



**St Lawrence's Catholic Primary
School
Literacy
Curriculum
Nursery**

St Lawrence's Catholic Primary School Nursery Literacy Curriculum Overview

Long term literacy curriculum plan that progressively develops pupils reading and writing skills by teaching knowledge and skills through exposure to core literacy genres.

Class reading spine of core, quality texts shared in daily story times and in continuous provision.

Daily early phonics skills Little Wandle phonics foundation and phonics scheme.

Our literacy curriculum links to our over arching themes to engage and embed learning through play opportunities.

Our curriculum is driven by experiences and vocabulary which enable our pupils to succeed.

Reflective planning following children's interests and using minute formative ongoing assessments to plan opportunities for children to achieve their next steps in learning.

Progressive continuous provision curriculum planning for Literacy that builds on children's interests.

Whole school events World Book Day World Poetry Day Author Visits

Planned activities to develop fine and gross motor skills so that children are ready to write which includes dough disco and squiggle while you wiggle.

Characteristics of Learning
Our provision promotes engagement, motivation and thinking.

Parents as Partners
We include parents in their child's literacy learning through workshops and online learning journals.

Enabling Environments
Carefully planned organised and engaging environments to support independent learning through play.

Half termly and termly summative assessments that inform planning and targeted specific interventions for pupils not on track to meet curriculum goals.



It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Statutory Framework

	Autumn 1: Knowledge of Genres			Autumn 2: Knowledge of Genres		
Reading Genre	Fiction	Fiction	Poetry	Fiction	Non-Fiction	Fiction
Writing Genre	Picture Book	Picture Book	Nursery Rhymes	Journeys	Instructions	Picture Books
Stimulus	Super Duper You Sophy Henn	Leaf Man Lois Ehlert	Little Miss Muffet Jack and Jill Incy Wincy Spider	We're Going on the Bear Hunt Michael Rosen The Gruffalo Julia Donaldson	Press Here Hervé Tullet Range of simple signs with pictorial images to follow e.g. wash hands (Linked to the Nursery environment)	Laura's Christmas Star Klaus Baumgart Elmer's Christmas David McKee The Nativity Story Dear Santa Rod Campbell
Writing Outcome	Children draw representations of themselves and talk about what they are like.	Exploring mark-making and colour through autumn activities.	Rhyming phonics based activities e.g. Missing rhyming words and strings Retelling the rhyme through puppets and performance	Oral story telling using practical resources and activities for journeys and homes through the books.	Following simple instructions. Mark making to create their own instructions	Name Writing – cards/calendars Christmas inspired fine-motor activities Nativity story – oral story telling

	Spring 1: Knowledge of Genres			Spring 2: Knowledge of Genres		
Reading Genre	Fiction	Non Fiction	Fiction	Non- Fiction	Fiction	Non Fiction
Writing Genre	A story by a well-loved author	Maps and Marks	Picture Books	Books for Information	A story by a well-loved author	Writing for a Purpose Names
Stimulus	Lost and Found Oliver Jeffers	A range of non-fiction books about the seasons	Grandpa's Garden Stella Fry	Range of books related to growing theme.	The Very Hungry Caterpillar Eric Carl	Selection of Easter related models such as Easter cards and invitations.
Writing Outcome	Mark making in snow/ice. Orally finding objects and characters with robot talk.	Creating weather maps. Mark making weather pictures.	Orally saying initial sounds for vegetables. Mark making – pictures of Grandpa's garden.	Holding books appropriately. Making links between information text and real life experinces.	Ordering pictures and mark making labels (giving meaning to their marks) for the lifecycle of a butterfly.	Children create their own Easter card and or invitations with their own, families and friend's names.

