

## **Cavendish Community Primary School**

## Nursery Curriculum Overview for Literacy

Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and						
for Literacy	word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults						
	talk with children abo	talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes</b> ,					
	poems and songs tog	ether. Skilled word re	eading,	, taught later, inv	olves both the speed	dy working out of the	pronunciation of
	unfamiliar printed wo	rds ( <b>decoding</b> ) and th	e spee	dy recognition of	f familiar printed wor	ds. Writing involves t	transcription (spelling
	and handwriting) and	composition (articula	ting ide	eas and structurin	ng them in speech, be	efore writing).	
Planning around a							
quality text	GoldHocks & tine Three Beatrs	Mentior the Two Manuale,		Naughty Bus	Little Owls Egg	Turnip	PERSE.
	Peace at Lasy the Motoro	ON Bealthman burgers		Gingerbread A Man	Fraguetaguek	gitte Tirlle	Whale we see Fishbook December 2000
Term	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	-know books have	-point to print in	-reco	gnise signs	-recognise name	-to use a wider	-express opinions
(developing a passion	words and pictures	the classroom	from	local	in a line up of	range of	about a story
for reading)	-turn pages one at	environment	envir	onment	names	vocabulary	-begin to empathise
	a time	-point to print in a	-reco	gnise a known	-talk about what		with the character
	-point to a picture	book	chara	acter in a	happens at the	-to engage in	-know what speech
	in a book	-have favourite	differ	rent context	beginning, middle	extended	bubbles are for
		books and seek	The 0	Gruffalo's Child			



