

Literacy Curriculum - Nursery

Genres/Themes			
Autumn	Spring	Summer	
Nursery Rhymes (a variety) Stories with repetitive and reoccurring language (Dear Santa)	Traditional Stories (The Gingerbread Man) Stories with similar settings (Under the Sea and The Rainbow Fish) Stories with familiar settings (Down on the Farm)	Fairy Tales (The Three Little Pigs and The Three Billy Goats Gruff) Come outside Character Study (Elmer, Alfie) Rhymes with repetitive and reoccurring language (Going on a Bear Hunt)	
Communication, Language and Literacy			
	22-36M	30-50M	40-60M
Listening and Attention	<ul style="list-style-type: none"> I can listen with interest to the noises adults make when they read stories. I can recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. I can show interest in play with sounds, songs and rhymes. I can shift to a different task if my attention is fully obtained, e.g. using my name helps me to focus. 	<ul style="list-style-type: none"> I can listen to others one to one or in small groups, when conversation interests me. I can listen to stories with increasing attention and recall. I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories. I can focusing my attention - still listen or do, but can shift own attention. I can follow directions (if not intently focused on my own choice of activity). 	<ul style="list-style-type: none"> I can maintain attention, concentrates and sit quietly during a group activity. I can listen and do for a short span.
Understanding	<ul style="list-style-type: none"> I can identify action words by pointing to the right picture, e.g., "Who's jumping?" I can understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.' I can understand 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). I can develop understanding of simple concepts (e.g. big/little). 	<ul style="list-style-type: none"> I understand the use of objects (e.g. "What do we use to cut things?") I can show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. I can respond to simple instructions, e.g. to get or put away an object. I can begin to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> I can respond to instructions involving a two-part sequence. I can understand humour, e.g. nonsense rhymes, jokes. I can follow a story without pictures or props. I can listen and respond to ideas expressed by others in conversation or discussion.
Speaking	<ul style="list-style-type: none"> I can use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. I can hold a conversation, jumping from topic to topic. I can learn new words very rapidly and am able to use them in communicating. I can use gestures, sometimes with limited talk, e.g. reach towards toy, saying 'I have it'. I can use a variety of questions (e.g. what, where, who). I can use simple sentences (e.g. 'Mummy gonna work.') I can begin to use word endings (e.g. going, cats). 	<ul style="list-style-type: none"> I can begin to use more complex sentences to link thoughts (e.g. using and, because). I can retell a simple past event in correct order (e.g. went down slide, hurt finger). I can use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. I can question why things happen and give explanation. e.g. Ask who, what, when, how. I can use a range of tenses (e.g. play, playing, will play, played). I can use intonation, rhythm and phrasing to make the meaning clear to others. I can use vocabulary focused on objects and people that are of particular importance to me. I can build up vocabulary that reflects the breadth of my experiences. I can use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' 	<ul style="list-style-type: none"> I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. I can use language to imagine and recreate roles and experiences in play situations. I can link statements and sticks to a main theme or intention. I can use talk to organise, sequence and clarify thinking, ideas, feelings and events. I can introduce a storyline or narrative into my play.
Phonics			
Children should be secure in Phase 1 by the end of Nursery; this includes being able to orally blend and segment words. Some children may have moved onto Phase 2 and begin linking sounds and letters.			
Reading			
22-36M	30-50M	40-60M	
<ul style="list-style-type: none"> I can choose some favourite stories, rhymes, songs, poems or jingles. I can repeat words or phrases from familiar stories. I can fill in the missing word or phrase in a known rhyme, story or game. I can answer basic questions e.g. Who is talking? 	<ul style="list-style-type: none"> I can enjoy rhyming and rhythmic activities. I can show an awareness of rhyme and alliteration. I can recognise rhyme in spoken words. I can listen to and join in with stories and poems, one to one and in small groups. I can begin to be aware of the way stories are structured. I can suggest how the story might end. I can listen to stories with increasing attention and recall. I can describe main story settings, events and principal characters. I can show interest in illustrations and print in books and in the environment. I can recognise familiar words and signs such as my own name and advertising logos. I can look at books independently. I can handle books carefully. I can understand that information can be relayed in the form of print. I can hold books the correct way up and turn pages. I can understand that print carries meaning and is read from left/right and top/bottom. 	<ul style="list-style-type: none"> I can continue a rhyming string. I can hear and say the initial sound in words. I can segment the sounds in simple words and blend them together and know which letters represent some of them. I can link sounds to letters, naming and sounding the letters of the alphabet. I can begin to read words and simple sentences. I can use vocabulary and forms of speech that are increasingly influenced by my experiences of books. I enjoy an increasing range of books. I know that information can be retrieved from books and computers. I can answer literal questions about a familiar book that has been read to me. 	
Writing			
22-36M	30-50M	40-60M	
<ul style="list-style-type: none"> I can explain the differences between the marks I make. I can trace, overwrite or copy shapes and straight line patterns. 	<ul style="list-style-type: none"> I can sometimes give meaning to the marks as I draw, write and paint. I can ascribe meaning to marks that I see in different places. I can begin to copy letter forms like labels and captions. 	<ul style="list-style-type: none"> I can give meaning to marks I make as they draw, write and paint. I can begin to break the flow of speech into words. I can continue a rhyming string. I can hear and says the initial sound in words. I can segment the sounds in simple words and blend them together. I can links sounds to letters, naming and sounding the letters of the alphabet. I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. I can write my own name and other things such as labels and captions. I can attempt to write short sentences in meaningful contexts. 	