



## Long Term Overview Nursery Literacy and Phonics Overview

### Statutory Educational Programmes

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning. The expectations for children's development must ensure that cognitive development proceeds hand-in-hand with their social and personal development.

#### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development.

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### Development Matters

0-3 years	3 - 4 years	Reception years (4-5)
<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and respond to the pictures or the words.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul> </li> <li>• Develop their phonological awareness, so that they can:</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>

<ul style="list-style-type: none"> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book.</li> <li>• Make comments and shares their own ideas</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> </ul>	<ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> <li>• Write some or all of the word. Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Their name.</li> <li>• Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>
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Refer to weekly planning and continuous provision planning for specific lessons and activities.

### Opportunities across the Continuous Provision

Daily opportunities and Experiences	Objectives
<p>Daily good morning where the children sing the good morning song.</p> <p>Entry to nursery where the children find their name pebble and welcome time with pd focus activities such as name writing and letter writing.</p> <p>(including the half hour of free flow while the children are coming into school)</p>	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Enjoy drawing freely.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>
<p>Literacy Resources and Mark Making resources around the provision both inside and outside</p> <p>Allow the children to access the resources independently. Support the children in developing their interest in mark making through challenges, questions and modelling on how to use the resources around the provision. Encourage the children to write their names on their work independently.</p>	<ul style="list-style-type: none"> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>

<p>Books around the nursery both inside and outside. Inclusive of the nursery rhyme and story shelf / baskets.</p>	<ul style="list-style-type: none"> <li>● Enjoy sharing books with an adult.</li> <li>● Pay attention and respond to the pictures or the words.</li> <li>● Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>● Repeat words and phrases from familiar stories.</li> <li>● Ask questions about the book.</li> <li>● Make comments and shares their own ideas</li> <li>● Develop play around favourite stories using props.</li> </ul>
<p>Music and stage area.</p>	<ul style="list-style-type: none"> <li>● Enjoy songs and rhymes, tuning in and paying attention.</li> <li>● Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>● Say some of the words in songs and rhymes.</li> <li>● Copy finger movements and other gestures.</li> <li>● Sing songs and say rhymes independently, for example, singing whilst playing.</li> </ul>
<p>Daily singing time</p>	<ul style="list-style-type: none"> <li>● Enjoy songs and rhymes, tuning in and paying attention.</li> <li>● Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>● Say some of the words in songs and rhymes.</li> <li>● Copy finger movements and other gestures.</li> </ul>
<p>Daily story time and book talks</p>	<ul style="list-style-type: none"> <li>● Enjoy sharing books with an adult.</li> <li>● Pay attention and respond to the pictures or the words.</li> <li>● Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>● Repeat words and phrases from familiar stories.</li> <li>● Ask questions about the book.</li> <li>● Make comments and shares their own ideas</li> <li>● Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul> </li> <li>page sequencing</li> <li>● Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>● Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
<p>Specific phonics inputs</p>	<ul style="list-style-type: none"> <li>● Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul> </li> <li>page sequencing</li> </ul>

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