from storiesTeach others new vocabulary To talk about the different parts of a book Key VocabularyCharacterVoice Spoken words in storiesThe different parts of a book – spine, cover illustrator, author, blurb. Question marks, exclamation marks, speech marks |

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|  | **2 year olds** | **3 year olds**  | **4 year olds** |
| Writing | Key Knowledge & SkillsTo explore different resources in the settingTo be encouraged to make marks To begin to enjoy drawing freely Can access mark making activities in the settingTo investigate new tools for making marks To participate in activities to strengthen their muscles To hold a writing implement in a palmer graspCan mark make using different resources in messy playCan start to talk about their drawing e.g mummy/ daddy. Key VocabularyGroup names Staff namesMy name Vocabulary used by staff – I am writing your name, What have you drawn? Round and roundSquiggles, marks, blob, dots Big, smallCircles, curly, round and round Adult to continue to explore explanations for the mark making and demonstrate how they mark make.Naming simple objectsSaying what their drawing is – e.g mummyPutting one 1 two words to explainNaming colours chosen  | Key Knowledge & SkillsTo begin to ascribe meaning to marks without prompts from adultsTo experiment making a variety of marksBegin to add more detail to the marks they are makingDistinguish their writing from a pictureWrite from left to right across a page Begin to gain more control when making marksCan use a variety of tools Can access tools in the settingKey VocabularyLetters of the alphabetLetters Numbers Write Who?When?Names of friends Number, letters shape names, Language of mark making – in ,out ,up, down, round and round, left , right Staff to initiate conversations to talk about what they are recoding. Staff demonstrate their mark making.To use more words to explain their drawings 3 -4 words I am writing to mummy  | Key Knowledge & SkillsTo recognise some logos in the environment Can write recognisable letters Can write recognisable numbers Can attempt writing their name without promptsCan use the tripod grip Can write for a purpose Can control writing tools To have an effective grip.Key VocabularyWritingDrawingCreatingMarksLetters NamesLabelWrite Letters SoundsNumbersLeft to right Drawing / writingExplain what they have written – begin to read their letters/ words back to the adults or to themselves. |
| Anima Phonics and Jolly Phonics | Early phonics : **Aspect 1 - Environmental Sounds** To develop children’s listening skills and awareness of sounds in the environment To identify different soundsTo make up different sentences To talk about different sounds**Aspect 2 – Instrumental Sounds** To develop awareness of different sounds made with instrumentsCan experiment with different noisesTo listen to appreciate the difference between sounds made with instruments.To begin to talk about the different sounds Can join in sound activities and take turns   | Phonics **Aspect 3 – Body percussion**Has an awareness of sounds and rhythmsTo distinguish between sounds and remember patternsCan talk about sounds we make with our bodiesTo understand what sounds may mean**Aspect 4 – Rhythm and Rhyme** To experience and appreciate rhythm and rhyme.To develop an awareness of rhythm and rhyme in speech To increase awareness of words that rhymeTo talk about rhyme and produce rhyming words e.g fizzy, lizzy **Aspect 6 – Voice Sounds** To explore the difference in vocal sounds.Can investigate speech soundsCan talk about sounds made with our voices | Phonics :**Aspect 5 – Alliteration** To develop an understanding of alliteration To listen to the sounds at the beginning of wordsTo explore how sounds are articulated**Aspect 7 – Oral Blending and Segmenting** To develop oral blending and segmenting of sounds in words To listen to phonemes within wordsTo remember the order that phonemes occur in wordsTo talk about and recognise phonemes that make up words. **Jolly phonics:**To develop their knowledge of sounds and recognise sounds in words through the jolly Phonics scheme. * Set 1: s, a, t, p.
* Set 2: i, n, m, d.
* Set 3: g, o, c, k.
* Set 4: ck, e, u, r.
* Set 5: h, b, f, ff, l, ll, ss.
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| **Impact** |
| When children leave our 2-year-old room they will be able to join in with simple songs and rhymes. They will be able to recognise familiar environmental sounds. They will have favourite books and will seek them out alone, with another child or adult. They will be beginning to recognise familiar logos and signs in the setting. They will be able to sit for a bucket time session. They will be able to access different resources to build mark making confidence. They will be able to pick up mark making equipment and use on vertical and horizontal surfaces and will start to give meaning to their marks.  | When children turn from ages 3 to 4 years, they will be able to look attentively at pictures in a book and sit and listen to a longer story. They will begin to predict what might happen in a story. They will be able to recall events from familiar stories and begin to make up their own narratives. They will notice print in the environment and will develop their knowledge of sounds and letters and rhyme.They will be able to show preference for a dominant hand and will be developing their pencil grip. They will give meaning to their marks and draw shapes and symbols. They will begin to form some recognisable letters from their name.  | When children leave our nursery at age 4 to go to reception, they will be able to sit for extended stories and comment on the plot, characters and settings. They will be able to make predictions at different points. They will have a love of books and be able to access books and initiate book sharing times independently. They will have an understanding of rhyming words and be able to recognise some initial sounds in print. They will be able to write their own name and recognise that we write from left to right. They will be able to draw pictures with more detail and explain what they have drawn. They will be able to mark make for a variety of purposes and will be form other letters as well as those in their name. They will be able to use this knowledge to write some simple words.  |