

ROCKWOOD NURSERY SCHOOL

LITERACY CURRICULUM - COMPREHENSION AND WORD READING - 2-4 YEAR OLDS

HEDGEHOG ROOM - 2 - 3 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING			
ASPECT	Autumn/ Term 1	Spring / Term 2	Summer / Term 3
<p>COMPREHENSION</p> <p>Develops when adults talk about the world around them and the books/rhymes they share together.</p>	<ul style="list-style-type: none"> I am interested in actions and sounds both in rhymes and repetitive stories. How to stop and be aware when a familiar rhyme is sung in the classroom I am interested in books, turn the pages one by one. 	<ul style="list-style-type: none"> How to join in with action rhymes and sometimes complete the words in a familiar rhyme e.g. "Humpty Dumpty sat on a" I enjoy sharing a lift the flap book with a familiar adult I can seek out an adult to read to me. How to sit and listen to a familiar, short story 	<ul style="list-style-type: none"> How to sing nursery rhymes and songs I am beginning to show an interest in the refrains in traditional/repetitive stories - e.g. blow when the wolf huffs and puffs That sometimes I join in with refrains. How to listen to a range of different stories with interest. I am beginning to answer simple questions about what is happening in the story How to use factual books to find out more about a subject- farm animals.
<p>INTENT</p> <p>I know...</p>			
<p>WORD READING</p> <p>Tuning into sounds which in time will build knowledge of phonemes and graphemes to decode the printed word.</p>	<ul style="list-style-type: none"> How to explore books both on my own and with an adult. Sounds that I hear and will sometimes ask "What's that?" I enjoy making sounds - with a spoon and pan for example. When adults are reading stories within the continuous provision and maybe stop and listen for a while. That you can look at a book and it can be interesting and enjoyable. 	<ul style="list-style-type: none"> How to point to things in a book and show interest in the pictures and print. How to handle a book, holding it the right way and put it back in the right place. How to distinguish between different sounds in the environment and identify familiar sounds. How to use my voice to make different sounds. 	<ul style="list-style-type: none"> How to recognise my own name and other logos /familiar signs in the environment How to explore making sounds with my body and percussion instruments. How to use instruments to copy and create different rhythms. That a story starts and has an ending. Where the front cover of a book is.
<p>INTENT</p> <p>I know...</p>			

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	<ul style="list-style-type: none"> • That a book has meaning through words and/or pictures • I am interested in the rhyme of the week card. • I enjoy looking at a picture in a book with a familiar adult for a short period of time. • Where to find a book. • That books are kept in a special place. 		
<p>IMPLEMENTATION</p> <p>We will.....</p>	<ul style="list-style-type: none"> • Provide opportunities for exploring books both inside and out; within the continuous provision and in designated cosy book areas • Look at books with the children, turning pages one by one and talking about the content. • Offer vocabulary that relates to the book we are looking at. • Follow the children's interest and provide literature that will appeal to their current learning. • Encourage good use of books - looking after them and putting them away properly. • Provide age appropriate books which will capture their imagination. 	<ul style="list-style-type: none"> • Show children books in small groups and individually; looking at the pictures and print. • Ask questions at an appropriate level to engage children in the text (show me the tiger; what do you think he will eat next?) • Provide a language rich environment where children have lots of pictures and print to look at and discuss. • Label areas and boxes clearly to aid tidying up but also demonstration print and pictures are useful. • Use the child's picture and name to label their cloakroom peg. 	<ul style="list-style-type: none"> • Have core rhymes/rhyme of the week to encourage children to learn and sing new songs. • Provide puppets and props that will encourage children to learn traditional rhymes. • Send out rhymes to parents via email so that they can sing our rhymes at home too. • Introduce new rhymes around the children's interests but regularly revisit their favourites. • Have a special place in the book area for the rhyme of the week. • Sing every day!