	Summer 1: Knowledge of Genres			Summer 2: Knowledge of Genres		
Reading Genre	Fiction	Fiction	Non Fiction	Poetry	Fiction	Non Fiction
Writing Genre	Traditional Tales	Alternative Traditional Tales	Labels	Action Poetry	A story from our Literary Heritage	Labels
Stimulus	The Gingerbread Man	Alternative Ginger Bread Stories	Range of non-fiction texts related to jobs.	Selection of poems linked to movement.	Funny Bones Janet Ahlberg	Range human body non-fiction texts
Writing Outcome	Oral storytelling and performing Role-play and mark making linked to theme	Gingerbread Man Party Mark making and using initial sounds to create invitations/posters	Photographs and mark making labels of what children want to be when they grow up.	Practical rhyming string activities – sorting objects or pictures that rhyme.	Wanted Posters Mark making in role Initial sounds linked to characters and key words	Practical activities linked to the human body. Creating CVC words in a range of activities e.g. foam/magnetic letters

Nursery – Literacy - Reading – Continuous Provision Curriculum Planning

Resources	How is it organised and why	Intended Learning Outcomes	Link to EYFS / Research / C of EL	Adult Role
<p>Reading Area Book Shelves Small table Cushions and rugs</p> <p>Resources Reading spine books Books linked to theme Puppets Puzzles Nursery Rhymes fiction and non-fiction books in all areas. Add child made books and adult scribed stories to the book area.</p>	<p>The book area is set apart from other areas in a relatively quiet part of the room. This area is away from art, sand, and water type experiences ensuring the books remain safe and dry.</p> <p>The bookshelf is appropriate to the children's height so they can reach books without help.</p> <p>The bookshelf displays books, rather than simply being a place to store books, this sends a message of respect so that books are placed back on the shelf rather than being stored and stacked.</p> <p>The carefully selected resources and decorations in this area invites children to sit, read and explore the world of books. The use of small and large rugs encourages collaborative reading.</p>	<ul style="list-style-type: none"> • Discover how to handle books carefully. • Hold books the correct way up and turn pages one at a time. • Shows interest in illustrations and print in book and their environment. • Enjoy looking at images and pictures. • Have some favourite stories, rhymes and poems. • Use stories that they hear in their play. • Understand that information can be retrieved from books. 	<p>Participating in meaningful experiences linked to C&L and Literacy and EAD Engaging with cultural artefacts linked to PSE&C&L (Books/images/Puppets from other cultures) Acting out narratives linked to CL&L & EAD Responding to environmental print, linked to literacy</p> <p>Characteristics of Learning Playing and Exploring - engagement</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Initiating activities <p>Active Learning - motivation</p> <ul style="list-style-type: none"> • Maintaining focus on their activities for a period of time • Not easily distracted • Paying attention to details <p>Creating and Thinking Critically - thinking</p> <ul style="list-style-type: none"> • Thinking of ideas • Making predictions • Taking a role in their play 	<p>Provide children with the space to try out own ideas and theories. Build on children's metacognition through talking out loud, " I think I may need to ... I wonder why this happened. Model being a listener by listening to children and taking account of what they say in your responses to them. Engage in sustained conversations with children. Teach children to use and care for resources. Share rhymes, books and stories from many cultures. Help children to understand what a word is by using names and labels by pointing out words in the environment and books. Discuss with children the characters in books being read. Encourage children to look at the magazines/newspapers to spot letters/logos that they may know. Adult to encourage the children to trace over words/cut out letters etc. Read to children books/read stories to the children in the snug area. Encourage the children to use puppets/props to retell stories/make up their own narratives.</p> <p>Book language – cover, title page, author, illustrator, fiction, non-fiction. Letter, word, sentence, rhyme, story, character. Sign, label, poster.</p> <p>Why did you choose this book/poem/rhyme.....? What is it about? What is your favourite part? Can you tell me the story? Which character in the story would you like to be? Why? Can you think of a new ending?</p>

