



Streetsbrook Infant & Early Years Academy

English Curriculum Overview

	Nursery
	Phonics and Early Reading at Streetsbrook is supported by Little Wandle Letters and Sounds Revised, Foundations Programme
Autumn 1	Early Reading and Foundations of Phonics • Listen to stories and rhymes, joining in with sound effects and missing words • Show an interest in books • Talk about stories and pictures in books • Handle books in the correct way • Look at books independently Early Writing • Mark make in a range of contexts using a variety of tools and media • Make marks on paper with paint, pens, chalks, pastels and pencils • Talk about the marks they make • Notice print in their environment and know it conveys meaning
Autumn 2	Early Reading and Foundations of Phonics • Take pleasure in books and reading activities • Join in with repeated refrains in stories and rhymes • Participate in book talk • Help retell a story in the correct order • Use books as a stimulus for play • Develop book handling skills, beginning to show awareness of direction – left to right, top-bottom • Participate in reciting rhymes and poems Early Writing • Use one handed tools and equipment e.g. scissors, paint brushes • Participate in emergent writing activities using a variety of pens, pencils, crayons, chalks and paint • Talk about the marks they make • Develop visual discrimination - the ability to detect differences and similarities in size, shape, colour and pattern

Spring 1	Early Reading and Foundations of Phonics • Take pleasure in books and reading activities • Follow a story as it is being read • Identify and join in with repeated words and phrases • Ask questions, make comments and share ideas • Recall main points of a story in the correct order • Recite rhymes and poems Early Writing • Use one handed tools and equipment e.g. scissors, paint brushes, - begin to establish a dominant hand • Participate in emergent writing activities using a variety of pens, pencils, crayons, chalks and paintbrushes, moving from left to right • Participate in matching activities matching pictures/shapes/ letters/numbers • Begin to notice name/words/symbols in print
Spring 2	Early Reading and Foundations of Phonics • Take pleasure in books and reading activities • Listen and join in with stories and poems • Talk about the main events and what they think might happen next in a story • Hold books correctly, turning the pages one at a time. • Make up stories in role play/ small world play • Develop an enjoyment for rhyming and rhythmic activities • Begin to recognise own name Early Writing • Participate in mark/pattern making, moving from left to right, using smaller, more controlled hand movements • Participate in emergent writing activities using a variety of pens, pencils, crayons, chalks and paintbrushes, moving from left to right • Begin to use a tripod grip to hold tools for writing • Begin to give meaning to their 'writing' • Begin to recognise own name

Summer 1	Early Reading and Foundations of Phonics • Take pleasure in books and reading activities • Listen to and join in with stories and poems • Talk about books in extended sentences • Talk through a story as they turn the pages of a book • Retell a familiar story in their own words • Retell stories using puppets, props, role play and masks • Recognise their name in print and other familiar names e.g. mummy • Hear and says the initial sound in words • Begin to 'hear' words made up of sounds blended together e.g. c-a- t, p-l-ay, c-oa- t • Recognise rhyme Early Writing • Begin to use a tripod grip to hold tools for writing • Participate in emergent writing activities using a variety of pens, pencils, crayons, chalks and paintbrushes, moving from left to right • After writing independently, 'read' their writing to an adult (give meaning to the marks they make) • Recognise their name and begin to notice other names/words in print/symbols - reinforce the use of capital letter to begin name • Mark make in a variety of learning activities and experiences, exploring a range of purposes for 'writing' • Write/trace their name
Summer 2	Early Reading and Foundations of Phonics • Enjoy an increasing range of books including non-fiction • Talk about books in extended sentences using an increasing range of vocabulary • Recognise print carries meaning and that we read from left to right/ top to bottom • Hear and say the initial sound in words • Recognise words made when sounds are blended together • Begin to segment simple words into sounds • Begin to know some letters that represent sounds • Recognise rhyme, begin to add words to a rhyming string Early Writing • Mark make in a variety of learning activities, exploring a range of purposes for recording • Begin to use talk to order and sequence their thinking prior to recording events and experiences ('written'/pictorial representations) • After writing independently, 'read' their writing to an adult (give meaning to the marks they make) • Use a tripod grip to hold tools for writing • Write/copy their name

