

# Croftlands Infant and Nursery School

## 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)

# Badger room

## (Toddler room – 2 - 3 years)

### Curriculum Sequence

- Join in with rhymes and show an interest in stories with repeated refrains.
- Explore print in the environment.
- Have a favourite story/rhyme.
- Sequence familiar stories through the use of pictures to tell the story.
- Engage in extended conversations about stories.
- Learn new vocabulary.
- Retell stories related to events through acting/role play.
- 'Write' Christmas letters/lists/cards.
- Join in with retelling stories.
- Enjoy an increasing range of books.

- Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Develop their own narratives and explanations.
- Turn pages correctly when reading a book.
- Hold the book the right way up most of the time.

- Join in to retell a story with actions and/or picture prompts as part of a group.
- Use story language when acting out a narrative. Use rhyming words.
- Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions.
- Beginning to understand that a non-fiction is a non-story- it gives information instead.
- Hold the book the right way up.
- Can point to front cover, back cover.

### Vocabulary

Repeated refrains from stories, words to songs and rhymes. Book, read, look, turn, write, words, see, pens, crayon.

### Implementation

Wide selection of books, fiction and non-fiction available. Reading stories, singing familiar songs and rhymes, use of puppets etc to bring stories to life. Use of story sacks. Action songs. A variety of texts and media for 'writing' (cards, envelopes, note books etc).

# Squirrel room

## (Nursery room – 3-4 years)

### Curriculum Sequence

#### Reading

- To have some favourite stories, rhymes, songs, poems, or jingles.
- To repeat and use actions, words or phrases from familiar stories.
- To begin to recognise familiar logos from children's popular culture, commercial print or icons for apps.
- To enjoy rhymic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.

#### Writing

- To be able to distinguish between the different marks they make.
- To enjoy drawing and writing on paper, on screen and on different textures.
- To make up stories, play scenarios and drawings in response to experiences.

#### Reading

- To be able to listen to and join in with stories and poems, when reading one-to-one and in small groups.
- To fill in the missing word or phrase in a known rhyme, story or game.
- To show interest in illustrations and words in print and digital books and words in the environment.

#### Writing

- To include mark making and early writing in their play.
- To attempt to write their own name, or other names and words, using combinations of lines, circle and curves, or letter-type shapes.

#### Reading

- To know that print carries meaning and is read from left to right and top to bottom.
- To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- To recognise familiar words and signs such as own name, logos and screen icons.
- To begin to develop phonological and phonemic awareness.

#### Writing

- To sometimes give meaning to their drawings and paintings.
- To begin to make letter-type shape to represent the initial sound of their name and other familiar words.
- To imitate adult's writing by making continuous lines of shapes and symbols from left to right.

#### Vocabulary

Joins in with repeated refrains and key phrases. - Talks about the meaning of new vocabulary. Repeats new vocabulary in a context of a story. - Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary

#### Implementation

Singing time daily. Use a range of familiar stories. Daily story time. Focus books each month. World Book Day. Talk for writing to retell stories. Opportunities to make marks in different ways. Role play areas. Paper, pencils and clipboards all around the classroom.

# Ladybird and Robin class (Reception 4-5 years old)

## Curriculum Sequence

### Reading

- Join in with rhymes and stories with repeated refrains.
- Enjoys an increasing range of books.
- To recognise environment print.
- Blend simple cvc words.
- To record stories through picture drawing/mark making for LAs
- To know that we read from left to right and from top to bottom
- Sequence a simple story using 3 pictures.

### Writing

- write some letters from name.
- Write initial sounds in words
- Give meaning to make marks,

### Reading

- Retell stories related to familiar events through acting/role play.
- Have a favourite story or rhyme.
- Recognising initial sounds and read some common exception words.
- Blend sounds into words made up of known sounds.
- To names of the different parts of a book
- Knows that information can be retrieved from books, computers and digital devices.
- Sequencing familiar stories through the use of pictures to tell the story.

### Writing

- Write first name
- To write simple cvc words
- Write lists and simple 2/3 word sentences.
- To label pictures.
- To begin to spell some common exception words
- To write simple stories

### Reading

- Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.
- To be able to discuss like and dislikes of different stories and rhymes explain why.
- Know front cover, back cover, spine, blurb, illustration, illustrator, author and title.
- Recognises some digraphs and read some common exception words.
- Read simple phrases and sentences.
- Can sequence and explain the main events of a story

### Writing

- Write first name and begin to write last name,
- write ccvc words using digraphs.
- To make phonetically plausible attempts at words,
- simple sentences and captions.
- To spell common exception words
- To write simple instructions.
- To begin to write sentences using and or because to extend.
- To write own version of stories.
- Beginning to use full stops, capital letters and finger spaces.

### Vocabulary

Author, page, title, blurb, words, letters, sounds, characters, blend, label, contents, ipad, computer, like, dislike, favourite, front/back cover. Illustrator, pen, paper, line, finger space, full stop, capital letter, lower case letter, initial sound, beginning, middle, end.

### Implementation

Navigate the new school environment (indoor & outdoor) safely, with care and control: make maps & go on hunts, spot obstacles, move safely, line up. Know how to 'reset' areas within provision and how to tidy up at the end of a session to ensure the environment is safe, purposeful and organised. Provide a range of wheeled resources for the children. Provide regular reminders about thorough hand washing and toileting. Daily GoNoodle dances. Daily 'Squiggle while you Wiggle' sessions'. Crates play- climbing. Skipping ropes in outside area dance related activities. Provide two-wheeled balance bikes and pedal bikes without stabilisers. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.