



Sequence of Learning for Literacy - Reading

At Gloucester Nursery School.....

Intent for Literacy :

- **To give children the sense of enjoyment in reading so that they will want to continue reading for pleasure**
- **Children develop language comprehension when adults talk with them, children enjoy rhymes, poems and songs together**
- **Some children will begin to decode words and will recognised familiar printed words**
- **Children will be able to write involving transcription (spelling and handwriting)**
- **Children will be able to articulate ideas and structure them in speech before writing.**

	<p align="center">Children at Gloucester Nursery School will learn to :</p> <p align="center">Intent</p>	<p align="center">How staff will - Implement</p>	<p align="center">What will be the - Impact</p>
<p align="center">Early Stages</p> <p align="center">Stage 1</p>	<ul style="list-style-type: none"> • Show an interest in books by picking them up and putting them down. • Stop and be aware when a familiar rhyme is being sung in the provision. • Be aware of adults reading stories with the continuous provision and maybe stop and listen for a while. • Look at a book in the provision, be interested and enjoy the experience. • Enjoy looking at a picture book with a familiar adult for a short period of time. • Maybe have a favourite short story or rhyme which may help to settle into the provision • Can find a book when asked. • Recognise that books are kept in a special place. • Join in with some actions from familiar rhymes. 	<ul style="list-style-type: none"> • Ensure that books and other reading materials are easily available throughout the provision • A wide range of reading material to be available in the setting - fiction, non-fiction, wordless books, magazines, comics etc. • Staff to specifically plan times to introduce the focused book/rhyme and ensure it is also displayed with appropriate props and resources for the children to retell. • Maintain high quality book areas and have reading material available in all areas of the provision. • Staff when working in provision to be available to read stories and encourage children to look at books daily. Planning - key worker activities and in provision. • Link stories and books to children's current interests as identified through observations and the parent feedback sheet. • Staff use WellComm activities to explore language and assess language development. • Engage parents in projects. • Have a range of story sacks containing props, puppets, pictures, available for key worker activities. 	<ul style="list-style-type: none"> • Children will feel happy and calm in the setting and will be more likely to want to pick up a book and look at it, either independently or with support from an adult. • Children will show interest in listening to stories, looking at a book next to an adult, or looking at the pictures in a book. • Children will become familiar with simple nursery rhymes and start to want to join in when singing them. • Children will start to develop a love of books and stories. • Parents will begin to develop a reading culture at home with their child, through home reading books, staff modelling appropriate reading behaviours at stay and read sessions and parent workshops. • Using Story sacks, props and puppets will bring stories to life, capturing the imagination of young children and sparking their interest.

<p>Early Stages Stage 2</p>	<ul style="list-style-type: none"> • Join in with their favourite rhyme in whichever way they can communicate. • Sit and listen to a familiar, short story. • Distinguish between different sounds in the environment. • Handle a book, holding it the right way and put it back in the right place. • Begin to point to pictures, showing an interest in the story. • Bring a book to an adult for them to read. • Use their voices to make different sounds. • Encourage children to use modelled words said by an adult. 	<ul style="list-style-type: none"> • Staff using WellComm activities to explore language and assess language development. • Children taking part in listening walks • Staff to provide a variety of musical instruments and encourage the children to make sounds • Staff to allow children the time to embed learning through repetition of stories and by having access to props • Have a range of story sacks containing props, puppets, pictures, available for key worker activities. 	<ul style="list-style-type: none"> • Children will show an interest in books and stories and may start to have favourite ones they enjoy time after time. • Children will start to repeat words and phrases from well-known stories and start to join in with rhymes. • Children will know what is expected of them when listening to a story, sitting nicely, looking at the pages, listening to the adults etc.
<p>Embedding Stage 3</p>	<ul style="list-style-type: none"> • Join in with repeated parts of familiar stories and rhymes. • Sing rhymes and know the words to some of their favourite rhymes and songs. • Take part in phonics opportunities • Listen to a range of different stories, poems and rhymes with interest. • Use instruments to copy and create different rhythms. • Begin to answer simple questions about what is happening in the story. • Can tell an adult how a story begins and ends. • Find the front cover of a book • Recognise their own name and other logos and familiar signs in the environment. 	<ul style="list-style-type: none"> • Staff to plan 'letters and sounds - Phase one' activities and resources to develop auditory awareness. • Staff to introduce rhythmic activities in small groups using percussion instruments and body percussion. • Staff to model the correct handling and the appropriate care of books naming front cover, back cover, etc. • Staff to plan and display a range of environmental print that carries meaning e.g. role play signs, weather chart, equipment labels. • Staff to provide name cards for the children to use around the classrooms. • Have cosy book areas available for children to choose their own story or book to look at. • Encourage parents to join in with their child at stay and read sessions. • Parent workshops were the staff model reading stories. 	<ul style="list-style-type: none"> • Children will begin to enjoy rhyming and rhythm activities, beginning to show awareness of rhythm in spoken words. • Children beginning to join in with stories and rhymes, anticipating key events and phrases. • A print rich environment encourages the children to take interest in words, pictures and signs. • Children will recognise their name from their name card and be able to self- register with it at the beginning of the session.

