

Long Term Literacy Overview 2025-26 Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and my world	Seasons and change	Space	Travel	Growth	Animals and habitats
Main Text	The Magic Porridge Pot	The Enormous Turnip	Goldilocks and the Three Bears	Chicken Licken	Jack and the Beanstalk	Red Riding Hood
Wow Moments / key events	Making flapjacks	Woodland / seasonal changes	Space Dome visit Bear biscuits		Growing beans	Woodland learning
Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p> <p>Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>Throughout the year children will develop these listening skills</p> <ul style="list-style-type: none"> •Responding to questions and instructions directed to them •Following 2 part instructions •Taking part in short exchanges with others – listening and responding to adults and peers •Taking turns in conversation •Joining in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories <p>Throughout the year children will develop these speaking skills</p> <ul style="list-style-type: none"> •Articulating and speaking clearly •Speaking in 4-6 word sentences •Explaining feelings in simple terms i.e. I am sad because.... •Expressing wants and needs, such as asking for particular resources •Using simple conjunctions to connect ideas such as ‘and’ and ‘because’ •Using some positional language •Retelling a story/ event (not always in correct order) •Joining in with repeated refrains in stories/ rhymes 					

Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.</p> <p>Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<p>RETELLING AND RECALLING</p> <p>VOCABULARY ACQUISITION</p> <p>PREDICTION</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Begins to predict what might happen in stories :- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Begins to predict what might happen in stories :- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right</p>
<p>SOUND DISCRIMINATION / LETTER KNOWLEDGE</p> <p>Phonics Lessons whole class and small group.</p> <p>Child initiated learning</p>	<p>Aspect 1 General Sound Discrimination - Environmental Sounds</p> <ul style="list-style-type: none"> • Develop listening skills and awareness of sounds in the environment • Identify and remember the differences between sounds • Talk about sounds in greater detail <p>Aspect 2 General Sound Discrimination - Instrumental Sounds</p> <ul style="list-style-type: none"> • Develop awareness of sounds made with instruments • Listen to and appreciate the difference between sounds made with instruments • Use a wide vocabulary to talk about instrument sounds <p>Aspect 3 Body Percussion</p> <ul style="list-style-type: none"> • Develop awareness of sounds and rhythms • Distinguish between sounds and remember patterns of sound • Talk about sounds we make with our bodies and what the sounds mean <p>Aspect 4 Rhythm and Rhyme</p> <ul style="list-style-type: none"> • Experience and appreciate rhythm and rhyme • Develop awareness of rhythm and rhyme in speech 					

See separate phonic long term plan	<ul style="list-style-type: none"> • Increase awareness of words that rhyme and develop knowledge about rhyme • Talk about words that rhyme and produce rhyming words 					
	Aspect 5 Alliteration					
	<ul style="list-style-type: none"> • Develop understanding of alliteration • Listen to sounds at the beginning of words and hear the differences between them • Explore how different sounds are articulated 					
	Aspect 6 Voice Sounds					
	<ul style="list-style-type: none"> • Distinguish between the differences in vocal sounds • Explore speech sounds • Talk about the different sounds that we can make with our voices 					
	Aspect 7 Oral Blending and Segmenting					
<ul style="list-style-type: none"> • Develop oral blending and segmenting of sounds in words • Listen to sounds within words and remember them in the order in which they occur • Talk about the different sounds that make up words 						
Level 2 Twinkl Phonics from Autumn 2 – see separate Phonics LTP.						
	None first half term	Introduce L2 GPCs s,a,t,p,i,n	Recap s,a,t,p,i,n Introduce L2 GPCs m,d,g,o,c	Recap m,d,g,o,c Introduce L2 GPCs k,c,k,e,u,r	Recap k,c,k,e,u,r Introduce L2 GPCs h,b,f,l,ff	Recap h,b,f,l,ff Introduce L2 GPCs Ll,ss,s(saying z)
Writing	Mark making using mark making tools in trays of sand etc. Using larger paintbrushes to paint with. Using chunky chalks on the ground outside. Manipulating play dough with variety of tools Draw some marks on paper, not always distinguishable	Mark making using mark makers such as chunky chalks, paintbrushes, pens Following large pattern templates. Draw some marks on paper, not always distinguishable Manipulating play dough with variety of tools	Mark making using mark makers such as chunky chalks, paintbrushes, pens Following large pattern templates Draw some marks on paper, not always distinguishable Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make. Uses pens/ pencils/ paintbrushes with developing tripod grip.	Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make. Uses pens/ pencils/ paintbrushes with developing tripod grip. Can draw some recognisable pictures and give meaning to the marks they make	Uses pens/ pencils/ paintbrushes with developing tripod grip. Can draw some recognisable pictures and give meaning to the marks they make Form some letter shapes/ can copy or write their own name/ writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)	Uses pens/ pencils/ paintbrushes with developing tripod grip. Form some letter shapes/ can copy or write their own name/ writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)

