

Rockwood Nursery School

Sequence of Learning for Literacy

Intent for Reading			
<i>for children to value reading as a source of pleasure and information, to know how to hold and use books</i>			
	INTENT	IMPLEMENTATION	IMPACT
Stage One	<p>To show an interest in books by picking them up and putting them down.</p> <p>To stop and be aware when a familiar rhyme is sung in the classroom</p> <p>To be aware of adults reading stories within the curriculum and maybe stop and listen for a while.</p> <p>To know that you can look at a book and it can be interesting and enjoyable.</p> <p>To take home a school library book to share with your family.</p> <p>To enjoy looking at a picture in a book with a familiar adult for a short period of time.</p> <p>To know where to find a book.</p> <p>To recognise that books are kept in a special place.</p> <p>Join in with some actions from a familiar rhyme</p>	<p>Have a cosy and calming area for children to enjoy, with cushions and comfortable seating.</p> <p>Have a range of information books and story books.</p> <p>Have a storyboard, puppets and soft toys to read to.</p> <p>Parent library for parents to use with their children independently (information books for parents as well as books for children and rhyme cards.</p> <p>To use favourite short stories or rhymes to help children settle in the Nursery Classroom.</p> <p>Story-sacks with story book, information book, rhyme card and activity.</p> <p>Offer a culture and diverse rich assortment of reading materials.</p>	<p>Children feel a sense of calmness and safety in this area. A quiet area where children can relax and share books.</p> <p>The library promotes a love of books and encourages parents to share books with their child.</p> <p>Children begin to observe at a young age some of the similarities and differences of people in their lives and the world (link to UW and British Values).</p> <p>Children are introduced to cohesion, tolerance and acceptance of different abilities and ways of life.</p> <p>Parents can take the storysacks home to share with their child. Storysacks bring stories to life and the</p>

Offer books with sign language and other ways of communication.

Book swap (book week)

Celebrate World Book Day – read and dress up as characters

Rhyme packs (nursery rhymes and action rhymes) with a rhyme card and activity (for children assessing SALT or slight delay)

Model reading and presenting stories in interesting ways- props, storyboards, puppets, story shelves, use the book as a prop itself e.g. as a fin for a shark or a beak for a bird etc
Adult dresses up as a character of the book they are reading.

Teach children how to handle books- talk about it in registration.

Encourage appropriate behaviour within book areas.

Following children's interests when providing books.

Sing lots of action rhymes, nursery rhymes, songs; using props.

Different types of books.

Big books, lift the flap.

information books can extend children's knowledge and understanding of the world. Rhyme cards encourage children to enjoy words and language and help children take to reading.

The book swap encourages all children to take a special book home to share with their parents.

Learning rhymes has been proven to help children when they first start to read independently.

Adults demonstrate how to use books carefully. They present them in interesting ways to capture interest and imagination. Adults talk to children about book handling and how our books are precious.

By following the children's interests' books can capture, extend, prompt questions and connect ideas in the child's learning.

Props and rhymes help to capture young children who have limited concentration. Using different types of books and storytelling allows children of all abilities and ages to get involved.

		Staff encouraging children to sit for short periods of time.	
Stage Two	<p>To sit and listen to a familiar, short story</p> <p>To handle a book, holding it the right way and put it back in the right place.</p> <p>To join in with their favourite rhyme in whichever way they can communicate.</p> <p>To begin to point pictures, showing an interest in the story.</p> <p>To bring a book to an adult for them to read.</p> <p>To distinguish between different sounds in the environment.</p> <p>To use their voices to make different sounds.</p>	<p>ALL OF THE ABOVE AND:</p> <p>Circle time/Registration/Snack time</p> <p>Storytime</p> <p>Stories with props, visuals, sounds, repetition, involve them.</p> <p>Encourage them to join in.</p> <p>Storyboard- adults can use eyes to engage with children.</p> <p>Adults arrange children to help them concentrate. Young children are brought nearest to the adult.</p> <p>Children to enjoy the adventure of reading in a variety of locations and with a variety of adults e.g. the library bus, outside classroom</p>	<p>ALL OF THE ABOVE AND:</p> <p>Stories form part of the routine at nursery and are shared on a regular basis and children know what to expect and what they need to do.</p> <p>Adults have high expectations of the children and actively encourage good sitting and listening. Adults encourage children to join in with refrains, puppets, storyboards, and acting. This encourages children to explore stories in different ways.</p>
Stage Three	<p>To join one of the school's phonics groups.</p> <p>To listen to a range of different stories with interest.</p> <p>To join with repeated parts of familiar stories and rhymes.</p> <p>To use instruments to copy and create different rhythms.</p> <p>To begin to answer simple questions about what is happening in the story</p> <p>To know that a story starts and has an ending.</p> <p>To find the front cover of a book.</p> <p>To be able to recognise their own name and other logos /familiar signs in the environment</p>	<p>ALL OF THE ABOVE AND:</p> <p>Leaving gaps for children to fill, e.g. "He huffed and he....."</p> <p>Sabotage stories and rhymes for the children to notice and correct e.g. "the little pig blew the house down"</p> <p>Substitute the children's names into the story or rhyme to aid interest and sustain concentration.</p> <p>Tatty Bumpkins- recall, add to the narrative and act out the story.</p>	<p>ALL OF THE ABOVE AND:</p> <p>By leaving gaps and/or pausing children are encourage to listen attentively and join in with refrains they recognise.</p> <p>Tatty Bumpkins encourages children to explore stories using all of their bodies in a calm and relaxed atmosphere.</p> <p>Children use storyboards and their own books to retell stories in their own way. At first, they may use very little language but simply move the characters around or draw them giving them a label, later they will extend</p>