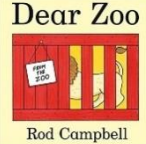
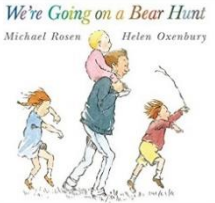
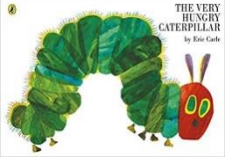
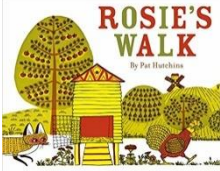

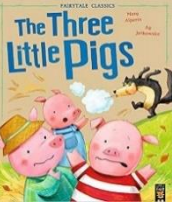
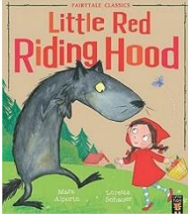
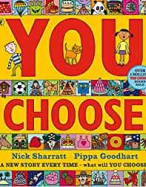

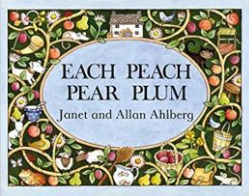
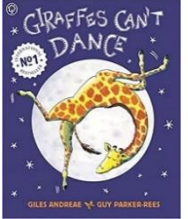
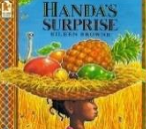
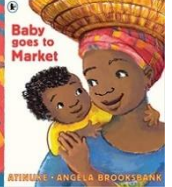
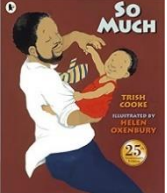
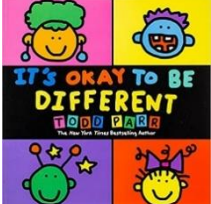
St Laurences' Catholic Primary School Class Reading Spine Progression

Nursery – Literacy - Writing – Continuous Provision Curriculum Planning

Resources	How is it organised and why	Intended Learning Outcomes	Link to EYFS / Research / C of EL	Adult Role
<p>Writing Area Drafting table Open Shelves</p> <p>Resources Blackboards whiteboards Name labels Clipboards Markers Pencils Range of mark making materials Envelopes Note pads Variation of paper Glue Phonic/alphabet resources Reference books Scissors Picture dictionaries Alphabet mats Magnetic letters and boards Laminated logos/display of logos</p>	<p>The organisation of this area respects the materials which are organised in neat and systematic way. For example, similar items are grouped together in the same area and each basket is labelled</p> <p>Open shelves appropriate to the children's height so they can reach resources without help.</p> <p>Adults and children's writing displayed for modelling and celebration.</p> <p>Labelled, well organised resources.</p> <p>Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis.</p> <p>Provide activities that give children the opportunity and motivation to practice manipulative skills.</p>	<ul style="list-style-type: none"> • Experience and explore a print-rich environment inside and out. • Make marks with a range of tools. • Use mark making to convey meaning. • Develop their own writing in play situations. • Write labels, lists, stories with marks, letters and words. • Use their phonic knowledge in writing for example writing 'm' for mummy. • Manipulate writing instruments. 	<p>Participating in meaningful experiences linked Literacy</p> <p>Exploring sounds in many ways from tactile letters/ gel/ letter pebbles/blocks and writing experiences linked to CLL and L</p> <p>Physical Development – Fine Motor skills</p> <p>PSED – Sharing and working with others.</p> <p>Playing and Exploring - engagement Engaging in open ended activity Seeking challenge Showing a 'can-do' attitude</p> <p>Active Learning - motivation Maintaining focus on their activity for a period of time</p> <p>Creating and Thinking Critically - thinking Thinking of ideas</p>	<p>Provide children with the space to try out own ideas and theories. Encourage children to make their own meaningful symbol systems Engage in sustained conversations with children Teach children to use and care for materials and trust them to do so independently. Model use of materials in area to encourage interest. Encourage appropriate behaviour/use support and extend learning. Notice and encourage the marks children make and the meanings that they give to them. Observe children as they learn to identify achievement and to inform planning for extending learning. Model writing for a purpose. Observe the children mark making, questioning them when necessary about what they are drawing/writing and giving assistance when needed with pencil grip etc. Encourage children to mark make/draw pictures/write letters/words. If needed provide stimulus to help children with ideas e.g. artefacts, plants etc. Look at what children are doing and talk about what they are doing i.e I can see that you have written... Can you tell me about this?</p> <p>Vocabulary: Writing, letters, number, write, word, read, alphabet, sound, phoneme, blend, segment, pictures, name, etc. Writing genres: story, letter, instructions, recipe, fiction, non-fiction. Resource Vocabulary The language used when 'talking through' letter formation & shared/individual writing. Can you tell me about...? What are you going to write? Can you write...? Which resources will you need? Can you write a list/letter/card/note/ story? Who are you writing to? Which sounds can you hear? Can you see the letter you need?</p>

