**Curriculum Plan**

Literacy – Reading and Writing.

|  |  |
| --- | --- |
| **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 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2 year olds** | **3 year olds** | **4 year olds** |
| Reading | Key Knowledge & Skills  To recognise own peg  To recognise their group symbol  Understand what a book is  Understand how to use a book with adult support.  To focus on sounds in the environment  To sit for a short interactive story  To 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 story  Key Vocabulary  Group names  Staff names  My name  Good sitting  Story  Character  Book | Key Knowledge & Skills  To handle books appropriately  To turn the pages of a book carefully  To 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 rhythm  To notice details in stories  To suggest alternative endings to a story  To 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 meaning  To know print moves from left to right  To access books independently  To have favourite stories  Key Vocabulary  Beginning/ End  Story  pages  book  Character  Title  Story  Author | Key Knowledge & Skills  Pretend to read a book to others  Share books with friends  Can recall new songs and rhymes  Make 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 stories  To 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 text  Apply vocabulary learnt from stories  Teach others new vocabulary  To talk about the different parts of a book  Key Vocabulary  Character  Voice  Spoken words in stories  The different parts of a book – spine, cover illustrator, author, blurb.  Question marks, exclamation marks, speech marks |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2 year olds** | **3 year olds** | **4 year olds** |
| Writing | Key Knowledge & Skills  To explore different resources in the setting  To be encouraged to make marks  To begin to enjoy drawing freely  Can access mark making activities in the setting  To investigate new tools for making marks  To participate in activities to strengthen their muscles  To hold a writing implement in a palmer grasp  Can mark make using different resources in messy play  Can start to talk about their drawing e.g mummy/ daddy.  Key Vocabulary  Group names  Staff names  My name  Vocabulary used by staff – I am writing your name, What have you drawn? Round and round  Squiggles, marks, blob, dots  Big, small  Circles, curly, round and round  Adult to continue to explore explanations for the mark making and demonstrate how they mark make.  Naming simple objects  Saying what their drawing is – e.g mummy  Putting one 1 two words to explain  Naming colours chosen | Key Knowledge & Skills  To begin to ascribe meaning to marks without prompts from adults  To experiment making a variety of marks  Begin to add more detail to the marks they are making  Distinguish their writing from a picture  Write from left to right across a page  Begin to gain more control when making marks  Can use a variety of tools  Can access tools in the setting  Key Vocabulary  Letters of the alphabet  Letters  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 & Skills  To recognise some logos in the environment  Can write recognisable letters  Can write recognisable numbers  Can attempt writing their name without prompts  Can use the tripod grip  Can write for a purpose  Can control writing tools  To have an effective grip.  Key Vocabulary  Writing  Drawing  Creating  Marks  Letters  Names  Label  Write  Letters  Sounds  Numbers  Left to right  Drawing / writing  Explain 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 sounds  To make up different sentences  To talk about different sounds  **Aspect 2 – Instrumental Sounds**  To develop awareness of different sounds made with instruments  Can experiment with different noises  To 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 rhythms  To distinguish between sounds and remember patterns  Can talk about sounds we make with our bodies  To 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 rhyme  To 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 sounds  Can 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 words  To 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 words  To remember the order that phonemes occur in words  To 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. |

|  |  |  |
| --- | --- | --- |
| **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. |