		<p>Storyboards for children to tell their own version of a story. Make their own books.</p> <p>Lots of print in the environment, e.g. learning walls, information boards and labelled resources/toys Using challenges, treasure hunts etc.</p> <p>Name board Children to recognise and find name next to coat hook. Children to recognise and find their name on lunch box Children to recognise and find their name on pigeon hole.</p> <p>Musical instruments in room for children to explore.</p>	<p>their storytelling skills as they practice using storyboards and writing for different stories.</p> <p>A print rich environment encourages children to become familiar with signs, pictures and words.</p> <p>A child's name is often the first thing they will read. Name cards are used in many different areas to encourage this.</p> <p>In order to read and write children need to be able to listen. Musical instruments encourage children to listen and differentiate sounds.</p>
<p>Stage Four</p>	<p>To enjoy singing different rhymes. To identify two words which rhyme. To predict what might happen next in a story. To sequence the main events in a familiar story. To look at books independently, retelling the story their friends and turning the pages one at a time in the right order. To know that there are different types of books, some which give us information To know that print carries meaning and know the difference between the words and the pictures.</p>	<p>ALL OF THE ABOVE AND: WellComm activities to explore various concepts and understanding of language. Rhymes everyday- circle time, dinner time, end of day. Phase 1 activities from letters and sounds. Rhyming stories, silly soup, wibbly wobbly woo.</p> <p>Book area in Forest School, often activities start from a story.</p>	<p>ALL OF THE ABOVE AND: Children sit in groups and explore language concepts with their peers.</p> <p>Rhyming and alliteration are introduced through rhymes and stories; encouraging children to become familiar with the concept and have fun with language.</p> <p>Getting outdoors can often encourage children who find it difficult to</p>

	<p>To begin to recognise words which begin with the same sound.</p> <p>To begin to recognise letters with particular significance to them.</p> <p>To be able to read their own name from a group of others.</p>	<p>Forest School walks</p> <p>Recall and record to make group book.</p> <p>Reading signs, maps, café.</p> <p>Forest School signs</p> <p>Information books in Forest School.</p> <p>Forest School learning wall in cloakroom for adults and children to ask questions, reflect and recall.</p>	<p>concentrate indoors. Books are an important part of forest school and often signs and symbols are used during activities encouraging the children to look carefully and sometimes find meaning from a symbol (such as an arrow or a cross)</p> <p>Walks are often recorded through photos, drawings and an adult scribe.</p> <p>Children can “read” this information to help them recall their experiences.</p>
<p>Stage Five</p>	<p>To begin to hear the beginning, middle and end sound in a simple word.</p> <p>To say the simple sounds in a word.</p> <p>To be able to blend three simple sounds together to make a word c -a-t cat</p> <p>To know that print is read from left to right and top to bottom.</p> <p>To recognise features of a book.</p> <p>To be able to answer questions which show an understanding of the main events and characters in a book</p>	<p>ALL OF THE ABOVE AND:</p> <p>WellComm activities often have visual resources to support them and encourage children to make sense of concepts such as positional language.</p> <p>Phase 1 activities are explored in small WellComm groups, including rhyming, alliteration, and initial sounds.</p> <p>Encourage children to have fun with these new concepts.</p> <p>Invite educational theatre companies into nursery to retell, through acting and singing, familiar stories e.g. Alice in Wonderland.</p> <p>Visit local primary school to watch their Christmas plays.</p>	<p>ALL OF THE ABOVE AND:</p> <p>Visual aids are an important part of activities that children need to understand and gain meaning from.</p> <p>Children explore language in a fun way, through activities, songs and stories. They gain awareness of rhyming, alliteration and initial sounds building up to completing a rhyming string and being able to identify objects initial sounds.</p> <p>Children can talk to the actors in character of the theatre company giving opportunity to understand the characters and story more.</p> <p>Children will have an opportunity to be exposed to a part of school life during a period of celebration.</p>

<p>Stage Six</p>	<p>To begin Phase Two of Letters and Sounds To answer questions about the feeling of characters in the story. To give their own opinion about an event in a story. To recognise the graphemes SATP (set 1) and SATPIN (set 2) Use these to identify words that may begin with those sounds. To become aware of the letters of the alphabet. To recognise some capital and lower case letters. To read/recognise simple words which are meaningful to them such as their friends names and members of their family.</p>	<p>ALL OF THE ABOVE AND: Explore initial sounds, beginning with SATP. Using resources such as the initial letter tubs, beanbag explore a letter, and alphabet games, such as, I spy and sound snap. Alphabets are displayed in the classroom. Alphabet hunts, starting with Logos that the children will be familiar with. Simple words with pictures are available in the mark making area, such as, mummy, daddy, cat, dog for children to recognise.</p>	<p>ALL OF THE ABOVE AND: Adults encourage children's awareness to letter sounds by beginning with the child's name and exploring what other words start with their special letter, alliteration names help this, such as Libby Leopard etc. Alphabet displays with logos help children gain confidence with words and letters. Adults leave gaps or suggest a sound of a word to encourage children to have a go. Mark making and emergent writing is celebrated through praise, sharing with others and displaying on the children's learning walls.</p>
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