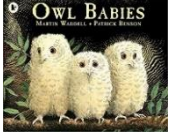
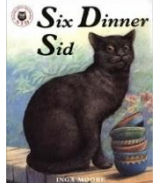
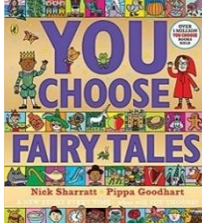
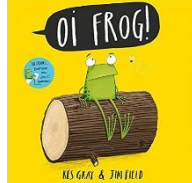
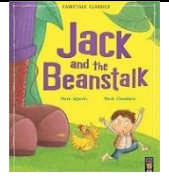
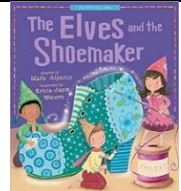
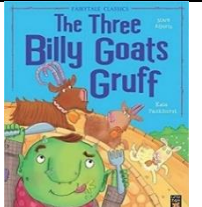
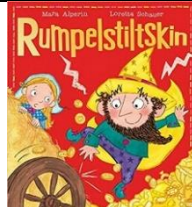
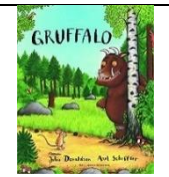
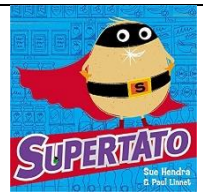

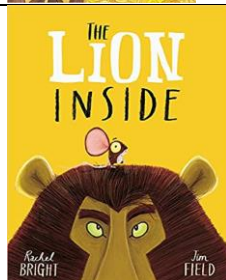
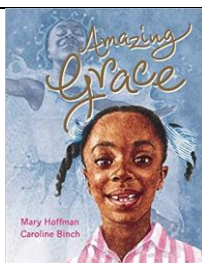
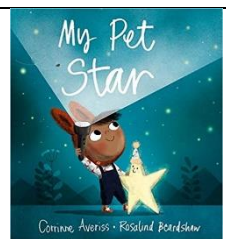
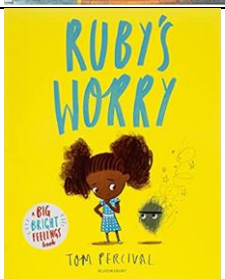
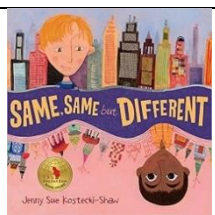
Nursery Reading Spine

Each day stories are shared in timetabled whole class sessions as well as in continuous provision. Adults will read a range of age appropriate texts based around interest, theme and curriculum which are carefully planned in reflective planning. During the year the following stories will be shared on numerous occasions this will ensure that children have a bank of stories that they know and remember well when leaving the year group.

