



Nursery Long Term Plan Reading

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	Autumn	Spring	Summer
Literacy Word Reading	Birth to three - babies, toddlers and young children will be learning to: <ul style="list-style-type: none"> Pay attention and respond to the pictures or the words Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Holds a book / device in two hands. Turns pages carefully / uses the device with care navigating the next screen/ app. Demonstrates an ability to choose a book of interest and sit with the book for a short period turning each page. Listens to stories and poems and will repeat the rhyming word Beginning to imitate a story with simple actions when they are modelled to them by and adult 	Three & Four-Year Olds will be learning to <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> 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 Can listen to a story being read to them and maintain concentration Can talk about what they think the story may be about from the front cover and pictures. Can recall some points of interest from a story that has been read to them. 	Three & Four-Year Olds will be learning to <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother. Developing awareness of rhyme and alliteration – can identify a rhyming picture from a pack Can repeat a rhyming string and offer suggestions with prompts to support – i.e. picture. Is able to join in with repeated refrains and phrases from stores they are very familiar with.
Literacy Reading Comprehension	Birth to three - babies, toddlers and young children will be learning to: <ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Holds a book / device in two hands. Turns pages carefully / uses the device with care navigating the next screen/ app. Demonstrates an ability to choose a book of interest and sit with the book for a short period turning each page. Can listen to a story being read to them and maintain concentration Enjoys mark making in a range of areas Can tell an adult / child about what they have drawn / written 	Three & Four-Year Olds will be learning to <ul style="list-style-type: none"> Understand key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes Handles books and touch screen devices with care and interest. Building up a bank of preferred stories, poems and rhymes and can recall information of these preferences when asked. Can hear the rhyming words in stories they are familiar with and repeat them as part of a small group / 1:1 Able to copy actions that are modelled to them when retelling a story Has a developing interest in writing their name and is beginning to seek support for forming the letters they need. 	Three & Four-Year Olds will be learning to <ul style="list-style-type: none"> Understand key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes Engage in extended conversations about stories, learning new vocabulary. Is able to join in with repeated refrains and phrases from stores they are very familiar with. Able to suggest alternative endings / alter the characters for stories they are familiar with. Has a developing understanding of how to imitate a story using actions and will suggest actions they would like to include Can hear and blend the sounds in words when spoken Uses actions, phrases and recall independently in their story telling and in tehri play Can recall a range of stories they have learnt, giving details of the main plot, characters and endings. Copies letters and words in the environment by mark making

