

Nursery Curriculum Coverage & Objective Progression - *Intent*

Area: **Literacy**

Aspect: **Phonics/Word Reading**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills <u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Notice some print Have favourite books and seek them out <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Understand 5 key concepts about print <ul style="list-style-type: none"> Print has meaning Print has different purposes Develop phonological awareness - <ul style="list-style-type: none"> Spot and suggest rhymes <p><u>Granby Expectation</u> Phase 1 phonics:</p> <ul style="list-style-type: none"> Listen attentively Enlarge their vocabulary Aspect 1 - Environment sounds - Identify different sounds around Aspect 2 - Instrumental sounds - Use instruments to make different sounds and patterns Aspect 3 - Body percussion - Use body to make different sounds and patterns Aspect 6 - Voice sounds - Speak confidently 	<p>Knowledge and Skills <u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Notice some print Have favourite books and seek them out <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Understand 5 key concepts about print <ul style="list-style-type: none"> Print has meaning Print has different purposes We read English left to right Names of the different parts of the book Develop phonological awareness - <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables <p><u>Granby Expectation</u> Phase 1 phonics:</p> <ul style="list-style-type: none"> Listen attentively Enlarge their vocabulary Aspect 2 - Instrumental sounds - Use instruments to make different sounds and patterns Aspect 3 - Environment sounds - Identify different sounds around Aspect 2 - Instrumental sounds - Use instruments to make different sounds and patterns Aspect 3 - Body percussion - Use body to make different sounds and patterns Aspect 6 - Voice sounds - Speak confidently Aspect 4 - Rhythm - Recognise rhythm in spoken word 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Understand 5 key concepts about print <ul style="list-style-type: none"> Print has meaning Print has different purposes We read English left to right Names of the different parts of the book Page sequencing Develop phonological awareness - <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables <p><u>Granby Expectation</u> Phase 1 phonics:</p> <ul style="list-style-type: none"> Listen attentively Enlarge their vocabulary Aspect 2 - Instrumental sounds - Use instruments to make different sounds and patterns Aspect 3 - Body percussion - Use body to make different sounds and patterns Aspect 6 - Voice sounds - Speak confidently Aspect 4 - Rhythm - Recognise rhythm in spoken word Aspect 4 - Rhyme - Show awareness of rhyme 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Understand 5 key concepts about print <ul style="list-style-type: none"> Print has meaning Print has different purposes We read English left to right Names of the different parts of the book Page sequencing Develop phonological awareness - <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables Recognise words with same initial sound <p><u>Granby Expectation</u> Phase 1 phonics:</p> <ul style="list-style-type: none"> Aspect 3 - Body percussion - Use body to make different sounds and patterns Aspect 4 - Rhythm - Recognise rhythm in spoken word Aspect 4 - Rhyme - Show awareness of rhyme Aspect 5 - Alliteration - Show awareness of alliteration 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Understand 5 key concepts about print <ul style="list-style-type: none"> Print has meaning Print has different purposes We read English left to right Names of the different parts of the book Page sequencing Develop phonological awareness - <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables Recognise words with same initial sound <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Read a few common exception words matched to school's phonic programme. <p><u>Granby Expectation</u> Phase 1 phonics:</p> <ul style="list-style-type: none"> Aspect 4 - Rhythm - Recognise rhythm in spoken word Aspect 4 - Rhyme - Show awareness of rhyme Aspect 5 - Alliteration - Show awareness of alliteration. Hear and say initial sounds in words (40/60 mths) Aspect 7 - Oral Blending - Discriminate phonemes – blend the sounds in simple words (audibly in order) 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Understand 5 key concepts about print <ul style="list-style-type: none"> Print has meaning Print has different purposes We read English left to right Names of the different parts of the book Page sequencing Develop phonological awareness - <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables Recognise words with same initial sound <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Read a few common exception words matched to school's phonic programme. <p><u>Granby Expectation</u> Phase 1 phonics:</p> <ul style="list-style-type: none"> Aspect 4 - Rhythm - Recognise rhythm in spoken word Aspect 4 - Rhyme - Show awareness of rhyme Aspect 5 - Alliteration - Show awareness of alliteration. Hear and say initial sounds in words (40/60 mths) Aspect 7 – Oral Blending - Discriminate phonemes – blend the sounds in simple words (audibly in order) Aspect 7 - Oral Segmenting - Discriminate phonemes – segment the sounds in words (use sound talk)

