

Cherry Hinton Nursery and Reception Literacy Curriculum



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).

- Daily story, singing and rhyme times - promoting joy, fun, immersion and engagement
- Access to high quality books throughout the day
- Welcoming book corners and areas - inside and out
- Daily book talk and discussion
- Systematic phonics programme from Reception onwards
- Access to books at home - both 'real' high quality texts and reading scheme books (when appropriate)

Special Experiences	Book Week			Book week		
Reception ELG	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
				All of Nursery +		
<u>Reception ELG:</u> <u>Comprehension Children at the expected level of development will:</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Predict key events in stories Use and understand recently introduced vocabulary	Daily reading - exposing children to a wide range of different books. Exposure to print and familiar signs in the environment Teach rhyme and alliteration. Teach rhythm in words. Listen to range of stories and develop favourite. Retelling stories. Developing own narratives by connecting ideas. Learning new vocabulary from stories. <u>Book Vocab</u> Story Information Title Cover/Front /Back/Spine Character 4 Tell Me questions-like/dislike/puzzle/connect			Enjoy a range of books including non-fiction and poems Answer how and why questions. Discuss vocabulary and it's meaning Ask and answer questions about books. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. (Story language/subject specific language.) Demonstrate understanding when talking to others about what they have read. Recall instructions/ recipes Introduce DERIC and DECODE word <u>Book Vocab</u> Nursery revisit-Story /Information/Title/Cover/Character/Front/Back Author Illustration Beginning/middle/end Next/after that		

		4 Tell Me questions-like/dislike/puzzle/connect				
Reception ELG: Writing Children at the expected level of development will: Write recognisable letters, most of which are correctly formed	Opportunities for gross motor mark making. Fine motor strengthening activities Dough disco and daily climbing Fine motor skills and opportunities for mark making across the provision. - Drawing club shared writing and independent writing Giving meaning to marks as they draw, write and paint. Pencil control and grip. Writing/mark making in meaningful contexts (eg labels, cards, lists etc) Name writing			Dough disco Daily Little Wandle Phonics sessions Mark making opportunities Write for different purposes-lists, cards, speech bubbles, messages. Write name Write labels Handwriting, shared writing and independent writing in drawing club sessions Daily Little Wandle Phonics sessions Write captions Write simple sentences Handwriting, shared writing and independent writing in drawing club sessions Daily Little Wandle Phonics sessions Write short sentences using tricky words, capital letters and a full stop-independent writing in drawing club session		
Scribble and Drawing Club :	Phase 1 and 2 Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds Use initial sounds to label characters / images. Names Messages – Create a Message centre			Phase 1 and 2 Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds Use initial sounds to label characters / images. Names Messages – Create a Message centre	Phase 3 and 4 Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC, CVCC, CCVC words. Guided writing developing short sentences in a meaningful context. Phonetically plausible attempts at words. Writing captions and labels, writing simple sentences. Describe characters.	Phase 4 and 5 Phonetically plausible attempts at words, beginning to use finger spaces. Form lowercase and capital letters correctly. Story writing (b,m,e) writing sentences using a range of tricky words, some spelt correctly. Beginning to use full stops, capital letters and finger spaces.
Phonics Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs	General Sound discrimination Environmental – listening walks, drumming on different items, sound lotto, making shakers. General Sound discrimination Instrumental – sounds made by various instrument and noise	Rhythm and rhyme - Rhyming stories, rhyming bingo, clapping syllables, odd one out. Alliteration – focus on initial sounds of words. Activities include – I-Spy and matching objects that start with same sound.	Voice sounds – distinguish between different vocal sounds and begin oral blending and segmenting. Metal Mike (feed words to robot’s mouth using Oral blending and	Little Wandle: s a t p i n m d g o c k ck e u r h b f l Phase 2 tricky words: is I the Teach blending and segmenting Phase 1 skills Recap sounds Phase 2 sounds: ff ll ss j v w x y z zz qu ch sh th ng nk s ending Recap tricky words Phase 3 tricky words: as and has his her go no to into she he of we me be Teach the alphabet	Little Wandle: ai ee igh oa oo oo ar or ur ow oi er air er Double letters dd mm tt bb rr gg pp ff Longer words Phase 3 tricky words: was you they my by all are sure pure Teach letter names double letters, longer words Phase 3: ing ending Compound words Longer	Little Wandle-Phase 4: Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC Longer words Compound words Root words ending in ing ed est Phase 4 tricky words: said so have like some come love do were here little says there when what one out today: Long vowel sounds CVCC, CCVC,

Read words and sentences consistent with their phonic knowledge by sound-blending including some common exception words	makers. Matching sound makers, playing		segmenting – Blending – teacher says c-u-p and children pick out a cup from group of objects		words s in the middle s ending es ending Teach capital letters	CCVC, CCV, CCVCC Phase 4 words ending s and es
Books	Stick and Stone Little Rabbit Foo Foo Owl Babies Nativity Story	Jack Frost Little Red Riding Hood Three Billy Goats Gruff The Colour Monster Jack and the Beanstalk Not a Stick Easter Story	Sam and Dave Dig a Hole Jasper’s Beanstalk The Very Hungry Caterpillar The Gingerbread Man Little Cloud Little Red Hen	Whatever Next A Dark Dark Tale The Nativity Owl Babies Little Red Hen The Enormous Turnip Hansel and Gretel The Magic Porridge Pot	Three Little Pigs Jack and the Beanstalk Dear Zoo The stickman The Hairy Toe Chocolate Rain Three Billy Goats Gruff The Way Back Home Blue Penguin We’re Going on a Bear Hunt The Highway Rat	The White Hen +the Fox, The Elves and Shoemaker The Gingerbread Man Goldilocks The Giant Jam Sandwich The Gruffalo The tiger who came to tea Farmer Duck Super Worm, Jasper’s Beanstalk Hungry Caterpillar