them out to share pictures to pictures and symbols to symbols and propose to a named character in a familiar book -listen to a simple story and understand what is happening with the support of pictures -enjoy sharing a book with adults -poy attention and respond to pictures and words Goldilocks and the Three Bears (Last) FFA phonics.  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonics  -pronounce the sombous to shore with and adult, a story using talk sour please at story using talk about please a story using talk and propose Name a story using talk and propose Name a story sung talk and propose name a story using talk and propose name a story using talk and propose name a story with and adity. Another child, or to took at atone -join in with words and propose name and adjectives for description, verbs and expense and people in story and people in story and people in story will all adjectives for description, verbs and propose Name and people in story and people in story and people in story will all adjectives for description, verbs and propose Name and people in story will all adjectives for description, verbs and people in story will adject the story. The feelings and begin to understand how others might be feeling.  -and people in stalk about the story. Talk about the story description, verbs and people in story and also explain the section of the propose Number and and adjectives for description, verbs and and people in story and people in story and also explain the section							Creating Brilliant Citizens
symbols to symbols -point to a named character in a formation took and phroses to elisten to a simple story and understand what is happening with the support of pictures enjoy sharing a book with adults -pay attention and respond to pictures and words Goldilocks and the Three Bears (Ladybird) Peace at Last  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the  Aspectspronounce the  Aspectspoint to a named to look at done to look at dame to look at dame to look and the to look at dame to look and the took and the took and the serving and the sample and the spoken and people in support of pictures and important things that are happening and purposes Naughty  Bus -know that we read English text from Left to right and from top to bottom -name questions adajectives for description, verbs for events Handa's Hen, Farmer Duck -reason as to why and also explain how whith adults -reason as to why and also explain how whith adults -reason as to why and also explain how what we read English text from Left to right and from top to bottom -name the different parts of a book-cover, title, page tink spoken sentences  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the -sing songs and -sing songs and say -reason as to why and also explain how where sory and people in story.  Handa's Hen, Farmer Duck -reason as to why and also explain how where a too begin to express a point of view  -reason as to why and also explain how where a too be the express and people in and so explain how where the parts of the product of the parts of the parts of the parts of the product of the parts of the p		-match pictures to	them out to share	-begin to sequence	and end of a story	conversations	-to talk about their
-point to a named character in a familiar book -ilsten to a simple story and understand what is happening with the support of pictures -enjoy sharing a book with adults -pay attention and respond to pictures and words Goldilocks and the Three Bears (Ladybird) Peace at Lost  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonics  -pronounce the  -join in with words and dout the story, tatk about places and about the story, and about the story, and people in stories and about the story and also explain how which also express a point of view  -reason as to why and also explain how  -reason as to why and also ex		pictures and	with and adult,	a story using talk	Little Owl's Egg	about the story	feelings and begin to
character in a character in a familiar book -listen to a simple story and understand what is happening with the support of pictures -enjoy sharing a book with adults -pay attention and respond to pictures and words Goldilocks and the Three Bears (Ladybird) Peace at Last  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the -pion in with words and phrases to use over and over again The Gruffalo understand what is happening and papeple in story stories and stories and stories and stories and stories and purpotant things that are happening -know that print has meaning and purposes Naughty Bus -know that we read English text from left to right and from top to bottom -name the different parts of a book-cover, title, page link spoken sentences  Word Reading  Phase 1 phonics -pronounce the -pion in with words and purposes to talk about places and people in star happening shout the story, description, verbs for events Hando's Hen, Former Duck -reason as to why and also explain how  How that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that we read English text from left to right and from top to bottom -name the different parts of a book-cover, title, page link spoken sentences  Word Reading  Phase 1 phonics -pronounce the -pronounce the -pronounce the -pronounce the -pronounce song and say -pronounce /t/, -reason as to why and also explain how -reason a		symbols to symbols	another child, or	Naughty Bus	-use nouns and		understand how
familiar book -listen to a simple story and understand what is happening with the support of pictures -enjoy sharing a book with adults -pay attention and respond to pictures and words Goldilocks and the Three Bears (Ladybird) Peace at Last  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonics  Pronounce the -isten to a simple story and use over and over again The Gruffolo use over and open is to kik about places and people in stories and phories and people in stories and phorius that are happening -know that print has meaning and purposes Naughty Bus -know that we read English text from left to right and from top to bottom -name the different parts of a book- cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Aspects SFA phonics  Phose 1 phonics Letter and Sounds Aspects SFA phonicspronounce the -sing songs and -sing songs and say -ronounce /l/,		-point to a named	to look at alone	-answer questions	adjectives for	-to begin to	others might be
-listen to a simple story and use over and over again The Gruffalo understand what is happening with the support of pictures -enjoy sharing a book with adults -pay attention and respond to pictures and words Goldilocks and the Three Bears (Ladybird) Peace at Last  Word Reading  Phase 1 phonics Letter and Sounds Aspects, SFA phonics, pronounce the story and over again The Gruffalo and people in stories and more people in stories and people in stories and more people in stories and important things that dre happening -know that print has meaning and purposes Naughty Bus -know that we read English text from left to right and from top to bottom -name the different parts of a book-cover, title, page link spoken sentences  Word Reading  Phase 1 phonics Letter and Sounds Aspects, SFA phonics, pronounce /l/, pronounce /l/,		character in a	-join in with words	about the story,	description, verbs	express a point of	feeling.
story and understand what is happening with the support of pictures -enjoy sharing a book with adults -pay attention and respond to pictures and words Golditocks and the Three Bears (Ladybird) Peace at Last  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonics  -pronounce the  Story  Stories and important things that are happening -know that print has meaning and purposes Naughty Bus -know that we read English text from left to right and from top to bottom -name the different parts of a book-cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the  -ask for a specific important things that are happening -know that print has meaning and purposes Naughty Bus -reason as to why and also explain how  Farmer Duck -reason as to why and also explain how  Farmer Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  Former Duck -reason as to why and also explain how  For eason as to why and also explain how  For eason as to why and also explain how  For eason as to why and also explain how  For eason as to why and also explain how  For eason as to why and also explain how  For eason as to who and also explain how  For eason as to why		familiar book	and phrases to	talk about places	for events	view	
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happening with the support of pictures -enjoy sharing a book with adults -pay attention and respond to pictures and words Goldilocks and the Three Bears (Ladybird) Peace at Last  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the -sing songs and -know that veread English text from Left to right and from top to bottom -name the different parts of a book-cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the -sing songs and -sing songs and say -pronounce /I/,  was and also explain how		story and	again The Gruffalo	stories and	Farmer Duck		
support of pictures -enjoy sharing a book with adults -pay attention and respond to pictures and words Goldlitocks and the Three Bears (Ladybird) Peace at Last  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the Phase 1 phonicssing songs and -sing songs and say  -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that print has meaning and purposes Naughty Bus -know that we read English text from left to right and from top to bottom -name the different parts of a book-cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA Appendix -know that we read English text from Left to right and From top to bottom -name the different parts of a book-cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA Appendix -pronounce /l/,		understand what is	-ask for a specific	important things	-reason as to why		
-enjoy sharing a book with adults -pay attention and respond to pictures and words Golditocks and the Three Bears (Ladybird) Peace at Last  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the -sing songs and -enjoy sharing a meaning and purposes Naughty Bus -know that we read English text from Left to right and from top to bottom -name the different parts of a book-cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the -sing songs and -sing songs and say  Pronounce /l/,  Phase 1 phonicspronounce /l/,  Phase 1 phonicspronounce /l/,  Phase 1 phonicspronounce /l/,		happening with the	story	that are happening	and also explain		
book with adults -pay attention and respond to pictures and words Goldilocks and the Three Bears (Ladybird) Peace at Last  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the  Aspectss SFA phonicspronounce the  Aspectss Sra phonicssing songs and  Puss tention and respond to pictures and words Bus -know that we read English text from left to right and from top to bottom -name the different parts of a book- cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Letter and Sounds Letter and Sounds Letter and Sounds Aspects SFA phonicssing songs and -sing songs and say -pronounce /L/,  puss 1 phonics Letter and Sounds Letter and Sounds Letter and Sounds Letter and Sounds Aspects SFA phonicspronounce /L/,  phonics  phonics  phonics  pronounce /L/,  phonics  pronounce /L/,		support of pictures		-know that print has	how		
-pay attention and respond to pictures and words Goldilocks and the Three Bears (Ladybird) Peace at Last  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the  Phase 1 sponics Sing songs and  Bus -know that we read English text from Left to right and from top to bottom -name the different parts of a book-cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the  Phase 1 phonics Letter and Sounds Aspects SFA phonicssing songs and  -sing songs and say  -ronounce /l/,		-enjoy sharing a		meaning and			
respond to pictures and words Goldilocks and the Three Bears (Ladybird) Peace at Last  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the -know that we read English text from left to right and from top to bottom -name the different parts of a book- cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the -know that we read English text from left to right and from top to bottom -name the different parts of a book- cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Letter and Sounds Letter and Sounds Letter and Sounds Aspects SFA phonicspronounce the -sing songs and -sing songs and say -pronounce /l/,		book with adults		purposes Naughty			
and words Goldilocks and the Three Bears (Ladybird) Peace at Last  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the -sing songs and -sing songs and say  English text from left to right and from top to bottom -name the different parts of a book- cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the -sing songs and -sing songs and say  English text from left to right and from top to bottom -name the different parts of a book- cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA Aspects SFA phonicspronounce /L/, phonicspronounce /L/,		-pay attention and		Bus			
Goldilocks and the Three Bears (Ladybird) Peace at Last  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the  Left to right and from top to bottom -name the different parts of a book- cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Aspects SFA phonicssing songs and  Left to right and from top to bottom -name the different parts of a book- cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA phonicspronounce the -sing songs and say -pronounce /l/,		respond to pictures		-know that we read			
Three Bears (Ladybird) Peace at Last  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the -name the different parts of a book- cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Aspects SFA phonicssing songs and -sing songs and say  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce /l/,  Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA phonicspronounce /l/,  Phose 1 phonics Letter and Sounds Aspects SFA phonicspronounce /l/,  Phose 1 phonics Letter and Sounds Aspects SFA phonicspronounce /l/,		and words		English text from			
(Ladybird) Peace at Last  -name the different parts of a book-cover, title, page link spoken sentences  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the  -name the different parts of a book-cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA phonicssing songs and  -name the different parts of a book-cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA phonicspronounce the  -name the different parts of a book-cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA phonicssing songs and say -pronounce /l/,		Goldilocks and the		left to right and			
Last  Parts of a book- cover, title, page link spoken sentences  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the  Phase 1 phonics  Phase 1 phonics Letter and Sounds Aspects SFA phonicssing songs and  Phase 1 phonics Phase 1 phonics Letter and Sounds Letter and Sounds Letter and Sounds Aspects SFA phonics phonicspronounce the  Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA phonics phonicspronounce the  Phase 1 phonics Letter and Sounds Aspects SFA phonics phonicspronounce /t/,		Three Bears		from top to bottom			
Cover, title, page link spoken sentences  Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the  Phase 1 phonics Lover, title, page link spoken sentences  Phase 1 phonics Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA phonics phonicssing songs and say  Cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Letter and Sounds Letter and Sounds Aspects SFA phonics phonics phonicspronounce the  Cover, title, page link spoken sentences  Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA phonics  Phonics phonics phonics phonicspronounce the		(Ladybird) Peace at		-name the different			
Letter and Sounds Aspects SFA phonicspronounce the		Last		parts of a book-			
Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the  Phase 1 phonics Sentences  Phase 1 phonics Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA phonicssing songs and  Sentences  Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA phonicspronounce the  Sentences  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce /l/, -pronounce /l/,				cover, title, page			
Word Reading  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce the  Phase 1 phonics Phase 1 phonics Letter and Sounds Aspects SFA phonicssing songs and  Phase 1 phonics Phase 1 phonics Letter and Sounds Letter and Sounds Aspects SFA phonicspronounce the  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce /l/,  Phase 1 phonics Letter and Sounds Aspects SFA phonicspronounce /l/,				link spoken			
Letter and Sounds Aspects SFA phonicspronounce the  Letter and Sounds Letter and Sounds Aspects SFA phonicssing songs and -sing songs and say  Letter and Sounds Letter and Sounds Aspects SFA phonicspronounce /l/,  Letter and Sounds Aspects SFA phonicspronounce /l/,				sentences			
Aspects SFA phonicspronounce the  Aspects SFA phonicssing songs and -sing songs and say  Aspects SFA phonicssing songs and say  Aspects SFA phonicssing songs and say -pronounce /l/,  Aspects SFA phonicspronounce /l/,	Word Reading	Phase 1 phonics					
phonics <mark></mark>		Letter and Sounds					
-pronounce the sing songs and say -pronounce /l/,		Aspects <mark></mark> SFA					
		phonics <mark></mark>					
sounds p, b, m, w rhyme using rhymes /w/, /s/, /dz/ -notice rhymes -predict rhymes		-pronounce the	-sing songs and	-sing songs and say	-pronounce /l/,	_	_
		sounds p, b, m, w	rhyme using	rhymes	/w/, /s/, /dz/	-notice rhymes	-predict rhymes