Nursery Curriculum Coverage & Objective Progression - *Intent*

Area: **Literacy**

Aspect: **Comprehension**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills <u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Give meaning to some marks Have favourite books and seek them out Ask questions about the book <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary <p>Granby Expectation To understand spoken language and develop –</p> <ul style="list-style-type: none"> Vocabulary range Concepts used Sentence structure – grammar and syntax The intent of speaker – what is MEANT rather than what is SAID Non-verbal communication clues <p>To demonstrate an understanding of the story read –</p> <ul style="list-style-type: none"> Talk about the characters in the story Blanks level questions – level 1 – naming 	<p>Knowledge and Skills <u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Give meaning to some marks Have favourite books and seek them out Develop play around favourite stories using props Ask questions about the book <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary <p>Granby Expectation To understand spoken language and develop –</p> <ul style="list-style-type: none"> Vocabulary range Concepts used Sentence structure – grammar and syntax The intent of speaker – what is MEANT rather than what is SAID Non-verbal communication clues <p>To demonstrate an understanding of the story read –</p> <ul style="list-style-type: none"> Talk about the characters in the story Blanks level questions – level 1 – naming 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary <p>Granby Expectation To understand spoken language and develop –</p> <ul style="list-style-type: none"> Vocabulary range Concepts used Sentence structure – grammar and syntax The intent of speaker – what is MEANT rather than what is SAID Non-verbal communication clues <p>To demonstrate an understanding of the story read –</p> <ul style="list-style-type: none"> Talk about the characters in the story Blanks level questions – level 2 – begin to describe a scene using who, what 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary <p>Granby Expectation To understand spoken language and develop –</p> <ul style="list-style-type: none"> Vocabulary range Concepts used Sentence structure – grammar and syntax The intent of speaker – what is MEANT rather than what is SAID Non-verbal communication clues <p>To demonstrate an understanding of the story read –</p> <ul style="list-style-type: none"> Talk about the characters in the story Blanks level questions – level 2 – to describe a scene using who, what, where 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary <p>Granby Expectation To understand spoken language and develop –</p> <ul style="list-style-type: none"> Vocabulary range Concepts used Sentence structure – grammar and syntax The intent of speaker – what is MEANT rather than what is SAID Non-verbal communication clues <p>To demonstrate an understanding of the story read –</p> <ul style="list-style-type: none"> Talk about the characters in the story Blanks level questions – level 3 – to begin talk about stories and events 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary <p>Granby Expectation To understand spoken language and develop –</p> <ul style="list-style-type: none"> Vocabulary range Concepts used Sentence structure – grammar and syntax The intent of speaker – what is MEANT rather than what is SAID Non-verbal communication clues <p>To demonstrate an understanding of the story read –</p> <ul style="list-style-type: none"> Talk about the characters in the story Blanks level questions – level 3 – to begin talk about stories and events
<p>Level of demands/Questions – Blanks level 1 – Naming – objects in sight</p> <ul style="list-style-type: none"> Action on an object (Give me a plate) Find a matching object (find another like this) Name an object (What's this) 	<p>Level of demands/Questions – Blanks level 1 – Naming</p> <ul style="list-style-type: none"> Action on an object (Give me a plate) Find a matching object (find another like this) Name an object (What's this) 	<p>Level of demands/Questions – Blanks level 2 – Describing – objects in sight</p> <ul style="list-style-type: none"> Function (Which fruit do you peel?) Sentence completion (You're eating a....) Things that go together (knife and fork) Categorising objects (Show me other green fruits) Describing words (Do you want a red/green apple?) Describe a scene (What is ...doing with...?) 	<p>Level of demands/Questions – Blanks level 2 – Describing – objects in sight</p> <ul style="list-style-type: none"> Function (Which fruit do you peel?) Sentence completion (You're eating a....) Things that go together (knife and fork) Categorising objects (Show me other green fruits) Describing words (Do you want a red/green apple?) Describe a scene (What is ...doing with...?) 	<p>Level of demands/Questions – Blanks level 2 – Describing – objects in sight</p> <ul style="list-style-type: none"> Function (Which fruit do you peel?) Sentence completion (You're eating a....) Things that go together (knife and fork) Categorising objects (Show me other green fruits) Describing words (Do you want a red/green apple?) Describe a scene (What is ...doing with...?) 	<p>Level of demands/Questions – Blanks level 3 – Retelling – objects NOT NECESSARILY in sight</p> <ul style="list-style-type: none"> Follow a set of directions Instructions with extra condition (I'd like a... but not a red one) Arrange pictures in a sequence Tell a story/event

Nursery Curriculum Coverage & Objective Progression - *Intent*

Area: **Literacy**

Aspect: **Phonics/Writing**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills</p> <p><u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Add some marks to their drawings which they give meaning to Make marks on their picture to stand for their name <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use some print and letter knowledge in early writing <p>Granby Writing Expectation</p> <ul style="list-style-type: none"> To make marks – large and small scale 	<p>Knowledge and Skills</p> <p><u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Add some marks to their drawings which they give meaning to Make marks on their picture to stand for their name <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use some print and letter knowledge in early writing <p>Granby Writing Expectation</p> <ul style="list-style-type: none"> To make marks – large and small scale To trace patterns To trace their name. To begin to draw recognisable pictures 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use some print and letter knowledge in early writing Write some of their name <p>Granby Writing Expectation</p> <ul style="list-style-type: none"> To make marks, small scale To begin to draw recognisable pictures To trace sight words To write the first letter of their name. 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use some print and letter knowledge in early writing Write some of their name <p>Granby Writing Expectation</p> <ul style="list-style-type: none"> To begin to draw recognisable pictures, adding details To copy patterns To copy sight words To write the first letter of their name. To copy write their name. 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use some print and letter knowledge in early writing Write all of their name Write some letters accurately <p>Granby Writing Expectation</p> <ul style="list-style-type: none"> To draw recognisable pictures – adding features To draw own patterns To write the first letter of their name. To copy write their name. To write their name independently. To begin to copy write the sight words. 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use some print and letter knowledge in early writing Write all of their name Write some letters accurately <p>Granby Writing Expectation</p> <ul style="list-style-type: none"> To write the first letter of their name. To copy write their name. To write their name independently. To begin to write the sight words independently. To begin to write short sight word sentence (exceeding)