

# Literacy in Nursery

	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> <li>• Tune into environmental sounds, listening carefully to noises indoors and outdoors.</li> <li>• Join in with Phase 1 phonics activities, exploring sounds made by instruments, objects and our own voices.</li> <li>• Take part in Power Phonics – The Alphabet Chant, beginning to recognise the rhythm and pattern of language.</li> <li>• Join in with familiar rhymes and songs, copying actions and beginning to notice repeated sounds.</li> <li>• Begin to recognise when sounds are the same or different.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and talk about environmental print we see around us, such as shop signs, food labels and logos.</li> <li>• Join in with familiar rhymes and songs, using all the actions and beginning to remember more of the words.</li> <li>• Join in with Phase 1 phonics games, listening carefully to sounds and copying them.</li> <li>• Begin to hear and talk about sounds that are the same or different.</li> <li>• Explore the sounds we can make with our voices, instruments and objects.</li> <li>• Begin to join in with simple sound-blending games (oral blending only).</li> <li>• Begin to hear initial sounds in familiar words.</li> <li>• Enjoy repeating patterns in stories and rhymes, noticing when words sound similar.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and recognise environmental print around us, such as shop signs, food labels and logos.</li> <li>• Join in with the repeating parts of familiar stories and rhymes, remembering some rhymes all the way through and performing them with actions.</li> <li>• Begin to join in with simple oral blending games (e.g., <i>c-a-t</i> → <i>cat</i>).</li> <li>• 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).</li> <li>• Enjoy playing with rhyming words, silly words and sound patterns.</li> <li>• Begin to recognise familiar names or labels in our classroom (e.g., their own name, snack labels, coat peg symbols).</li> <li>• Begin to identify the first sound in their name.</li> <li>• Understand that print carries meaning, such as “This says milk” or “This says stop.”</li> </ul>
Phonics	<p><u>Phase 1 Phonics</u></p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> </ul>	<p><u>Phase 1 Phonics</u></p> <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	<p><u>Phase 1 Phonics</u></p> <ul style="list-style-type: none"> <li>• Rhyme production</li> <li>• Initial sound awareness</li> <li>• Oral blending and segmenting (no letters yet)</li> </ul>

<p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Maintain focus on a short picture book shared with an adult until the end.</li> <li>• Enjoy sharing picture books with adults and friends, developing preferences for favourite stories.</li> <li>• Seek out adults to share books and talk about the parts we enjoy.</li> <li>• Anticipate familiar parts of stories, joining in with repeated phrases, actions or sounds.</li> <li>• Hold books the right way up, learning to turn pages carefully and look for pictures that interest us.</li> <li>• Use Makaton signs and actions to help us understand and remember key parts of stories and rhymes.</li> <li>• Look closely at illustrations to spot characters, objects and events, using new vocabulary to talk about what we see.</li> <li>• Show joint attention during rhyme time, copying some of the actions and joining in with familiar rhymes.</li> <li>• Share our favourite stories from home and school, talking about the parts we like best.</li> <li>• Begin to show interest in print in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Turn the pages of books from beginning to end, talking about the pictures and things we notice.</li> <li>• Stay engaged from the beginning to the end of longer stories, listening carefully.</li> <li>• Choose books independently and look for pages that interest us.</li> <li>• Name important things we can see in the pictures, such as characters, animals or objects.</li> <li>• Begin to answer simple questions about a story while it is being read.</li> <li>• Join in with familiar rhymes using all the actions, matching the pace and rhythm.</li> <li>• Pretend to “read” by mimicking an adult, telling parts of the story in our own words.</li> <li>• Begin to talk about what might happen next in a familiar story.</li> <li>• Share our favourite books with friends and adults, explaining what we like about them.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Join in with the repetitive parts of well-known books.</li> <li>• Use the pictures and what we remember to answer simple questions and predict what might happen next in a story.</li> <li>• Begin to talk about the message in a story (e.g., being kind, helping others, looking after animals).</li> <li>• Retell simple stories using pictures, props or our own words.</li> <li>• Begin to use new vocabulary from stories during play and talk.</li> <li>• Talk about characters’ feelings using simple vocabulary (happy, sad, scared, excited).</li> <li>• Begin to understand that stories have a beginning, middle and end.</li> <li>• Share our favourite books with friends and adults, explaining what we enjoy about them.</li> <li>• Begin to draw simple story sequences (3 pictures).</li> </ul>
<p><b>Writing (Mark Making)</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Explore different grips and hand movements as we draw circles, lines, zig-zags and swirls.</li> <li>• Experiment with using both hands to see which one feels most comfortable for mark making.</li> </ul>	<ul style="list-style-type: none"> <li>• Make continuous lines and marks using hands and tools on big and small surfaces.</li> <li>• Focus on the marks we are making and talk about what we are drawing or creating.</li> <li>• Use a wider range of tools — crayons, chinks, paintbrushes, rollers, sticks — to explore different effects.</li> <li>• Begin to control our movements to make lines, circles, curves and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Talk about the marks we make and explain what they mean (“This is my mummy”, “This is a treasure map”).</li> <li>• Begin to use marks to represent ideas, stories or messages.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to give meaning to our marks by talking about what we have drawn or created.</li> <li>• Enjoy sensory mark-making experiences such as paint, foam, sand, water and dough.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore mark making in sensory materials such as sand, foam, water, paint and dough.</li> <li>• Begin to choose which hand feels most comfortable for drawing and mark making.</li> <li>• Start to give meaning to our marks, telling adults what our pictures or patterns represent.</li> <li>• Begin to copy simple shapes or patterns we see in books or around the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore mark making in sensory materials such as sand, foam, water, paint and dough.</li> <li>• Make strings of marks or symbols that look like early writing and tell adults what they say.</li> <li>• Choose which hand feels most comfortable for drawing and mark making.</li> <li>• Begin to draw recognisable shapes or features in pictures (e.g., circles for faces, lines for legs).</li> <li>• Combine drawings and marks to create simple story pictures.</li> <li>• Begin to show left-to-right movement when making marks on a page.</li> <li>• Use writing in play — making signs, menus, treasure maps or simple labels.</li> <li>• Begin to use some letter-like shapes or recognisable letters in their mark making.</li> </ul>
<p><b>How Adults Support Pupils in Literacy</b></p>	<ul style="list-style-type: none"> <li>• Read aloud every day using expression, repetition, actions and Makaton to support understanding.</li> <li>• Re-read core texts frequently so children begin to internalise story patterns and repeated refrains.</li> <li>• Provide daily Phase 1 phonics sessions, focusing on environmental sounds, listening games and body percussion.</li> <li>• Model how to handle books, turn pages carefully, looking at pictures and notice characters and events.</li> <li>• Use high-quality talk to model new vocabulary, simple sentences and story language during reading, play and routines</li> <li>• Support EAL and SEND learners with visuals, real objects, gestures, repetition and pre-teaching of key words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud daily using longer phrases, repeated refrains and story language, encouraging children to join in.</li> <li>• Re-read core texts so children begin to predict what happens next and remember key parts.</li> <li>• Provide daily Phase 1 phonics focusing on rhyme, rhythm, alliteration and early oral blending.</li> <li>• Model how to talk about pictures, characters and events using longer sentences.</li> <li>• Ask simple questions during stories (“Who is it?”, “What happened?”, “Where is he going?”).</li> <li>• Support EAL and SEND learners with sentence stems, visuals and repeated vocabulary.</li> <li>• Encourage children to notice environmental print and talk about logos, labels and signs.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud daily, encouraging children to join in with whole refrains, finish sentences and talk about characters and events.</li> <li>• Re-read core texts so children can retell simple stories using pictures, props or their own words.</li> <li>• Provide daily Phase 1 phonics with a focus on oral blending, initial sounds and sound discrimination.</li> <li>• Model how to talk in longer sentences, using connectives (“and”, “because”) and descriptive vocabulary.</li> <li>• Support children to talk about story structure (beginning, middle, end) using simple story maps.</li> <li>• Provide targeted support for EAL and SEND learners using visuals, repetition, sentence frames and pre-teaching.</li> </ul>