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ASPECT	SQUIRREL AND OWL ROOMS - 3 - 4 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING			MORE ABLE CHILDREN - 4+	
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3		
<p>COMPREHENSION</p> <p>Develops when adults talk about the world around them and the books/rhymes they share together.</p> <p>INTENT</p> <p>I know...</p>	<ul style="list-style-type: none"> How to listen to and join in with rhymes and stories I am familiar with. I enjoy singing different rhymes. How to predict what might happen next in a story. How to sequence the main events in a familiar story. How to look at books independently, retelling the story and turning the pages one at a time in the right order. That there are different types of books, some which give us information. How to re-enact stories in play situations. 	<ul style="list-style-type: none"> How to use books independently and have favourite stories and rhymes How to recognise features of a book. How to answer questions which show an understanding of the main events and characters in a book. 	<ul style="list-style-type: none"> I am listening attentively to stories I am interested in, recalling events and joining in with refrains. I am beginning to recognise the emotions in a book and how it makes me feel. How to enjoy sharing books with my friends. 	<ul style="list-style-type: none"> I am beginning to understand story structure and sequencing when I tell my own stories. How to seek out information from books or digital sources. 	<ul style="list-style-type: none"> How to describe in detail a story, discussing the plot and the characters' feelings. How to use story language in play How to offer my own ideas and comments on the stories being read to me.

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<p>WORD READING</p>	<ul style="list-style-type: none"> • That print carries meaning and is read left to right and top to bottom. • How to read their own name from a group of others that start with the same grapheme. • How to recognise logos and show interest in other labels and signs in continuous provision knowing that they carry meaning - ask when they are unsure. 	<ul style="list-style-type: none"> • How to retell familiar stories using a book and their own words and intonation. • How to clap out syllables in their name. • How to recognise the rhythm in spoken words, songs, poems and rhymes. • Some graphemes that are the same - point to a letter that is in their name. 	<ul style="list-style-type: none"> • How to identify two words which rhyme. • How to read/recognise simple words which are meaningful to them such as their friends' names and members of their family. • I am beginning to recognise words which I am beginning with the same sound. • I am beginning to recognise letters with particular significance to them. 	<ul style="list-style-type: none"> • Enjoy playing with words and I am beginning to understand concepts such as rhyming, alliteration and letter sounds. • How to say the phonemes in a CVC word and I am beginning to blend them together; c-a-t 	<ul style="list-style-type: none"> • That letters are used to write words and written words carry meaning, both for pleasure and information • I am beginning to recognise the graphemes SATP (set 1) and SATPIN (set 2). Use these to identify words that may I am beginning with these sounds. • Some of the letters of the alphabet. • How to recognise some capital and lower-case letters. • I am beginning to segment words identifying the phonemes heard.
<p>Tuning into sounds which in time will build knowledge of phonemes and graphemes to decode the printed word.</p>					
<p>INTENT</p>					
<p>I know...</p>					

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IMPLEMENTATION

We will.....

- Continue to introduce children to a wide range of rhymes, songs and poetry through our rhyme of the week which is sent by email to parents to encourage our home/school learning.
- Use the curiosity cubes/cuboids to encourage children to ask questions and develop curiosity in the world around them.
- Have print and pictures to support the print around the room to help children organise resources.
- Have a visual timetable to help sequence the day.
- Writing areas have children's name cards which can be used throughout the day in different areas of the classroom
- Book areas are well resourced and provide a calm and cosy place for children to enjoy books, rhymes, puppets and storyboards.
- Staff regularly share songs, rhymes and books with the children at group time.
- A settling down song is used at the beginning of group time to help children get ready to listen.
- Staff talk about good listening and good sitting to help children prepare for story time.
- Books are brought to life using storyboards, puppets and role play when appropriate.
- World book day is celebrated every year and children are encouraged to talk about their favourite books.
- Staff regularly read to children in the book area
- Children are encouraged to join in with story refrains.
- Staff discuss stories and encourage children to recall and predict. They talk about how the characters may be feeling.
- A logo alphabet is displayed in the classroom (Owls and Squirrels) to encourage early recognition of logos around them.
- Tapestry print outs from home are included in the book area to encourage children to talk to each other about their experiences.
- Books are in other areas of the classroom, not just the book area.
- The music area is part of the continuous provision and encourages children to experiment with making sounds.
- The emotion station helps children talk about their feelings.
- Discussing emotions is part of the WellComm programme that all the school leavers take part in.
- Key vocabulary is planned for each week. These words are repeatedly used and focused on.
- Staff encourage children to have fun with language - making up silly rhymes and changing parts of stories, etc
- Staff model graphemes and phonemes to help children make the link between sounds and letters.
- Use Red Rose Communication, Language and Literacy Phonological Awareness to help children tune into sounds building up to talking about sounds eventually exploring blending and segmenting.
- Outside hunts provide opportunities to look closely at pictures, symbols and words.
- Foster a love of reading and language through fun activities.