



Nursery

Literacy

Autumn

Spring

Summer

Nursery

Word Reading:

As readers, we will use our curiosity, collaboration and communication superpowers to:

Tune into environmental sounds, listening carefully to noises indoors and outdoors.

Join in with Phase 1 phonics activities, exploring sounds made by instruments, objects and our own voices.

Take part in Power Phonics – The Alphabet Chant, beginning to recognise the rhythm and pattern of language.

Join in with familiar rhymes and songs, copying actions and beginning to notice repeated sounds.

Begin to recognise when sounds are the same or different.

Phonological Awareness Progression

Autumn:

Environmental sounds

Body percussion

Rhythm and rhyme

Comprehension:

As readers, we will use our comprehension and collaboration superpower to:

Word Reading:

As readers, we will use our curiosity, collaboration and communication superpowers to:

Notice and talk about environmental print we see around us, such as shop signs, food labels and logos.

Join in with familiar rhymes and songs, using all the actions and beginning to remember more of the words.

Join in with Phase 1 phonics games, listening carefully to sounds and copying them.

Begin to hear and talk about sounds that are the same or different.

Explore the sounds we can make with our voices, instruments and objects.

Begin to join in with simple sound-blending games (oral blending only).

Begin to hear initial sounds in familiar words.

Enjoy repeating patterns in stories and rhymes, noticing when words sound similar.

Phonological Awareness Progression

Spring:

Alliteration

Voice sounds

Oral blending

Comprehension:

Word Reading:

As readers, we will use our curiosity, collaboration and communication superpowers to:

Notice and recognise environmental print around us, such as shop signs, food labels and logos.

Join in with the repeating parts of familiar stories and rhymes, remembering some rhymes all the way through and performing them with actions.

Begin to join in with simple oral blending games (e.g., c-a-t → cat).

Hear and identify the initial sounds in familiar words with increasing accuracy, noticing when sounds are the same, different or start with the same sound (e.g., sun, sock).

Enjoy playing with rhyming words, silly words and sound patterns.

Begin to recognise familiar names or labels in our classroom (e.g., their own name, snack labels, coat peg symbols).

Begin to identify the first sound in their name.

Understand that print carries meaning, such as "This says milk" or "This says stop."

Phonological Awareness Progression

Summer:

Rhyme production

Initial sound awareness

	<p>Maintain focus on a short picture book shared with an adult until the end. Enjoy sharing picture books with adults and friends, developing preferences for favourite stories. Seek out adults to share books and talk about the parts we enjoy. Anticipate familiar parts of stories, joining in with repeated phrases, actions or sounds. Hold books the right way up, learning to turn pages carefully and look for pictures that interest us. Use Makaton signs and actions to help us understand and remember key parts of stories and rhymes. Look closely at illustrations to spot characters, objects and events, using new vocabulary to talk about what we see. Show joint attention during rhyme time, copying some of the actions and joining in with familiar rhymes. Share our favourite stories from home and school, talking about the parts we like best. Begin to show interest in print in the environment.</p> <p>Writing (Mark Making):</p> <p>As writers, we will use our resilience, communication and creativity superpowers to: Make marks on a range of scales – big marks outdoors and smaller marks indoors – using a variety of tools such as crayons, chinks, paintbrushes and chunky pens. Explore different grips and hand movements as we draw circles, lines, zig-zags and swirls. Experiment with using both hands to see which one feels most comfortable for mark making. Begin to give meaning to our marks by talking about what we have drawn or created. Enjoy sensory mark-making experiences such as paint, foam, sand, water and dough.</p>	<p>As readers, we will use our comprehension and collaboration superpower to: Turn the pages of books from beginning to end, talking about the pictures and things we notice. Stay engaged from the beginning to the end of longer stories, listening carefully. Choose books independently and look for pages that interest us. Name important things we can see in the pictures, such as characters, animals or objects. Begin to answer simple questions about a story while it is being read. Join in with familiar rhymes using all the actions, matching the pace and rhythm. Pretend to “read” by mimicking an adult, telling parts of the story in our own words. Begin to talk about what might happen next in a familiar story. Share our favourite books with friends and adults, explaining what we like about them.</p> <p>Writing (Mark Making):</p> <p>As writers, we will use our resilience, communication and creativity superpowers to: Make continuous lines and marks using hands and tools on big and small surfaces. Focus on the marks we are making and talk about what we are drawing or creating. Use a wider range of tools – crayons, chinks, paintbrushes, rollers, sticks – to explore different effects. Begin to control our movements to make lines, circles, curves and patterns. Explore mark making in sensory materials such as sand, foam, water, paint and dough. Begin to choose which hand feels most comfortable for drawing and mark making.</p>	<p>Oral blending and segmenting (no letters yet)</p> <p>Comprehension:</p> <p>As readers, we will use our comprehension and collaboration superpower to: Choose favourite books, turn the pages from beginning to end, pretend to read parts we know and stay engaged through longer stories, joining in with familiar phrases. Join in with the repetitive parts of well-known books. Use the pictures and what we remember to answer simple questions and predict what might happen next in a story. Begin to talk about the message in a story (e.g., being kind, helping others, looking after animals). Retell simple stories using pictures, props or our own words. Begin to use new vocabulary from stories during play and talk. Talk about characters’ feelings using simple vocabulary (happy, sad, scared, excited). Begin to understand that stories have a beginning, middle and end. Share our favourite books with friends and adults, explaining what we enjoy about them. Begin to draw simple story sequences (3 pictures).</p> <p>Writing (Mark Making):</p> <p>As writers, we will use our resilience, communication and creativity superpowers to: Make a wide range of marks, lines, shapes and patterns using different tools, and begin to copy simple shapes or symbols we see around us. Talk about the marks we make and explain what they mean (“This is my mummy”, “This is a treasure map”). Begin to use marks to represent ideas, stories or messages.</p>
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		<p>Start to give meaning to our marks, telling adults what our pictures or patterns represent.</p> <p>Begin to copy simple shapes or patterns we see in books or around the classroom.</p>	<p>Explore mark making in sensory materials such as sand, foam, water, paint and dough.</p> <p>Make strings of marks or symbols that look like early writing and tell adults what they say.</p> <p>Choose which hand feels most comfortable for drawing and mark making.</p> <p>Begin to draw recognisable shapes or features in pictures (e.g., circles for faces, lines for legs).</p> <p>Combine drawings and marks to create simple story pictures.</p> <p>Begin to show left-to-right movement when making marks on a page.</p> <p>Use writing in play – making signs, menus, treasure maps or simple labels.</p> <p>Begin to use some letter-like shapes or recognisable letters in their mark making.</p> <p>By Summer, children will be ready for Reception because they can:</p> <ul style="list-style-type: none"> Join in with repeated refrains Recognise their name Retell simple stories Talk about characters and events Make marks with meaning Draw simple recognisable shapes Show left-to-right movement Hear initial sounds Orally blend simple words
<p>How Adults Support This:</p>	<p>Autumn</p> <p>Read aloud every day using expression, repetition, actions and Makaton to support understanding. Re-read core texts frequently so children begin to internalise story patterns and repeated refrains. Provide daily Phase 1 phonics sessions, focusing on environmental sounds, listening games and body percussion.</p>	<p>Spring</p> <p>Read aloud daily using longer phrases, repeated refrains and story language, encouraging children to join in. Re-read core texts so children begin to predict what happens next and remember key parts. Provide daily Phase 1 phonics focusing on rhyme, rhythm, alliteration and early oral blending. Model how to talk about pictures, characters and events using longer sentences.</p>	<p>Summer</p> <p>Read aloud daily, encouraging children to join in with whole refrains, finish sentences and talk about characters and events. Re-read core texts so children can retell simple stories using pictures, props or their own words. Provide daily Phase 1 phonics with a focus on oral blending, initial sounds and sound discrimination.</p>

