



# Curriculum Sequence

## Literacy

Literacy is a Specific Area in the Early Years Foundation Stage Curriculum.

We understand that children start Marsh Hill Nursery School with different experiences and starting points on their journey to becoming readers and writers. We prioritise the development of communication and language. We develop children's early reading using a range of different activities and a balanced approach. We develop children's capability and motivation to write.

At Marsh Hill Nursery School, priority is always that our children love to read and the experiences which they have at nursery bring reading to life!

Our Nursery goals are that the children have good comprehension skills ensuring they can talk about stories they have heard; they can retell some familiar stories, they can join in with familiar rhymes, songs and some patterned stories and they can use story language or new vocabulary in play.

Before children become readers, they need to be confident communicators with a wide vocabulary and a secure understanding of language. Their listening skills need to have developed so that they can hear the sounds and syllables in words (phonological awareness). Children's past experiences will help them to understand that print carries meaning, and they will have watched others modelling, enjoying and retrieving information from reading. Extending this knowledge in ways that are fun and meaningful to our children, helps them to develop the curiosity to explore the sounds in words (phonemes) and later begin to make the link between the sounds and their corresponding letters (graphemes). The children experience Phase One phonics experiences as part of their nursery session. This is incorporated throughout the many approaches which the practitioners take.

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

Before children become writers, they need to have been in an environment that supports their understanding of print and to have seen people writing for a range of purposes. Rich opportunities to explore mark-making indoors and outside, help our children to communicate their ideas across all seven areas of learning.

Writing development is also dependent on children's physical development and particularly on their fine motor control and hand-eye coordination. Long before children have the understanding and motivation to make their first attempts at writing, we provide activities and experiences that ensure that children have the skills that they need to be successful writers. These include children's physical skills from throwing balls to rolling play dough, their imagination, and their sequencing skills.



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Literacy: Comprehension			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p><b>Two Year Old end point</b></p> <p><b>Vocabulary: book, picture, page, lift the flap, character names</b></p>	<ul style="list-style-type: none"> <li>• I know and enjoy singing at least six nursery rhymes.</li> <li>• I enjoy looking at books with encouragement from my key person.</li> <li>• I enjoy a story with my small group.</li> <li>• I enjoy songs and rhymes, tuning in and paying attention.</li> <li>• I pay attention and respond to the pictures or the words.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories are explored through lots of different ways– acting out, using props, listening to sounds etc</li> <li>• Look, listen and learn sessions effectively incorporate the story which consolidates and deepens children’s knowledge and understanding.</li> <li>• Books are chosen carefully to meet the needs of children and clear differentiation ensures that all children are challenged and love to read.</li> </ul>	
<p>“I am “active and curious”</p> <p><b>Rising Three end point</b></p> <p><b>Vocabulary: words, letters</b></p>	<ul style="list-style-type: none"> <li>• I choose to look at books which appeal to my interests.</li> <li>• Independently I join in with group story time.</li> <li>• I remember key parts from a story and join in with repeated refrains showing clear enjoyment.</li> <li>• I enjoy sharing books with an adult.</li> <li>• I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• I ask questions about the book. Make comments and share my own ideas.</li> <li>• I develop play around favourite stories using props.</li> </ul>	<ul style="list-style-type: none"> <li>• Books support children to enjoy and explore a range of books in detail. Whilst ensuring progress is made.</li> <li>• A range of reading material is available such as magazines, leaflets, fact sheets, poetry.</li> <li>• Reading material is available which meets the interests of the children. E.g. fiction, non-fiction, comics, magazines, leaflets, posters, traditional tales, rhymes &amp; poems.</li> </ul>	
<p>“I am capable and confident”</p> <p><b>Pre-School end point</b></p> <p><b>Vocabulary: illustration, text, writing, left to right, author, character, setting,</b></p>	<ul style="list-style-type: none"> <li>• I readily join in with poems and rhymes showing an awareness of rhythm and rhyme.</li> <li>• I seek out a range of books independently and for enjoyment.</li> <li>• I engage in extended conversations about stories, learning new vocabulary.</li> <li>• I can retell familiar stories and make up my own.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have access to a wide range of reading material, including big ‘grown up’ books which spark curiosity and interest in a new approach.</li> <li>• The library is well stocked and provides children with lots of opportunities to search for books, discover new ones and learn respect and care.</li> <li>• The home school shared library is enjoyed by the children and parents. They enjoy choosing a book together and sharing it together at home.</li> <li>• Opportunities are planned to extend vocabulary, retell and make up their own stories.</li> <li>• ‘Story Building’ with props.</li> <li>• The environment is rich in print through meaningful ways, for example, cookery books can be found in the home corner, and construction books in the block area.</li> <li>• Visits from ‘The Playhouse Theatre Company’ extend the children’s enjoy of stories and experiences allowing them to be part of the story and take on imaginative roles.</li> </ul>	



