

Nursery Literacy Long Term Plan

| Autumn Term | Spring Term | Summer Term |
|--|---|--|
| <p><u>Books and Rhymes</u></p> <p>Goldilocks and the Three Bears</p> <p>Twinkle, twinkle Wind the Bobbin up The Wheels on the bus Humpty Dumpty Hickory Dickory Dock</p> | <p><u>Books and Rhymes</u></p> <p>The Gingerbread Man</p> <p>Miss Polly had a Dolly Old Mac Donald Had a Farm Incy Wincy Spider Baa Baa Black Sheep Chick, Chick, Chick, Chick, Chicken,</p> | <p><u>Books and Rhymes</u></p> <p>The Three Little Pigs</p> <p>Miss Polly had a Dolly Old Mac Donald Had a Farm Incy Wincy Spider Baa Baa Black Sheep Chick, Chick, Chick, Chick, Chicken,</p> |
| <p><u>Comprehension</u></p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Listens to stories -Enjoys looking at books -Listens to a range of books -Knows how to hold a book correctly -Turns the pages one page at a time -Begins to join in with repeated refrains -Begins to talk about what happened in the story -Talks about what they can see in the pictures -Joins in with actions rhymes | <p><u>Comprehension</u></p> <p><u>Previous Learning</u> See previous box</p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Begins to notices the difference between pictures and print -Joins in with action rhymes -Sings rhymes from memory -Begins to role-play from stories they have listened to -Begins to find the title of the story -Begins to label the front cover -Begins to discuss the characters in the story | <p><u>Comprehension</u></p> <p><u>Previous Learning</u> See previous box</p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> - Identify book cover and title -Character identification -Joining in with repeated refrains - Knows the difference between picture and print |
| <p><u>Word Reading</u></p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Identifies animal noises -Identifies environmental noises -Identifies instrumental noises -Recognises familiar logos | <p><u>Word Reading</u></p> <p><u>Previous Learning</u> See previous box</p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Copies a pattern on an instrument -Uses their body to make different noises -Copies a pattern using their bodies -Joins in with rhyming sentences -Beings to complete a rhyming sentence | <p><u>Word Reading</u></p> <p><u>Previous Learning</u> See previous box</p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Distinguish between different sounds -Distinguish between different initial sounds - Follows a rhyming string -Develops an awareness of alliteration -RWInc picture cards |
| <p><u>Writing</u></p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Developing drawing a person with limbs -Makes marks on paper -Experiments with their pencil grip -Practise drawing lines, dots and circles | <p><u>Writing</u></p> <p><u>Previous Learning</u> See previous box</p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Drawing a person with limbs -Assigns meaning to their marks -Makes marks with a purpose in mind -Developing pencil grip (4 finger and thumb grip) | <p><u>Writing</u></p> <p><u>Previous Learning</u> See previous box</p> <p><u>New Learning</u></p> <ul style="list-style-type: none"> -Developing name writing - Straight line pattern - Curved line pattern -Can draw recognisable people -Can tell people what their marks mean |

| | | | | | | | | | | | |
|---|--|--------------|--|---|--|-----------|--|--|--|--|--|
| Provision/ideas for writing: | | | | Provision/ideas for writing | | | | Provision/ideas for writing | | | |
| <ul style="list-style-type: none"> -Story scribing -Develops scissor control -Uses play-dough to make the bears porridge -Mixes porridge in the water area -Makes porridge in the mud kitchen -Cuts out their own Christmas list -Folds paper - 'Writes' their own shopping list - 'Write their name on their work' - 'Draws their family/Santa | | | | <ul style="list-style-type: none"> -Story scribing -Makes the gingerbread man in the playdough -Makes gingerbread in the Kitchen area (mixes, scoops and cuts ingredients) -Cuts out new buttons for the gingerbread man -Makes a shopping list for gingerbread -Breaks chocolate with their hands -Paints outside on the shed and the fencing | | | | <ul style="list-style-type: none"> -Story scribing -Makes the three little pigs houses in the gluing area -Uses sand, shaving foam and glitter to draw the three little pigs - 'Writes' instructions for making the three little pigs houses - Makes dens with pegs and clips outside -Draws the three little pigs | | | |
| Comprehension | | Word Reading | | Writing | | Provision | | | | | |