	<p>Model how to handle books, turn pages carefully, looking at pictures and notice characters and events. Use high-quality talk to model new vocabulary, simple sentences and story language during reading, play and routines</p> <p>Support EAL and SEND learners with visuals, real objects, gestures, repetition and pre-teaching of key words.</p> <p>Encourage children to join in with actions, repeated phrases and simple sound games.</p> <p>Provide rich sensory mark-making opportunities indoors and outdoors (foam, sand, water, chalk, paint).</p> <p>Narrate early writing by scribing children's ideas and modelling how marks can carry meaning.</p> <p>Sit alongside children during play to model simple story language ("Uh-oh!", "Who's coming?", "Look!"). Celebrate all early attempts at reading, talking and mark making to build confidence and enjoyment.</p>	<p>Ask simple questions during stories ("Who is it?", "What happened?", "Where is he going?").</p> <p>Support EAL and SEND learners with sentence stems, visuals and repeated vocabulary.</p> <p>Encourage children to notice environmental print and talk about logos, labels and signs.</p> <p>Provide a wider range of mark-making tools (rollers, sticks, paintbrushes, chunky pens) and model how to make lines, circles and patterns.</p> <p>Scribe children's ideas more frequently, modelling left-to-right movement and simple story sequences.</p> <p>Support children to retell familiar stories using props, puppets and small world.</p> <p>Celebrate children's attempts to use new vocabulary, rhyme and story language.</p>	<p>Model how to talk in longer sentences, using connectives ("and", "because") and descriptive vocabulary.</p> <p>Support children to talk about story structure (beginning, middle, end) using simple story maps. Provide targeted support for EAL and SEND learners using visuals, repetition, sentence frames and pre-teaching.</p> <p>Encourage children to recognise their name, labels and familiar print around the classroom.</p> <p>Provide rich opportunities for purposeful mark making (signs, menus, treasure maps, labels) and model how writing is used in play.</p> <p>Model drawing simple shapes and features (faces, bodies, houses) and narrate the meaning of marks.</p> <p>Support children to create simple story pictures and talk about what is happening.</p> <p>Celebrate children's growing confidence in reading behaviours, storytelling and early writing.</p>
<p>Experiences</p>	<p>Autumn</p> <p>Story baskets and small world storytelling (build attention + early narrative)</p> <p>Daily nursery rhyme and song time with repetition, rhythm and actions</p> <p>Environmental sound walks (indoors and outdoors)</p> <p>Sensory storytelling (using props, textures and real objects)</p> <p>Book sharing with adults (1:1 and small group) to model talk and interaction</p> <p>Large-scale mark making (paint, water, chalk, outdoor writing spaces)</p>	<p>Spring</p> <p>Oral blending games (e.g. "find the c-a-t")</p> <p>Puppet storytelling and role play (retelling familiar stories)</p> <p>Repeated reading of core texts to build familiarity and vocabulary</p> <p>Small world story retelling with simple story maps</p> <p>Environmental print hunts (logos, labels, names)</p> <p>Mark making indoors and outdoors with increased control (drawing, simple labels, patterns)</p>	<p>Summer</p> <p>Story retelling with props, puppets and simple beginning/middle/end sequences</p> <p>Name recognition and self-registration routines</p> <p>Writing in play (menus, signs, maps, lists, messages)</p> <p>Drawing simple story sequences</p> <p>Oral storytelling linked to familiar stories and real-life experiences</p> <p>Listening games focusing on initial sounds and simple oral blending</p>