 <p>Dear Zoo Rod Campbell</p>	<p>Dear Zoo Rod Campbell</p>	 <p><i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury</p>	<p>We're Going on a Bear Hunt Michael Rosen</p>	 <p>THE VERY HUNGRY CATERPILLAR By Eric Carle</p>	<p>The Very Hungry Caterpillar Eric Carle</p>	 <p>ROSIE'S WALK By Pat Hutchins</p>	<p>Rosie's Walk Pat Hutchins</p>
 <p>The Gingerbread Man Maria Alperin</p>	<p>The Gingerbread Man Maria Alperin</p>	 <p>FAIRYTALE CLASSICS <i>The Three Little Pigs</i> Maria Alperin</p>	<p>The Three Little Pigs Maria Alperin</p>	 <p>FAIRYTALE CLASSICS <i>Goldilocks and the Three Bears</i> Maria Alperin</p>	<p>Goldilocks and the Three Bears Maria Alperin</p>	 <p>FAIRYTALE CLASSICS <i>Little Red Riding Hood</i> Maria Alperin</p>	<p>Little Red Riding Hood Maria Alperin</p>
 <p>YOU CHOOSE Pippa Goodhart</p>	<p>You Choose Pippa Goodhart</p>	 <p>Bill Martin Jr / Eric Carle Brown Bear, Brown Bear, What Do You See?</p>	<p>Brown Bear Brown Bear What Do You See Eric Carle</p>	 <p>EACH PEACH PEAR PLUM Janet and Allan Ahlberg</p>	<p>Each Peach Pear Plum Allan Ahlberg</p>	 <p>GIRAFFES CAN'T DANCE GILES ANDREAE</p>	<p>Giraffes Can't Dance Giles Andreae</p>
 <p>HANDA'S SURPRISE Eileen Browne</p>	<p>Handa's Surprise Eileen Browne</p>	 <p>Baby Goes to Market Atinuke</p>	<p>Baby Goes to Market Atinuke</p>	 <p>SO MUCH TRISH COOKE</p>	<p>So Much Trish Cooke</p>	 <p>IT'S OKAY TO BE DIFFERENT TODD PARR</p>	<p>It's Okay to Be Different Todd Parr</p>

Reception Reading Spine

Each day stories are shared in timetabled whole class sessions as well as in continuous provision. Adults will read a range of age appropriate texts based around interest, theme and curriculum which are carefully planned in reflective planning. During the year the following stories will be shared on numerous occasions this will ensure that children have a bank of stories that they know and remember well when leaving the year group.

	<p>Owl Babies Martin Waddle</p>		<p>Six Dinner Sid Inga Moore</p>		<p>You Choose – Fairy Tales Pippa Goodhart</p>		<p>Oi Frog Kes Gray</p>
	<p>Jack and the Beanstalk Maria Alperin</p>		<p>The Elves and the Shoe Maker Maria Alperin</p>		<p>The Three Billy Goats Gruff Maria Alperin</p>		<p>Rumpelstiltskin Maria Alperin</p>
	<p>The Gruffalo Julia Donaldson</p>		<p>Supertato Sue Hendra</p>		<p>Whatever Next Jill Murphy</p>		<p>The Lion Inside Rachel Bright</p>
	<p>Amazing Grace Mary Hoffman</p>		<p>My Pet Star Corrinne Averiss</p>		<p>Ruby's Worry Tom Percival</p>		<p>Same but Different Jenny Sue Kostecki-Shaw</p>

Progression of Skills Reading

Skilled Word Reading

Development Matters – ELG

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. It is not used to limit our curriculum to specific objectives.

	Pre-Nursery	Nursery	Reception
	<p>Birth to Three: Say some of the words in songs and rhymes. Copy finger movements and other gestures. Pay attention and respond to the pictures or the words. Repeat words and phrases from familiar stories. Ask questions about the book. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>3-4 Year Olds Understand the five key concepts about print: - 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 parts of a book. - page sequencing</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p>	<p>Children in Reception: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>ELG -Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>

Progression of Skills Reading

Comprehension

Development Matters – ELG

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. It is not used to limit our curriculum to specific objectives.

Pre-Nursery	Nursery	Reception
<p>Birth to Three: Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.</p>	<p>3-4 Year Olds Understand the five key concepts about print: - 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 parts of a book. - page sequencing</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Children in Reception: Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

Writing Progression of Skills

Development Matters – ELG

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. It is not used to limit our curriculum to specific objectives.

