

CURRICULUM Journey: Literacy – Reading and Writing

We want our children to develop a lifelong love of **reading**. We aim for all children to love books, to desire stories, to want to be immersed in books and have imaginations that can go anywhere.

We want our children to access and enjoy a daily story and to learn nursery rhymes. By talking with our children as they read, we aim to develop children’s conversation and vocabulary. Through accessing a weekly phonics session, reinforced through continuous provision, we want our children to distinguish between sounds and to clearly recognise the initial sound of their name. We seek to provide children with a wide range of fiction and nonfiction texts to inspire them to have a love of reading and to question what they read.

We want our children to explore **mark making** with a variety of different media, and to know that their beautiful marks represent meanings. We want our children to recognise and to begin to write/sign their name. Through our continuous provision and planned activities, we provide a growing range of mark making activities with a purpose. Including many pre writing opportunities for children to develop the strength in their fingers, develop their dexterity and hand eye co-ordination.

Goodway Nursery School is located in the Perry Barr district of Birmingham. We know that many of our children enter Goodway below age related expectations in Literacy, as well as the number of EAL children entering our school increasing. Therefore, we have to work even harder to get our children ready for the next stage of their educational journey.

Rationale:

We know that our children need support with Communication and Language, therefore our Literacy offer is crucial to progress this area for children. We have used the EEF Early Years Toolkit research to create our literacy curriculum, with children being exposed to many stories and a wealth of vocabulary. Our staff understand the importance of modelling and encouraging the use of new vocabulary during family group teaching time and continuous provision.

Reading

First Milestone- What we would like our children to know and be able to do by the end of Daisies. (Aged 2-3)	Second Milestone- What we would like our children to know and do throughout Sunflowers. (Aged 3-4)	Third Milestone- What we would like our children to know and be able to do by the end of the Sunflowers. (Aged 4-5)
<p>Reading: Children take part in pretend play, making up or developing a story. Children may begin by pretend-playing on their own with toys like farm animals, wild animals, dinosaurs or small world people. They may put on a costume to become a superhero or another character. Over time, their play becomes more complex. They are able to play with other children, developing the play together (e.g. deciding who will play what role in the home corner.</p>	<p>Reading: Children take part in shared reading. They respond to the features of the story. Children engage in number rhymes with props and join in with the actions.</p>	<p>Reading: Children are able to sit during group time for their story, join in with repeated refrains and learn and use new key vocabulary. Children engage and remember core books and rhymes.</p>
<p>Comprehension: Begin to comprehend the rhythm of the nursery day. To read visual timetables to understand what is happening next.</p>	<p>Comprehension: To use newly acquired vocabulary in play</p>	<p>Comprehension: Retell stories and narratives using familiar phrases Use and understand specific key vocabulary linked to stories and texts</p>
<p>Word reading:</p>	<p>Word reading:</p>	<p>Word reading: Recognise and read their own name</p>

<p>Listens to and joins in with stories and poems, when reading one-to-one Freely access books in the environment Choose a home reading book of choice</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Re-enacts and reinvents stories they have heard in their play. As children become more used to shared reading, they ask questions and make links between what happens in the story and their own experiences. Children join in with rhymes and songs e.g. repeating words or following actions. Children play with props to retell/make up their own stories.</p>	<p>Have a selection of favourite stories and nursery rhymes Be able to recall and discuss favourite stories and rhymes Retell a story with a beginning, middle and end.</p>
<p>Letters and Sounds Phase 1: Body Percussion Environmental Sounds Recognise and copy sounds, rhythm and tempo.</p>	<p>Letters and Sounds Phase 1: Instrumental Sounds Exploring body percussion and rhythm. Explore rhyme through stories, songs and games. Beginning to notice alliteration</p>	<p>Letters and Sounds Phase 1: Body Percussion Environmental Sounds Recognise and copy sounds, rhythm and tempo. Instrumental Sounds Exploring body percussion and rhythm. Explore rhyme through stories, songs and games. Beginning to notice alliteration Oral blending & Segmenting</p>
<p>What does this look like? Children begin to sit and listen to a story/song/rhyme at group time, joining in using actions, signs or repeated refrains Children begin to role play familiar stories or experiences</p>	<p>What does this look like? Children will be able to play out a story based on a book or a story they've heard.</p>	<p>What does this look like? Children will read stories independently. Children will develop their own stories using role play. Children will begin to write/mark make their own stories</p>
<p>Final Milestone: Children will be able to listen and follow an oral story. Children will have knowledge of favourite stories and rhymes, and be able to retell, knowing what happens next. Children will know the language of traditional stories; Once upon a Time, And they all lived happily ever after...Children will be able to make up their own story and represent it by drawing and writing/mark making. Children will know core nursery rhymes by heart; Incy Wincy, Twinkle Twinkle, Rainbow Song.</p>		
<p>Writing</p>		
<p>First Milestone- 2 year olds</p>	<p>Second Milestone- 3 year olds</p>	<p>Third Milestone- 4 year olds</p>
<p>Writing: Children can use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and make contact with objects. Children will increasingly become confident in engaging in activities such as: throwing and catching balls, exploring a musical instrument, playdough and paint. As children build up their large and fine motor skills they engage in activities for a longer period of time. They can grasp objects and can focus on what they are doing e.g. hold arms out and wait to catch a ball, thread beads on to a piece of string or build a stable tower of up to 10 blocks etc Where</p>	<p>Writing: Children make marks with their fingers and some tools. Children will engage in a variety of ways to make marks e.g. making marks in dough/clay/sand, holding a paint brush to make marks or using chalk on the ground in the garden etc. As children become more confident in making marks they begin to talk about their marks with others and give meaning to these e.g. "That's mummy" or "It's a dinosaur."</p>	<p>Writing: As children's mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. 'line, circle, zig zag' etc. They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with language of directionality such as 'up, down, round and round.' Children can find their name card and are look at it when attempting to write their name. As children use their name cards repeatedly they become more confident in attempting to form letters. Some children will begin to form recognisable letters</p>

<p>children need individualised and additional help, this will be offered promptly. Help includes: individualised support from key person; small group work; individual meetings with parents to map a way forward.</p>		
<p>What does this look like? Children will be able to co-ordinate movements of both hands</p>	<p>What does this look like? Use hands, fingers and tools to make marks.</p>	<p>What does this look like? Copy or make lines, circles and zig-zag Children hold their pen or pencil with a comfortable grip. Children will begin to copy letters from their names. They will give meaning to marks – lists, labels etc and draw pictures with more detail. Children will recognise their own names and make an attempt to replicate it, moving onto to copying then writing the letters of their names and forming them legibly.</p>
<p>Final Milestone: They write the letters of first name clearly and with correct directionality. Correct formation is more important than appearance.</p>		