

**The Sue Hedley Nursery School**

**Curriculum Sequence**

**Literacy**

The love of reading is celebrated and encouraged throughout our Nursery timetable through; sharing of books from home, story time, interest activities and small group times.

As a provider we share the different layers that books provide. We take the lead and follow interests from the children. We have a library service each week, where parents/carers are able to take a book home each week chosen by their child. Parents are regularly invited to listen to a fun and interactive group story share. Parents are also invited to come and read to their children within the setting.

We take into account the seasonal rhythm of the year with our reading scheme. We begin with a range of simple interactive and repetitive books which hold the children’s attention for a short period of time. This then progresses to more in-depth stories focusing on the elements of reading such as characters, the structure of the story and predicting what may happen next.

The children experience phase one phonics experiences as part of their nursery session. This is incorporated throughout the many approaches which the practitioners take. When children are ready, we engage them in highly interactive and exciting phonic phase two sessions. This is when we begin to introduce the children to specific letters and the corresponding sounds which they make.

Reading texts can be found in varying formats throughout the nursery environment with a vast range of books and reading materials which children readily engage with. Practitioners model reading at every opportunity.

**Curriculum Sequence**

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| **Literacy: Reading**  |
|  | **Our Sequence of Learning** | **Our Unique Approach**  |
| “I am a keen explorer”*Two Year Old end point* ***…………………………………******Vocabulary: book, picture, page, lift the flap, character names*** | * I enjoy looking at books with encouragement from my key person.
* I enjoy a story with my small group
* I can fill in the missing words in a known rhyme or familiar story.
* I am beginning to recognise familiar environmental print.
 | * Nursery rhymes daily with props and music bringing nursery rhymes to life.
* Parents are supported with an action nursey rhyme list to support children at home.
* Stories are explored for up to three weeks to allow for repetition and progression of vocabulary relating to a story. After which the particular story is available in the environment for children to explore independently.
* Stories are explored in lots of different ways – acting out, using props, listening to sounds etc.
* Parents/carers are invited into the setting regularly to listen to stories with their children.
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| **“I am active and curious”*****Nursery One end point*** ***…………………………….******Vocabulary: words, letters, title, fiction*** | * I recognise familiar words and signs such as my own name.
* I enjoy independently looking at books, I hold them the right way up. I know that print carries meaning.
* I remember key parts from a story and join in with repeated refrains showing clear enjoyment.
 | * A wide range of reading material is available within the environment including leaflets, maps, fact sheets, signs, envelopes, instructions and magazines of children’s interests.
* Reading material is available which meets and extends the needs of the children’s interests.
* A seasonal catalogue of reading fiction and non-fiction texts is woven into children’s daily curriculum and environment.
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| **“I am capable and confident”*****Nursery Two end point*** ***………………………………….******Vocabulary: illustration, text, writing, left to right, author, character, setting*** | * I recognise some letters from my name.
* I enjoy re-enacting and reinventing stories I have heard in my play.
* Enjoys an increasing range of books.
* I am aware that letters have sounds and am confident with the phonemes ‘s,a,t,p,i,n’
* I have begun to develop phonological and phonemic awareness
* I can hear and say the initial sound in words
* I can blend and segment orally
* I am starting to link sounds to letters, naming and sounding some letters of the alphabet
 | * The environment is rich in print through meaningful ways, through for example, cookers books in the home corner, books about the ocean in the water area and construction books in the block area.
* Children take home books each week with a library scheme where they choose from a range of appropriately aged books to then share at home with parents/carers.
* Parents are regularly invited to listen to a group story share. Parents are also invited to come and read to their children within the setting.
* Every group as their own ‘Travelling Ted’ who travels home each week with a different child. They then share the adventures in a book each week to explore within the setting, it is a great way of carrying meaning within pint indifferent contexts.
* We take account of the seasonal rhythm of the year when planning key texts that are shared. For example, in Spring the Hungry Caterpillar is one of the repetitive books shared.
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| “I am a critical thinker and resilient” ***Early Learning Goals*** ***…………………………..******Vocabulary: labels, instructions, signs, envelopes*** | * I can say a sound for each letter in the alphabet and at least 10 digraphs that may include ai (rain), ay (day) etc.
* I can read words consistent with their phonic knowledge by sound-blending
* I can read aloud simple sentences and books that are consistent with their phonic knowledge by sound blending
* I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
 | * Children are provided with story boards and props which support children to talk about a story’s characters and sequences of events.
* Playful, multi-sensory and creative experiences and games that promote children’s interest in reading and in developing phonics skills and knowledge.
* Children are exposed to playful systematic phonics sessions in fun ways that capture children’s interest, sustain motivation and reinforce learning and success.
* Children are introduced to new words, and explore their meaning together e.g. by acting out words and paying games with words.
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| **Literacy: Writing**  |
|  | **Our Sequence of Learning** | **Our Unique Approach**  |
| “I am a keen explorer”***Two Year Old end point*** ***…………………………………******Vocabulary: draw, paint, crayon, chalk, range of tools, circle, line, pen, colour.***  | * I enjoy the sensation of mark making using a range of tools and materials.
 | * A range of appropriate implements are available within the environment these include large brushes, chalk, crayons, sticks and sponges. A range of surfaces are offered to make marks on, inside and out, e.g. chalkboards, light boxes, sand and pathways. A range of sensory opportunities are encouraged, for e.g. making marks in shaving foam, cornflour.
* Practitioners model writing within the environment whenever possible and in meaningful ways.
* Attention is drawn to marks, signs and symbols in the environment and there is discussion about what these represent.
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| “I am active and curious”***Nursery One end point*** ***…………………………….******Vocabulary: circles, lines, zig zags*** | * I can make continuous lines of shapes and symbols from left to right, I use mark making in play.
* I can tell an adult what my marks mean.
 | * Practitioners spend time drawing and creating beside children whilst providing a running commentary.
* Key workers understand the stages of emergent writing and how this relates to each individual child. This differentiation is then used effectively to ensure progress continues to be made.
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| “I am capable and confident”***Nursery Two end point*** ***………………………………….******Vocabulary: spirals, letter shapes, writing, ‘this says’, forms of writing e.g. lists, letters*** | * I enjoy mark making for a purpose, such as writing a shopping list or drawing a picture.
* I can copy or write some letters from my name.
* My marks carry a meaning which is clear to me and is often detailed.
 | * Practitioners model writing for a purpose within the provision, for e.g. when taking the register, writing the welcome board, planning snack choices, Plan/Do/Review.
* Phonics is encompassed throughout all of the daily timetable. Summative assessments take place termly and these highlight progression within the whole Birth to 5 Matters, progression is then highlighted and targeted with structured phonics groupings.
* Writing is provided in a fun and irresistible way for e.g. through the use of secret ink which lights up with a torch.
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| “I am a critical thinker and resilient” ***Early Learning Goals*** ***…………………………..******Vocabulary: phonemes, letter shapes, writing, illustrator, forms of writing, e.g. lists, letters,*** | * I can write recognisable letters, most of which are correctly formed
* I can spell words by identifying sounds in them and representing the sounds with a letter or letters.
* I can write simple phrases and sentences that can be read by others.
 | * Within the environment word banks, notebooks, clipboards, post-its and other writing resources are provided for both indoor and outdoor play.
* Provide regular playful multi-sensory systematic phonics activities that help children to represent phonemes in their writing.
* When reading stories, the practitioner will talk with children about the author and illustrator, to help children identify with these roles. Questions will be asked to enquire for e.g. why do you think the author wrote the story, why has the illustrator chosen to draw a particular moment in the story.
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