						Creating Brilliant Citizens
	-join in with songs	rhythm, tunes and	independently, for	-say multi-syllabic		
	and rhymes,	tempo Old	example, singing	words such as		
	copying sounds,	MacDonald Heard	whilst playing	hippopotamus		
	rhythms, tunes,	a Parp	-listen for rhyming	-think of an		
	tempo,	-tell you the initial	words The	alliterative name		
	- say some of the	sound of name	Gruffalo's Child	for myself and a		
	words in rhymes	-say multi-syllabic	-produce and say	friend		
	and songs	words such as	rhyming words The	-isolate the sound		
	-listen carefully to	banana, computer	Gruffalo's Child	at the start of		
	sounds in the	Heather Has Two	-say the initial	words		
	environment	Mummies	sound of at least 3			
		-talk about the	words			
		sounds made by	-count and clap			
		different	syllables in a word			
		instruments	The Gruffalo's Child			
		-distinguish				
		between different				
		sounds Old				
		MacDonald Heard				
		a Parp				
Writing	-draw and scribble	-make controlled	-make small	-use a preferred	-use some of my	-write some or all of
Physical and technical	-sit in a balanced	marks e.g	controlled marks	hand when using	print and letter	my name
development	position	enclosures, lines,	e.g lines, dots,	pens and pencils	knowledge in	-write some letters
	-pretend to write	dots, dashes, back	dashes, circles etc		early writing	accurately (lower
	-hold mark making	and forth	-use a two finger		-move from a	case plus capitals for
	implements using a	scribbles, and	and thumb grip		digital pronate	name)
	whole hand or	circling ( <mark>Beery</mark>	Dragon Dance		grasp to a four	
	finger grip	writing shapes see	-use a preferred		finger and thumb	
		<mark>appendix</mark> )	hand		grip for	



