



# Nursery Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Light and dark!	Arctic explorers!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Literacy  Nursery Read, Write, Inc	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	<u>Environmental Sounds</u> Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds.	<u>Instrumental Sounds</u> Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them.	<u>Body Percussion</u> Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Create their own sequences of body percussions. Join in with longer sequences of body percussion. Describe body percussion.	<u>Rhythm and Rhyme</u> Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Recognise that words rhyme. Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally. Break words down into syllables with a beat.	<u>Alliteration</u> Explore initial sounds of words. Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration.  <u>Voice Sounds</u> Explore different mouth movements and sounds. Copy different voice sounds and mouth movements. Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds. Describe and compare voice sounds. Create their own ideas for voices of characters/imitating voices.	<u>Oral Blending and Segmenting</u> Identify the initial sounds of words. Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. Segment CVC and VC words into their individual sounds.

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Literacy	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
Developing a passion for reading	<p>Across the year children will engage in extended conversations about stories, learning new vocabulary and developing a passion for reading, and giving them the confidence to be able to talk about a familiar story with adults and peers. Children will have the opportunity to access books daily, both fiction and non-fiction, through daily story time and in the continuous provision.</p> <p>We want children to be able to understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- Print has meaning</li> <li>- Print can have different purposes</li> <li>- We read English text from left to right and from top to bottom</li> <li>- The names of different parts of a book</li> <li>- Page sequencing</li> </ul>					
	<p><u>How do we support the development of children's literacy on a daily basis in Nursery?</u></p> <ul style="list-style-type: none"> <li>*Children have a story read to them / shared with them every day.</li> <li>*Children have access to a variety of mark making / writing materials within continuous provision.</li> <li>*Children have access to a range of age appropriate books within continuous provision.</li> <li>*Children experience practising oral blending with an adult throughout the day e.g. 'Go and get on your c-oa-t....coat.</li> <li>*Children practise a Nursery Rhyme</li> <li>*Children are encouraged to find their own name card during registration</li> <li>*Children learn a high quality text during 'talk for writing' sessions and this is referred to each session</li> <li>*Adults model writing on a whiteboard and other surfaces throughout the session and emphasise pencil grip</li> <li>*Adults plays games such as 'I spy' to develop awareness of initial sound</li> </ul>					