

Literacy: Writing

Curriculum Objective	Links Across the Curriculum
Writing <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formedSpell word by identifying sounds in them and representing the sounds with a letter of lettersWrite simple phrases and sentences that can be read by other	Science — leaning about seasons -The year is divided into 4 parts and these are called seasons. (Autumn, Winter, Spring and Summer)/ History — leaning new vocabulary— before ,after, now ,yesterday, today ,tomorrow / Geography — What is a map-? Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.. Art— children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks to represent the human form. / Design and Technology— children will be shown how to hold scissors (thumb on top, finger below) / English—role play / Maths—number talk / Shared reading -sitting / listening / Music—singing songs and nursery rhymes, singing rhymes e.g. five little ducks, rhythm copy-clap of names, high and low sounds—voice sounds, performing rhymes. PHSE—children will learn how to talk to their friends in a kind voice and they know who their friends are. RE—retelling stories about religious festivals.

Components Autumn Term	Supported through...	Components Spring Term	Supported through...	Components Summer Term	Supported through...
Beginning to create lines.	<ul style="list-style-type: none">Dough gymDifferent writing toolsBuilding core—big moves / physical activities. E.g. wake up shake.Daily writing opportunitiesPhonics lessonsReading a range of simple stories.Word of the week.Phonics—vocabulary buildingRegular name writing practiceSinging of songs and rhymesDaily story readingPencil control activitiesPlay dough activitiesWriting areaPhonics sound mat	Developing to create lines and mark make with meaning more independently.	<ul style="list-style-type: none">Dough gymDifferent writing toolsBuilding core—big moves / physical activities. E.g. wake up shake.Daily writing opportunitiesPhonics lessonsReading a range of simple stories.English Talk for Writing lessonsWord of the week.Phonics—vocabulary buildingRegular name writing practiceSinging of songs and rhymesDaily story readingHFW teachingPencil control activitiesPlay dough activitiesWriting areaPhonics sound mat	Confidently and mostly independently creating lines and mark make with meaning.	<ul style="list-style-type: none">Dough gymDifferent writing toolsBuilding core—big moves / physical activities. E.g. wake up shake.Daily writing opportunitiesPhonics lessonsReading a range of simple stories.English Talk for Writing lessons (Spring term)Word of the week.Phonics—vocabulary buildingRegular name writing practiceSinging of songs and rhymesDaily story readingHFW teaching (Spring)Pencil control activitiesPlay dough activitiesWriting areaPhonics sound mat
Enjoy drawing freely.		Developing to write some letters of their name with support.		Developing to write some letters of their name or all of their name more independently.	
Beginning to mark make some letters of their name.		Forming some recognisable letters.		Forming some recognisable letters.	
Beginning to give meaning to marks made.		Beginning to use some their print and letter knowledge in their early writing. E.g. writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.		Write some letters accurately.	
Beginning to add some marks to their drawing, which they give meaning to. For example: 'That say mummy.'		Developing a tripod grip more with some support.		Developing a tripod grip with minimal support.	
Beginning to make marks on their picture to stand for their name.		Developing their phonological awareness of Phase 1.		Developing a secure phonological awareness of Phase 1.	
Beginning to hold a pencil—pincer grip.		Beginning to orally blending with support.		Developing to orally blending.	
Begin to develop their phonological awareness of Phase 1.		Beginning to orally segment with support.		Developing to orally segment.	

Literacy: Word reading

Curriculum Objective

Word Reading

- Understand that print has meaning
- We read English text from left to right
- Count or clap syllables in a word
- Recognise words with the same initial
- Write some or all of their name

Links Across the Curriculum

Science — leaning about seasons -The year is divided into 4 parts and these are called seasons. (Autumn, Winter, Spring and Summer)/ History — leaning new vocabulary— before ,after, now ,yesterday, today ,tomorrow / Geography — What is a map-? Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.. Art— children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks to represent the human form. / Design and Technology— children will be shown how to hold scissors (thumb on top, finger below) / English—role play / Maths—number talk / Shared reading -sitting / listening / Music—singing songs and nursery rhymes, singing rhymes e.g. five little ducks, rhythm copy-clap of names, high and low sounds—voice sounds, performing rhymes. PHSE—children will learn how to talk to their friends in a kind voice and they know who their friends are. RE—retelling stories about religious festivals.

Components Autumn Term

Supported through...

Enjoying songs and rhymes, tuning in and paying attention.

Join in with songs and rhymes.

Copying sounds, rhythms, tunes and tempo.

Copy finger movements and others gestures.

Sing songs and say rhymes independently.

Enjoy sharing books with a and adult.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

- Home reading book and record
- Building HFW
- Phonics lessons
- Reading a range stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Daily story reading
- HFW teaching
- HFW display
- Children able to access books
- Childs' name in provision

Components Spring Term

Beginning to understanding the five key concepts about print: E.g. print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different part of a book, page sequencing.

Sustaining focus for short periods of story time. Up to 5 minutes.

Beginning to join in repeated phases with support.

Developing songs and rhymes and building a repertoire of nursery.

Begin to share books with a peers and adults.

Supported through...

