

2022 to 2023 framework for **Literacy** with links to the 2022-2023 nursery project 'what is alive in our garden?'

Autumn	Spring	Summer
<b>reading</b>		
<ul style="list-style-type: none"> <li>● <b>Showing interest in books and rhymes.</b></li> <li>● Participate and respond with actions, sounds, rhythm, and repetition.</li> <li>● Learn 6 key nursery rhymes, linked to puppet box and book: Twinkle, Twinkle, Incy Wincy, Humpty Dumpty, Baa baa black sheep, 1,2,3,4,5, and Hickory Dickory.</li> <li>● Children listen to stories supported by story sack resources.</li> <li>● Establish and encourage book sharing between home and school.</li> </ul>	<ul style="list-style-type: none"> <li>● Identifies favourite stories, rhymes, poems, and songs.</li> <li>● Repeats and uses actions, words, and phrases from familiar literature, signs, logos including the first letter if their name.</li> <li>● Retell stories in music, movement, graphics, role play and small world play using props, costumes, and other visual supports.</li> <li>● Children fill in the gaps in stories and rhymes.</li> <li>● Developing the use of story language, front cover, characters, pages, writing, pictures.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen, join in with stories and poems in small groups.</li> <li>● Anticipate refrains and key events.</li> <li>● Tell own stories, showing awareness of their structure.</li> <li>● Talking about characters and events in stories, 'playing' with stories, their plots, and characters.</li> <li>● Using story language recognising their name and other familiar words.</li> <li>● Handling books independently, turning pages and following text from left to right, top to bottom, (inc. digital).</li> <li>● Developing phonological awareness.                             <ul style="list-style-type: none"> <li>○ clapping syllables,</li> <li>○ orally blending,</li> <li>○ hearing and saying initial sounds</li> <li>○ recognising some single letters, saying their name.</li> </ul> </li> </ul>
<b>writing</b>		
<ul style="list-style-type: none"> <li>● Notice the cause and effect of their actions in mark-making.</li> <li>● Adult draws attention to mark making.</li> <li>● Mark making movements inside and outdoors; big, small, long, wide, quick, slow, circles, lines, dots.</li> <li>● Use range of tools, large brushes, chalk, crayons, sponges, chubby pastel sticks</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguishes between marks they make.</li> <li>● Drawing and writing on papers, screen, and a variety of other textures e.g., sand.</li> <li>● Adults write children's words and ideas drawing attention to the words and letters possibly support with pictures and photos.</li> </ul>	<ul style="list-style-type: none"> <li>● Gives meaning to their drawings and paintings.</li> <li>● Gives meanings to marks, symbols, and letters that they make through their play and in their graphic representations.</li> <li>● Attempts to write words of importance to them.</li> <li>● Writes own name, some letters formed correctly.</li> </ul>

<ul style="list-style-type: none"> <li>• Tracing of linear patterns and circular shapes.</li> <li>• Mark makes on a range of surfaces.</li> <li>• Children value the marks they make and see that in the behaviour of adults around them.</li> <li>• Adults write children's words, reading what they have written back to them.</li> <li>• Sensory explorations of mark making.</li> <li>• Adults make explicit the link between physical strength and stability, (core, proximal, gross, and fine.)</li> <li>• By the end of term, drawing a circular shape and add marks within it to represent a shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Co-create stories, children, and adult scribe the stories, recording them and providing opportunities to perform or share with peers.</li> <li>• Drawings develop assurance, clarity, and detail, identifiable features distinguish between graphic representations.</li> <li>• Writing some letter shapes of importance to them, for example, first letter of their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Starting to use phonic knowledge when writing, adults' model and encourage children to do this as well. (Segmenting and blending)</li> </ul>
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