	,					Creating Brilliant Citizens
	-make controlled	-distinguish and			appropriate	
	marks in sand,	name marks			activities/tools	
	shaving foam, using	-copy shapes and				
	large chalk,	patterns using				
	painting easel	increasingly				
	-begin to establish	precise tools				
	a dominant hand	-move from a				
		palmer-supinate				
		grasp (whole hand				
		grip) to a digital				
		pronate grasp.				
Developing	-show interest in		-add some marks to			
communication and	and recognise		my drawings to give			
meaning	marks		meaning			
	-distinguish		-make marks on my			
	between marks and		picture to stand for			
	pictures/drawings		my name			
End of Nursery	Comprehension-Child	ren will have develo	ped their confidence an	d competence with o	ral language through	daily story sessions
attainment statement	with high quality texts. • Demonstrated their understanding of questions and key vocabulary through the focus story of the week					
for literacy	and begin to use longer sentence structure and key vocabulary during discussions about the text and independent narrative play.					
	Word Reading- Children will have had the opportunity to listen to and join in with a wide variety of songs and be able to sing					
	familiar songs from memory. They will have developed their understanding of rhyme and be able to notice and predict rhymes in					
	a familiar text. Identify the initial phoneme at the start of words.					
	Writing-Children will have a deeper understanding of what writing looks like through texts, print and modelling. Develop a wide					
	range of opportunities to engage in writing through different mark making materials and gross and fine motor movement					



	Greating primate criticals					
	sessions. Be able to ascribe meaning to their independent marks and begin to write symbols and letters with the preferred hand					
	and correct pen hold. Write own name and some letters accurately.					
The Nursery Year	Comprehension ELG Children at the expected level of development will: • Demonstrate understanding of what has been read					
provides the foundation	to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where					
for literacy skills the	appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-					
children will build upon	fiction, rhymes and poems and during role-play. Word Reading ELG Children at the expected level of development will: •					
in Reception	Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by					
Where are they going?	sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some					
Reception Expectations	common exception words. Writing ELG 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 ready by others.					