- Home reading book and record
- Building HFW
- Shared reading
- Phonics lessons
- Reading a range stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Daily story reading
- HFW teaching
- HFW display
- Children able to access books

Components Summer Term

Developing more understanding the five key concepts about print: E.g. print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different part of a book, page sequencing.

Sustaining focus for longer periods of story time. More than 5 minutes.

Beginning to join in repeated phases more independently.

Confidently sing songs and rhymes and building a repertoire of nursery.

Developing to share books with a peers and adults.

Supported through...

- Home reading book and record
- Building HFW
- Shared reading
- Phonics lessons
- Reading a range stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Daily story reading
- HFW teaching
- HFW display
- Children able to access books

Literacy: Comprehension

Curriculum Objective

Comprehension

- Has awareness of demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Begin to anticipate - where appropriate - key events in stories;
- Begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

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Components Autumn Term

Hearing repeated refrains in familiar text.

Beginning to engage in extended conversation about stories, learning new vocabulary with support.

Enjoy listening to stories, non-fiction, rhymes and poems with support.

Beginning to answer simple questions—who with support.

Beginning to join in nursery rhymes with actions with support.

Beginning to role play.

Discussing simple predictions

Beginning to hear story language with support.

Supported through...

- Home reading book and record
- Building HFW
- Shared reading
- Phonics lessons
- Reading a range stories.
- Word of the day.
- Phonics—vocabulary building.
- Daily story reading
- Children able to access books
- Childs' name in provision
- Role play provision

Components Spring Term

Beginning making comments on what I hear and see when sharing a book with an adult.

Beginning to recognise rhyming words in stories with support.

Beginning to join in with repeated refrains in familiar text.

Beginning to engage in extended conversation about stories, learning new vocabulary.

Enjoy listening to stories, non-fiction, rhymes and poems with support.

Beginning to answer simple questions—who, what, when with support.

Joining in nursery rhymes with actions with support.

Beginning to role play around favourite stories.

Make simple predictions with support with support and prompts.

Beginning to understand stories have a main character with support.

Beginning to use story language with support.

Supported through...

- Home reading book and record
- Building HFW
- Shared reading
- Phonics lessons
- Reading a range stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Daily story reading
- HFW teaching
- HFW display
- Children able to access books
- Childs' name in provision
- Role play provision

Components Summer Term

Developing making comments on what I hear and see when sharing a book with an adult.

Developing to recognise rhyming words in stories with support.

Developing to join in with repeated refrains in familiar text.

Developing to engage in extended conversation about stories, learning new vocabulary.

Enjoy listening to stories, non-fiction, rhymes and poems and have favourites.

Beginning to answer simple questions—who, what, when, where and why with support.

Most joining in nursery rhymes with actions with minimal support.

Beginning to role play around favourite stories more confidently.

Make simple predictions with support with support.

Beginning to understand stories have a main character.

Beginning to use story language more independently.

Supported through...

- Home reading book and record
- Building HFW
- Shared reading
- Phonics lessons
- Reading a range stories.
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- Phonics—vocabulary building.
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Vocabulary		
Autumn	Spring	Summer
Draw, hold pencil, name , songs, rhymes, sing, altogether	Draw, hold pencil, name , songs, rhymes, letters, what when where, predict, character, high frequency words	Draw, hold pencil, name , songs, rhymes, letters, what when where, predict, character

Preparing for the National Curriculum

English	Understanding of a variety of stories, listen and focus on one thing at a time, understand what a sentence/question is, building vocabulary linked with topics and stories. Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion.
All subjects	Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion. Have a developing understanding of various vocabulary.
Science	Learn about seasons -The year is divided into 4 parts and these are called seasons. (Autumn, Winter, Spring and Summer)
Geography	Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.
Art	Children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks and materials to represent the human form.

Outcomes / Composites	Stickability	WOW	Diversity in the Curriculum
Playout whole stories using puppets and role play using talk to direct and guide others. Be confident to start conversations and discuss stories/ideas/ thoughts, providing exploration and reasoning. Liston to stories and non-fiction texts, sharing their own ideas, making changes to make the story their own. Independently ask questions to find out more and check their own understanding. Writing and reading own name independently Writing and reading HFW. Forming letters correctly Writing sitting on the line. Writing phonetically plausible words creating sentences. Retelling a range of stories To have listened to and understand a range of text	<div>T4W units / revisit learning / learning wall / school role play / small world / use of props or real objects / oracy display / story sacks / farm visit</div> <div>Character Traits</div> <div>Curiosity Resilient Ambitious Kind Articulate Respectful</div>	<div>Role play opportunities — kitchen/home corner /Santa's toy shop/baby clinic/fruit and veg stall/vet/picnic area. Santa visit. Story sacks Trip Visitors (library services) Hook sessions within T4W—adult dressing up, props etc.</div>	<div>Diversity in the books e.g. Ten little fingers and ten little toes and Baby goes to market. Visual aids—showing a range or ability, race and culture. Celebration of festivals—Eid, Christmas, Holi, Diwali, Easter etc. Culture dances with related music. Access to a variety of different musical instruments, like African drums, etc.</div>