	Prior Learning	Nursery	Reception
Spelling	<p>Birth to 3</p> <p>Copy finger movements and other gestures.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p>	<p>3-4 Year Olds</p> <p>Literacy</p> <ul style="list-style-type: none"> ▪ Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	<p>Children in Reception:</p> <p>Literacy</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. <p>ELG: Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
Spelling (Word Lists)			<p>ELG: Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Handwriting

3-4 Year Olds

Physical Development

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Literacy

- Write some letters accurately.

Children in Reception:

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

- Form lower-case and capital letters correctly.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Composition

- 3-4 Year Olds
Literacy
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
 - Write some or all of their name.
 - Write some letters accurately.

Note early composition of writing links closely with the areas of speaking and being imaginative development matters and ELG's

- Children in Reception:
Literacy
- Spell words by identifying the sounds and then writing the sound with letter/s.
 - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
 - Re-read what they have written to check that it makes sense.

ELG: Writing
Children at the expected level of development will:
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Note early composition of writing links closely with the areas of speaking and being imaginative development matters and ELG's

Performing Writing

- 3-4 Year Olds
Literacy
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

- Children in Reception:
Literacy
- Re-read what they have written to check that it makes sense.

ELG: Writing
Children at the expected level of development will:
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

<p>Sentence</p>		<p>3-4 Year Olds Literacy</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. 	<p>Children in Reception: Literacy</p> <ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. <p>Non- statutory:</p> <ul style="list-style-type: none"> Leaving spaces between words <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
<p>Grammar</p>		<p>Non- statutory:</p> <ul style="list-style-type: none"> Introduction of capital letters for names 	<p>Children in Reception: Literacy</p> <ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. <p>Non- statutory:</p> <ul style="list-style-type: none"> Introduction to separation of words with spaces Capital letters for names <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
<p>Punctuation</p>			<p>Non- statutory: Letter, capital letter, word</p>
<p>Grammatical Terminology</p>			

Skills Progression in Genres Nursery

Genre	Prior Learning	Nursery	Reception
Instructions		<p>Children in Nursery develop their understanding of instructions through communication and language skills. The routines of the day enable children to learn to follow instructions.</p> <p>Images are used in the environment to support early understanding of instructions for example handwashing signs.</p> <p>Through songs, cooking and circle time games children learn to follow instructions.</p> <p>Nursery units linked to genre: Autumn 2 Instructions</p>	<p>Text Structure Ordering images. Using language to order. Labelled pictures and photographs. Simple captions to instruct.</p> <p>Sentence Labels. Captions to match pictures. Simple sentences based on speech.</p> <p>Useful Vocabulary 1,2,3,4,5 First Then</p> <p>Word Classes CVC and CVVC CVCC words. Range of common nouns linked to pupil's knowledge and experiences. Simple Verbs accompanied by actions to demonstrate it as a doing word. Red (non-decodable words)</p> <p>Punctuation Introduction to use of spaces to separate words. Introduction to full stops. Introduction to capital letters at the start of a sentence.</p>
Recount		<p>Children in Nursery develop their communication and language skills. They learn to share their own experiences and ideas.</p> <p>Teachers model extended sentences and the grouping of ideas in order so that pupils can then share their own experiences.</p> <p>Teachers model and support children to order photographs and pictures related to themes.</p> <p>Visual timetables are used daily to order events.</p> <p>Nursery units linked to genre: Autumn 1 Picture Books</p>	<p>Text Structure Ideas in the correct order. Ordering pictures or photographs. Using language to order. Labelled pictures and photographs. Simple captions and sentences to record.</p> <p>Sentence Labels. Captions to match pictures. Simple sentences based on speech.</p> <p>Useful Vocabulary First Then</p> <p>Word Classes CVC and CVVC CVCC words. Range of common nouns linked to pupil's knowledge and experiences.</p>