# Curriculum Sequence

Literacy: Word Reading			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>"I am a keen explorer"</p> <p><b>Two Year Old end point</b></p> <p><b>Vocabulary: book, picture, page, lift the flap, character names</b></p>	<ul style="list-style-type: none"> <li>I know and enjoy singing at least six nursery rhymes.</li> <li>I enjoy looking at books with encouragement from my key person.</li> <li>I enjoy a story with my small group.</li> <li>I join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>I can say some of the words in songs and rhymes.</li> <li>I can copy finger movements and other gestures.</li> <li>I sing songs and say rhymes independently, for example, singing whilst playing.</li> </ul>	<ul style="list-style-type: none"> <li>Stories are explored through lots of different ways– acting out, using props, listening to sounds etc</li> <li>Look, listen and learn sessions effectively incorporate the story which consolidates and deepens children’s knowledge and understanding.</li> <li>Books are chosen carefully to meet the needs of children and clear differentiation ensures that all children are challenged and love to read.</li> </ul>	
<p>"I am “active and curious”"</p> <p><b>Rising Three end point</b></p> <p><b>Vocabulary: words, letters</b></p>	<ul style="list-style-type: none"> <li>I choose to look at books which appeal to my interests.</li> <li>Independently I join in with group story time.</li> <li>I enjoy sharing books with an adult.</li> <li>I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>I repeat words and phrases from familiar stories.</li> <li>To begin to make sound discrimination e.g. environmental, instrumental sounds, body percussion.</li> </ul>	<ul style="list-style-type: none"> <li>Books support children to enjoy and explore a range of books in detail. Whilst ensuring progress is made.</li> <li>A range of reading material is available such as magazines, leaflets, fact sheets, poetry.</li> <li>Reading material is available which meets the interests of the children. E.g. fiction, non-fiction, comics, magazines, leaflets, posters, traditional tales, rhymes &amp; poems.</li> <li>Children reading and recognising their name during self-registration activities and hanging their coats and bags on their pegs.</li> </ul>	
<p>"I am capable and confident"</p> <p><b>Pre-School end point</b></p> <p><b>Vocabulary: illustration, text, writing, left to right, author, character, setting,</b></p>	<ul style="list-style-type: none"> <li>I recognise some letters from my name.</li> <li>I can blend and segment orally.</li> <li>I seek out a range of books independently and for enjoyment.</li> <li>I notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul>	<ul style="list-style-type: none"> <li>Children have access to a wide range of reading material, including big ‘grown up’ books which spark curiosity and interest in a new approach.</li> <li>The library is well stocked and provides children with lots of opportunities to search for books, discover new ones and learn respect and care.</li> <li>Reading opportunities can be found throughout the whole environment.</li> <li>Planned and ‘In the Moment Planning’ opportunities support high quality teaching of the seven aspects of ‘Phase 1’ phonics. These include; environmental sounds, instrumental sounds, body percussion, rhythm &amp; rhyme, alliteration, voice sounds and oral blending &amp; segmenting.</li> </ul>	



# Curriculum Sequence

Literacy: Writing			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>"I am a keen explorer"</p> <p><b>Two Year Old end point</b></p> <p><b>Vocabulary: draw, scribble, fist, paint, crayon, range of tools</b></p>	<ul style="list-style-type: none"> <li>I enjoy the sensation of making uncontrolled marks using a range of tools and materials</li> <li>I enjoy drawing freely.</li> </ul>	<ul style="list-style-type: none"> <li>Mark making and writing is provided on a big scale both indoors and out.</li> <li>Lots of sensory opportunities are encouraged, for e.g., making marks in shaving foam, corn flour.</li> <li>Lots of opportunities to encourage children to physically make large scale movements imitating the action of writing in the air.</li> <li>Adults model writing within the environment whenever possible and in meaningful ways.</li> </ul>	
<p>"I am "active and curious"</p> <p><b>Rising Three end point</b></p> <p><b>Vocabulary: circles, lines, zig zags,</b></p>	<ul style="list-style-type: none"> <li>I can make more controlled and detailed marks such as circles and lines with encouragement from an adult.</li> <li>I can tell an adult what my marks mean.</li> <li>I make marks on my picture to stand for my name.</li> </ul>	<ul style="list-style-type: none"> <li>My key person spends time drawing and creating beside me and providing a running commentary.</li> <li>Key people understand the stages of emergent writing and how this relates to their own key children. Differentiation is then used effectively to ensure progress continues to be made.</li> </ul>	
<p>"I am capable and confident"</p> <p><b>Pre-School end point</b></p> <p><b>Vocabulary: spirals, letter shapes, writing, 'this says', forms of writing, e.g. lists, letters,</b></p>	<ul style="list-style-type: none"> <li>I enjoy mark making for a purpose, such as writing a shopping list or drawing a picture</li> <li>I can copy some letters or write some letters from my name</li> <li>My marks carry a meaning which is clear to me and is often very detailed.</li> </ul>	<ul style="list-style-type: none"> <li>Writing opportunities are provided through lots of different experiences, from big writing to tiny.</li> <li>Adults model writing for a purpose within provision, for e.g., when taking the register, passing a note to another teacher, or supporting a child's individual learning.</li> <li>Writing is presented in a fun and irresistible way.</li> <li>Writing is explored both inside and out and in completely different ways, for e.g., with sticks in mud, chalking outside, water and paint brushes.</li> </ul>	