<p>Embedding Stage 4</p>	<ul style="list-style-type: none"> • Enjoy singing different rhymes • Identify two words that rhyme • Predict what might happen next in a story. • Sequence the main event in a familiar story. • Looks at books independently, retelling the story to their friends and turning the pages one at a time in the right order. • Know that there are different types of books, some which give us information. • Know that print carries meaning. • Recognise the difference between the words and the pictures. • Begin to recognise words that begin with the same sound. • Begin to recognise letters with particular significance to them. • Be able to read their own name from a group of others. 	<ul style="list-style-type: none"> • Encouraging children to learn and take part when singing • Staff might send a copy of a rhyme home and encourage parents to support their children at home. • Play games which promote visual acuity and left to right directionality. • Discuss children's names with them, paying particular attention to the letters. • Tell stories whilst leaving gaps for children to discuss key points and predict the next stage. • Taking part in World Book day, encouraging the children to talk about their chosen character. • Book library - children can chose a book to take home for a week. 	<ul style="list-style-type: none"> • Children will learn to handle books carefully and appropriately. • Children will know that information can be found in the form of print. • Children will begin to be aware that print carries meaning and is read from left to right and top to bottom. • Children will be able to sit in small groups listening to a story and begin to answer questions about the story characters and events. They will be able to discuss simple thoughts and feelings related to the story. • Rhyming and alliteration activities will encourage children to have fun with language and develop a sense of humour.
<p>Understanding and applying Stage 5</p>	<ul style="list-style-type: none"> • Begin to hear the beginning, middle and end sound in a simple word. • Say the simple sounds in a word. • Be able to blend three simple sounds together to make a word c-a-t, cat. • Know that print is read from left to right and top to bottom. • Recognise the features of a book. • Answer questions which show an understanding of the main events and characters in a book. 	<ul style="list-style-type: none"> • Opportunities to developing phonic awareness using Letters and Sounds, Silly soup, mixing sounds, rhyming words, CVC words. • Encouraging children to listen to the sounds in words when staff are modelling in provision. • Incorporate phonic activities into all curriculum areas e.g. when baking asking questions, which ingredient begins with a 'c' sound? • Staff use big books in key worker sessions, on the carpet at home time, with a larger group of children to demonstrate reading behaviour such as left to right and top to bottom. 	<ul style="list-style-type: none"> • Children will be exploring a wide range of aspects of language development, growing in confidence to have a go. • Children will be developing their ability to identify rhyming words, alliteration and letter sounds.

<p>Stage 6 Secure Confident Learners</p>	<ul style="list-style-type: none"> • Begin phase two of the DfE 'Letters and Sounds' • Answer questions about the feelings of characters in the story. • Give their own opinions about an event in a story. • Recognise the graphemes SATPIN and use these to build and read simple words. • Recognise the 'tricky words' I, to, the, no, go • Say the letters of the alphabet. • Recognise some capital and lower case letters. • Read some simple words. • Read sentences independently and understand the meaning of it. 	<ul style="list-style-type: none"> • Staff to plan and develop a range of activities and resources linked to Letters and Sounds Phase 2. • Give children time and opportunity in provision to practice and embed their phonological skills. • Provide a range of simple, structured books for children to take home and practice their skills. • Parent workshops to model phonics and explain how to help the children at home, getting children school ready. • Staff to provide and use a range of reading games linked to the books children are using. • Alphabet activities and the alphabet up in the classroom provision for children to see and use on a daily basis. 	<ul style="list-style-type: none"> • Children will be growing in confidence to identify letter sounds and develop phonological awareness. They will begin to blend and segment the sounds together. • Children will be developing a real love for books and stories.
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