

Nursery Literacy Medium Term Planning Summer 2

Reading	How to support this:
<p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p>	<ul style="list-style-type: none"> • Adults to provide a range of reading materials that both enable children to draw on their home and community experiences and introduce children to a new and diverse range of texts, genre and media. • Adult to ensure children can see written text, e.g. use big books, and model the language of print, such as letter, word, page, beginning, end, first, last, middle. • Adults to provide a range of resources in play areas, such as empty cereal packets, labels and signs that children become familiar with and include in their play. • Adults to introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake or following safety procedures. • Adults to make paper and digital books with children of activities they have been doing, using photographs of them as illustrations.
<p>Begins to develop phonological and phonemic awareness</p> <ul style="list-style-type: none"> - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words 	

Writing:	How to support this:
<p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p>	<ul style="list-style-type: none"> • Adults to notice and encourage children’s drawing, painting and early writing and the meanings that they give to them, such as when a child covers a whole piece of paper and says, “I’m writing”. • Adults to celebrate and value children’s early attempts at graphic representation – focusing on the meaning and content rather than letter formation. • Adults to model and include children in using signs and writing to expand playful experiences such as making signs for a shop or car wash, instructions for a ball game, a list of names for a taking turns. • Adults to support children in recognising and writing their own names. • Adults to write down thing's children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well. • Adults to set up environments of offices, dens in the garden, library, shop, home corner with greetings cards, etc., so that children engage in literacy events in which they spontaneously participate. • Adults to provide a range of accessible materials and tools for writing as part of everyday play activity, including role play, both indoors and outdoors. • Adults to write poems and short stories together with the children, writing down ideas they suggest.

	<ul style="list-style-type: none"> • Adults to scribe children’s stories and re-read and enact their stories in small group activities. • Adults to involve children when you make lists or write notes and messages. • Adults to think out loud and talk through what you are doing when writing on typing on screen. • Adults to provide activities during which children can experiment with writing, for example, leaving a message. • Adults to encourage children to use their phonic knowledge when writing, and model this in your own writing.
Phonics	<p>Week 1: Aspect 7 – Blending CVC words Week 2: Aspect 7 – Blending CVC words Week 3: Aspect 7 – Blending CVC words Week 4: Aspect 7 – Segment and blend CVC words Week 5: Aspect 7 - Segment and blend CVC words Week 6: Aspect 7 - Segment and blend CVC words Week 7: Teaching and learning chosen to ensure all children are secure with syllables, rhyme, alliteration, blending and segmenting and blending.</p>