Nursery Literacy Medium Term Planning Autumn 2

Reading	How to support this:
Repeats and uses actions, words or phrases from familiar stories	○ Adults to encourage children to use and extend the stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories. ○ Adults to tune into words from stories that individual children particularly enjoy, e.g. children's favourite words and words that are emotionally important to them. Revisit these words in meaningful interactions. ○ Adults to read stories that children already know, pausing at intervals to encourage them to "read" the next word. ○ Adults to find quality time every day to tell and read stories to children, using puppets, soft toys, or real objects as props. ○ Adults to provide stories, pictures and puppets which allow children to experience and talk about how characters feel. ○ Adult to create frequent opportunities for singing, rhymes and music sessions.
Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end Re-enacts and reinvents stories they have heard in their play	○ Adults to discuss with children the characters and events in books being read to them. ○ Adults to encourage children to predict outcomes, to think of alternative endings and to compare story plots and the feelings of characters with their own experiences. ○ Adults to provide some simple poetry, song, fiction and nonfiction books, both paper copies and digital. ○ Provide fact and fiction books and possibly ebooks that children can access independently in all areas, e.g. construction area as well as the book area. ○ Adults to provide books containing photographs that children can share with adults, peers and read on their own. ○ Adults to add child-made books and adult-scribed children's stories to the book area and share these stories with others. ○ Adults to provide multimodal texts (that blend alphabetic print, images and symbols) that reflect the literacy practices that children encounter in their home and community spaces, enabling children to connect and draw on different aspects of their emerging literacy experiences.

Writing:	How to support this:
Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	○ Adults to listen and support what children tell you about their drawings and early writing. ○ Adults to write down (scribe) the words that children use and display these words, for example, with photos ○ Adults to co-create stories orally with individual children and in small groups. Scribe the stories and display them for children to look at independently or with a parent or friend. ○ Adults to encourage children to make recordings of their own stories (e.g. on a digital tablet) and create opportunities for children to perform their stories to each other.

	○ Adults to draw attention to marks, signs and symbols in the environment and talk about what they represent. ○ Adults to ensure this involves recognition of English, other languages and scripts. ○ Adults to provide materials which reflect cultural diversity, so children see symbols and marks with which they are familiar, and learn that there are many different script systems e.g. Arabic, Chinese, Greek and Braille. ○ Adults to try to have a notepad to hand (e.g. A5 size) in which you can scribe children's stories and special words and share these stories and words with children. ○ Adults to ensure children see you writing for a purpose, e.g. a shopping list, message for parents, labels in children's play areas or reminders for ourselves.
Sometimes gives meaning to their drawings and paintings Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves	○ 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 support children in recognising and writing their own names. ○ Adults to write down things 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 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 provide activities during which children can experiment with writing, for example, leaving a message.

Phonics	**Focus and book**
Week 1: Book focus – Aspect 1 Environmental sounds	Focus: Tuning in. Book: In the Darkness of the Night, by Emily Rand
Week 2: Book focus – Aspect 1 Environmental sounds	Focus: Tuning in. Book: Choo Choo Clickerty-Clack, by Margaret Mayo and Alex Ayliffe
Week 3: Listening walks - Aspect 1 Environmental sounds	Focus: Tuning in. Book: So Many Sounds, by Tim McCanna (title and page 1-2)
Week 4: Book focus – Aspect 6 Voice sounds	Focus: Tuning in and Listening and remembering. Book: Roadworks, by Sally Sutton and Brian Lovelock, What the Ladybird Heard, by Julia Donaldson and Lydia Monks
Week 5: Instruments – Aspects 2/1 Instrumental sounds and Environmental sounds	Focus: Tuning in and Listening and remembering. Books: Toot! Toot!, by Child's Play and Cocoretto, Class book: So Many Sounds, by 'class name', Choo Choo Clickerty Clack, by Maragret Mayo and Alex Ayliffe
Week 6: Themselves – Aspects 2/1/6 Environmental sounds, Instrumental sounds and Voice sounds	Focus: Tuning in and Listening and remembering. Book: Toot! Toot!, by Child's Play and Cocoretto, Class book: So Many Sounds, by 'class name', What the Ladybird Heard, by Julia Donalson and Lydia Monks
Week 7: Themselves – Aspects 3/1 Body percussion and Environmental sounds	Focus: Tuning in and Listening and remembering. Book: Toot! Toot!, by Child's Play and Cocoretto