



Literacy Development Nursery

<u>Development Matters Statements</u>	The Nursery children can....
Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	• With support, find their own coat peg. • Independently find their own coat peg. • With support, find their own name card and put it on the board. • Independently find their own name card and put it on the board. • With support, use the labels in the classroom to find resources and put them away. • Explore and engage with the different reading materials in the book area. • Handles reading materials with care, turning the pages carefully. • Independently find their own coat peg and begin to find their friend's coat peg. • Independently find their own name card and put it on the board and begin to find their friend's name card. • Independently use the labels in the classroom to find resources and put them away. • With support notice labels and signs around the EYFS environment and within school.

	• Explore and engage with the different reading materials in the book area and notice the page numbers, title and cover of books. • Beginning to use their finger to follow the text from left to right when roleplaying reading. • With support, talk about finger spaces between words and full-stops. • Independently find their own name card and put it on the board and help their friends. • Notice labels and signs around the EYFS environment and within school and know what they mean and say. • Explore and engage with the different reading materials in the book area and notice the page numbers, title and cover of books, as well as pretend to read the text from left to right, using their fingers, point out a word, finger space, capital letter, full-stop and have an idea where to find the blurb. • Sit with books or when reading a story, share ideas of what might happen, is happening and what might happen at the end. • Say who are the main characters are in a story.
Develop their phonological awareness, so that they can: • spot and suggest	• Identify and match everyday sounds with objects and pictures • Use musical instruments and sound makers to explore sound making • Identify and match musical sounds with pictures • Join in with action songs and body percussion activities • Join with rhythmic activities

rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother See Nursery phonics progression maps.	• Joining in with clapping a steady beat • Follow auditory sequencing (up to three sounds) • Identify the sounds of instruments and name them • Play instruments in different ways following simple instructions and prompts (fast / slow, loud/quiet) • Continue, repeat and make up own rhythms • Follow auditory sequencing (up to three instruments) • Fill in the rhyming gaps in stories • Recognise when 2 words rhyme • Clap/bang the syllables in their name and familiar words • Respond to a rhyme which identifies their name eg Alfie = Ralfie • Begin to generate rhyming strings. • Hear and say the initial sound in their name • Hear and say the initial sound in words and recognise when words begin with the same sound. • Orally segment and blend simple familiar words during phonics games and activities.
Engage in extended conversations	• Engage with a range of reading materials that allow children to explore diversity and age-appropriate interests (CBeebies). • Children engage with ‘Spine’ texts and appropriate activities around them.

about stories,
learning new
vocabulary.

- Sit and listen to a range of stories read (or told orally with props eg. in RE) by an adult and begin to respond to simple questions. E.g. What animal would you choose from the zoo?
- With support, role-play familiar stories and practice story language and simple plots within those stories.
- Sit and listen to a range of stories read (or told orally with props eg. in RE) by an adult, and begin to answer simple key questions about them and join in with some simple repeated refrains e.g. 'run, run, as fast as you can.'
- Children to take home a shared reading book every week
- Predict who might be in a story by looking at the front cover.
- Independently role-play familiar stories, practicing story language and simple plots within those stories.
- Children to take home a shared reading book every week and say what they did/didn't like about the story on Seesaw.
- Respond to 'wh' questions, such as, 'Who is your favourite character, what was your favourite part? Why?
- With support begin to think of other words for simple key vocabulary e.g., big = gigantic, huge, enormous etc.
- Suggest endings for unfamiliar stories

	• Begin to join in discussions about the characters and settings and main events in a variety of stories, particularly those from the 'Spine' Texts. • Independently role-play familiar and new stories, practicing story language and begin to think of their own story plots/endings.
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name	• With support, explore the writing area, and use a variety of paper, card of different sizes, and writing materials to make marks. (pens/pencils, felt tips- fat and thin, chalk, gel pens, highlighters, crayons etc. • With adult modelling, role-play write (writing for a purpose) with the resources available. • With support, engage in writing within the outside learning environment- chinks, stones, sticks, leaves etc. • With support, copy letters from their name cards onto their Christmas card. • Nelson- copy over dotted lines or different shapes and orientations. • Independently explore the writing area, using the different writing materials and paper, card on offer and begin to create shopping lists, pictures, pretend writing, notes etc. (add sellotape, masking tape, clipboards, chalk boards, paper with frames, boxes, photos, pictures etc. • role-play write (writing for a purpose) with the resources available in the Nursery environment. • Independently engage in writing within the outside learning environment- chinks, stones, sticks, leaves etc.

	• With support, copy the 'M' for Mum or 'D' for Dad on their Easter/Mothers Day card and write some letters from their name. • Write over their name cards (Nelson dotted lines) • Begin to have a go at writing their name on finished work to take home. • Independently explore the writing area, using the different writing materials and paper, card on offer to create shopping lists, pictures, pretend writing, notes, make books etc. (add staplers, hole punchers, treasury tags etc. • Independently role-play write with the resources available in the Nursery environment to extend their play further. • Independently engage in writing within the outside learning environment- chucks, stones, sticks, leaves to extend play further. • Copy the 'M' for Mum or 'D' for Dad on their Mothers or Father's day cards and write a few letters from their name. • Write their name (Nelson Font)
Write some letters accurately	• Engage with whole class drawing • Engage with the continuous resources to use writing/mark-making eg role play. • Engage in Scrimbling to practise mark-making and develop fine motor skills • Engage in activities to practice writing their name • Try and write their own name on their work • Copy letters eg Mum in cards to be sent home