	<ul style="list-style-type: none"> <li>• Encourage children to join in with actions, repeated phrases and simple sound games.</li> <li>• Provide rich sensory mark-making opportunities indoors and outdoors (foam, sand, water, chalk, paint).</li> <li>• Narrate early writing by scribing children's ideas and modelling how marks can carry meaning.</li> <li>• Sit alongside children during play to model simple story language ("Uh-oh!", "Who's coming?", "Look!").</li> <li>• Celebrate all early attempts at reading, talking and mark making to build confidence and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a wider range of mark-making tools (rollers, sticks, paintbrushes, chunky pens) and model how to make lines, circles and patterns.</li> <li>• Scribe children's ideas more frequently, modelling left-to-right movement and simple story sequences.</li> <li>• Support children to retell familiar stories using props, puppets and small world.</li> <li>• Celebrate children's attempts to use new vocabulary, rhyme and story language.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to recognise their name, labels and familiar print around the classroom.</li> <li>• Provide rich opportunities for purposeful mark making (signs, menus, treasure maps, labels) and model how writing is used in play.</li> <li>• Model drawing simple shapes and features (faces, bodies, houses) and narrate the meaning of marks.</li> <li>• Support children to create simple story pictures and talk about what is happening.</li> <li>• Celebrate children's growing confidence in reading behaviours, storytelling and early writing.</li> </ul>
<b>Experiences</b>	<ul style="list-style-type: none"> <li>• Story baskets and small world storytelling (build attention + early narrative)</li> <li>• Daily nursery rhyme and song time with repetition, rhythm and actions</li> <li>• Environmental sound walks (indoors and outdoors)</li> <li>• Sensory storytelling (using props, textures and real objects)</li> <li>• Book sharing with adults (1:1 and small group) to model talk and interaction</li> <li>• Large-scale mark making (paint, water, chalk, outdoor writing spaces)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral blending games (e.g. "find the c-a-t")</li> <li>• Puppet storytelling and role play (retelling familiar stories)</li> <li>• Repeated reading of core texts to build familiarity and vocabulary</li> <li>• Small world story retelling with simple story maps</li> <li>• Environmental print hunts (logos, labels, names)</li> <li>• Mark making indoors and outdoors with increased control (drawing, simple labels, patterns)</li> </ul>	<ul style="list-style-type: none"> <li>• Story retelling with props, puppets and simple beginning/middle/end sequences</li> <li>• Name recognition and self-registration routines</li> <li>• Writing in play (menus, signs, maps, lists, messages)</li> <li>• Drawing simple story sequences</li> <li>• Oral storytelling linked to familiar stories and real-life experiences</li> <li>• Listening games focusing on initial sounds and simple oral blending</li> </ul>
<b>By Summer, children will be ready for Reception because they can:</b>	<ul style="list-style-type: none"> <li>• Join in with repeated refrains</li> <li>• Recognise their name</li> <li>• Retell simple stories</li> <li>• Talk about characters and events</li> <li>• Make marks with meaning</li> <li>• Draw simple recognisable shapes</li> <li>• Show left-to-right movement</li> </ul>		

- Hear initial sounds
- Orally blend simple words