

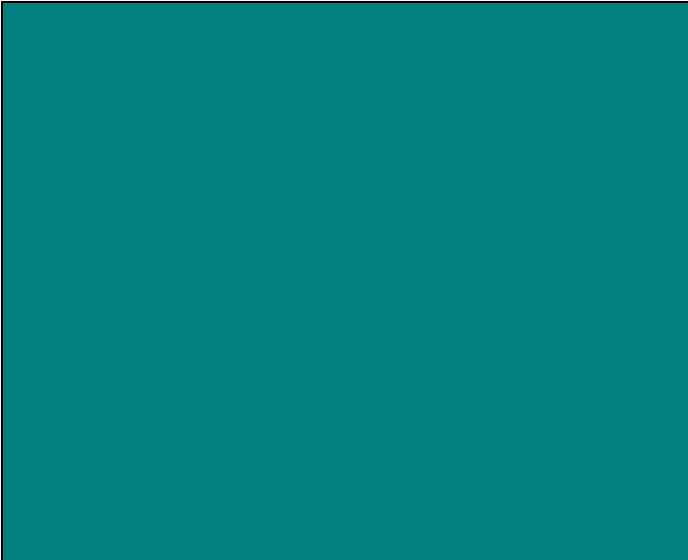
Early Learning Goals	Learning Objectives	Learning Activities/Experiences
<p>Literacy</p> <ul style="list-style-type: none"> • Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. • Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> • To develop language skills through structured discussions linked to books. • To join in and retell stories, repeating words or phrases • Fill in missing words from songs and rhymes • Recognise rhythm • Suggest how a story might end • Show some understanding of story structure • Hear and say initial sounds • Link sounds to letters, naming and sounding letters of the alphabet • Choose to look at books and handle them carefully • To know there is a difference between pictures/print and we read print. • To make marks to signify writing. • To write menus, lists, labels. • To recognise own name in print and begin to write it • To give meaning to marks they make • To develop left to right/top to bottom orientation. • To practise forming letters using paint, pencils, pens, crayons, chalks, sand, dough. 	<p>Learn and recite Nursery rhymes</p> <p>Reading area - provide props/puppets so that children can act out stories (story baskets)</p> <p>Read a range of stories each day, pointing out rhyming words and talking about the story. Encourage the children to join in with repeated refrains</p> <p>Begin daily phonics sessions – phase 1 and 2</p> <p>Point out signs and notices in the classroom and talk about what they say. Find coat pegs and registration cards with names on</p> <p>Use colouring pictures and stencils to accompany each weeks Nursery rhymes.</p> <p>Draw outside with large chalks and brushes dipped in water; draw spiders and webs on the playground. Play with streamers and skipping ropes to encourage large arm movements.</p> <p>Model writing for a purpose – message to parent's, reminders</p> <p>Provide writing materials in areas of continuous provision</p> <p>Begin weekly drawing or writing sessions of 'news'</p> <p>Encourage use of phonics when writing.</p> <p>Use letter names and sounds and talk about letter families when writing.</p> <p>Practice writing name on wipe off cards/white boards</p> <p>Make woolly lines and letters – cover a pre-drawn writing pattern or letter with wool to reinforce initial letter of name.</p> <p>Some children could write their name in wool.</p> <p>Play a rhyming star game where children match the stars that rhyme e.g. star/car, house/mouse</p> <p>Spell a star – have available cvc words on star cards – in a</p>

**Medium Term Planning
SPECIFIC AREA - Literacy**

Nursery

**St Michael's Nursery & Infant School
Autumn 1 Nursery Rhymes**

Stacey Hudson



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tray, mix letter stars with black beans. Ask children to find the letters to spell out the words.

Hickory Dickory Dock -Think of some words that rhyme with words such as 'clock' and 'ran'. Do this for other nursery rhymes. Make a collection of things that begin with 'b' when learning Baa Baa Black sheep. Add words to the display.

All children to complete writing assessments during the first 2 weeks.