			<p>Simple Verbs accompanied by actions to demonstrate it as a doing word. Red (non-decodable words) Punctuation Introduction to use of spaces to separate words. Introduction to full stops. Introduction to capital letters at the start of a sentence.</p>
<p>Information Texts Explanation Texts and Non-Chronological Reports</p>		<p>Through the nursery curriculum children are exposed to a wealth of real life and practical experiences for example seasons and living chicks. This is the foundation of non-fiction. Through high quality age appropriate books, with the support of the teacher children start to understand factual recording compared with narrative. Children use photographs and real life objects to match labels, create maps and make marks.</p> <p>Nursery units linked to genre: Spring 1 Maps and Marks Spring 2 Books for Information Spring 2 Writing for a Purpose – Names Summer 1 Labels Summer 2 Labels</p>	<p>Text Structure Labels. Ideas linked to photos or pictures. Captions and sentences linked to non-fiction experiences and practical activities. Sentence Labels. Captions to match pictures. Simple sentences based on speech. Useful Vocabulary It is ___ The ___ Word Classes CVC and CVVC CVCC words. Range of common nouns linked to pupil’s knowledge and experiences. Simple Verbs accompanied by actions to demonstrate it as a doing word. Red (non-decodable words) Punctuation Introduction to use of spaces to separate words. Introduction to full stops. Introduction to capital letters at the start of a sentence.</p>
<p>Narrative</p>		<p>In nursery stories are core to all learning and the development of communication and language. Children retell stories through their play with small world figures, role-play and art. Children are immersed in stories so that they have the language to support their writing skills as the progress through the school. Children are introduced to story maps and encouraged to mark make to create their own. The continuous provision provides resources that allow children to use toys, props and their imaginations to retell and create their own characters and stories.</p>	<p>Text Structure Story ordering. Story maps. Labelled story maps. Simple sentences linked to narrative. Simple sentences form narrative text. Sentence Simple sentences. Useful Vocabulary Simple adjectives to describe big, small Range of colour adjectives used e.g. red, blue Range of emotion words used e.g. sad, happy.</p>

		<p>Nursery units linked to genre: Autumn 1 Picture Books Autumn 2 Journeys Autumn 2 Picture Books Spring 1 A story by a well-loved author Spring 1 Picture Books Spring 2 Picture Books Summer 1 Traditional Tales Summer 1 Alternative Traditional Tales Summer 2 A story from our Literary Heritage</p>	<p>Pronouns: I, she, he, they. Story language Once upon a time, happily ever after (Exceeding) Word Classes CVC and CVVC CVCC words. Range of common nouns linked to pupil's knowledge and experiences. Simple Verbs accompanied by actions to demonstrate it as a doing word. Red (non-decodable words) Punctuation Introduction to use of spaces to separate words. Introduction to full stops. Introduction to capital letters at the start of a sentence.</p>
<p>Poetry</p>		<p>Early poetry is explored daily in nursery through nursery rhymes, songs and rhyming books. Children are encouraged to choose their favourite nursery rhymes and perform as a class or in groups, using actions to learn them by rote. Children are exposed to quality books at story times that contain rhyme. With the teachers support children learn to identify the rhymes and create rhyming strings.</p> <p>Nursery units linked to genre: Autumn 1 Nursery Rhymes Summer 2 Action Poems</p>	<p>Text Structure Rhyming strings Simple captions or sentences with two rhyming words e.g. cat on a mat. Sentence Simple sentences and captions Adding words/phrases/captions to images Supported sentence frames Useful Vocabulary Rhymes Rhyming Poem Word Classes CVC and CVVC CVCC words. Range of common nouns linked to pupil's knowledge and experiences. Simple Verbs accompanied by actions to demonstrate it as a doing word. Red (non-decodable words) Punctuation Introduction to use of spaces to separate words. Introduction to full stops. Introduction to capital letters at the start of a sentence.</p>