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Pre phonics skills	<ul style="list-style-type: none"> • Provide many opportunities for children to develop familiarity with stories, nursery rhymes, poems and songs. • Provide opportunities for planned talk. • Plan opportunities for closed and open questions. • Plan opportunities for role-play. • Plan opportunities to enhance the children's vocabulary. • Plan 'building sentences orally' activities. • Plan opportunities to make up stories together • Plan opportunities for children to talk about the things that they have made. 	<ul style="list-style-type: none"> • Continue with activities from the autumn term. • Teach the children how to say the pure sound for each of the set 1 phonemes (but not linking this to the grapheme) • Provide opportunities for children to listen for and identify sounds. • Use Fred talk throughout the day • General sound discrimination – environmental • General sound discrimination - instrumental sounds • General sound discrimination - body percussion • Rhythm and rhyme • Oral blending and segmenting 	<ul style="list-style-type: none"> • Continue with activities from the spring term • When the children are ready, (this may not be at the same time for all children) begin to teach the set 1 graphemes. • Teach the handwriting phrases for each letter as the children learn it (choose how to form the letter dependent on child's fine motor control e.g. pencil, large paintbrush and paper, chalk outside).
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Launchpad for Literacy Phonological Awareness: Rhythm & Syllable	2+ Skills <ul style="list-style-type: none"> • I react to music with a strong, steady beat. • I enjoy dancing, marching and using musical instruments alongside music and rhythms. 	3+ Skills <ul style="list-style-type: none"> • I keep a steady beat alongside others or to a piece of music or rhythm. • I copy simple rhythms containing one, two or three beats using claps, instruments or body percussion. • I clap out one to three syllable words depending on the number of syllables they have. I also use musical instruments to indicate the beat/syllables within words. <p>I copy simple rhythms containing up to five beats or shorter rhythms with beat variation.</p>	4+ Skills <ul style="list-style-type: none"> • I clap out one to five syllable words depending on the number of syllables they have. • I count the number of claps/syllables in a one to three syllable word. • I count the number of claps/syllables in a one to five syllable word. <p>I sort words/objects based on the number of claps/syllables they contain.</p>
Launchpad for Literacy Phonological Awareness: Rhyming	2+ Skills <ul style="list-style-type: none"> • I indicate wanting 'more' during interaction rhymes and, later, initiate them. • I enjoy rhyming stories, songs and rhymes, finger rhymes and when an adult makes up rhymes about me or our daily routines. 	3+ Skills <ul style="list-style-type: none"> • I fill in gaps during songs and rhymes and, later, sing familiar ones in full. • I find it funny when you make a deliberate 'mistake' during a rhyming story or song • I find it funny when you make a 'mistake' during a rhyming activity and I tell you what the right word should be. • I detect rhyme and match two words from a choice of three when there is a different syllable structure e.g. match 'candle' with 'handle' and not 'hat' 	<ul style="list-style-type: none"> • I detect rhyme and match two words from a choice of three when there is a differing rime but the same syllable structure. • I match words that rhyme in games such as 'rhyming lotto.' • I detect rhyme even when the odd-one-out is semantically linked to the target word. • I add a word that rhymes to a rhyming string you generate. • I independently generate a string of rhyming words.
Launchpad for Literacy Phonological Awareness: Alliteration		3+ Skills <ul style="list-style-type: none"> • I enjoy stories and songs containing alliteration particularly if actions, props and pictures are used. I also enjoy alliteration alongside daily routines and activities. • I enjoy stories and songs containing alliteration increasingly as an auditory activity • I find it funny when you produce an alliterative word string. <p>I detect an odd-one-out in an alliterative word string if the 'mistake' begins with a very different phoneme from the others.</p>	<ul style="list-style-type: none"> • I detect the word that is an odd-one-out in an alliterative word string even if the 'mistake' begins with a similar phoneme to the others. • I independently detect alliterative words during specific activities such as sorting whether a word starts with the target sound or not. I do not need to hear you say the words first (vocabulary permitting.) <p>I generate a string of alliterative words or make suggestions when you make a 'mistake.'</p>
Launchpad for Literacy Auditory Blending		3+ Skills <ul style="list-style-type: none"> • I blend compound words e.g. 'foot-ball' and 'rain-bow.' • I blend two syllable words e.g. 'ta-ble' and 'co-ffee.' • I blend three syllable words e.g. 'e-le-phant.' • I blend a cvc word when the vowel is split e.g. 'ca-at.' • I blend at onset-rime level when the onset is a long phoneme e.g. 'sh-ark.' 	4+ Skills <ul style="list-style-type: none"> • I blend at onset-rime level when the onset is a long or short phoneme e.g. 'sh-ark' or 'p-ark.' • I blend four syllable words e.g. 'he-li-cop-ter.' • I blend cvc words with long phonemes e.g. 's-oa-p' or 'sh-ar-k.' • I blend cvc words with long and short phonemes e.g. 'sh-ar-k' and 'b-a-t.'

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Launchpad for Literacy Auditory Discrimination	2+ Skills <ul style="list-style-type: none"> • I relate familiar, everyday sounds to objects, people, play and books. • I discriminate a sound in my environment and name it. 	3+ Skills <ul style="list-style-type: none"> • I discriminate and identify sounds in simple activities, matching sounds to objects and pictures without visual support e.g. selecting a musical instrument I have heard from a choice of six, matching an animal, environmental, human or transport sound to an object or photograph from a choice of four to six • I discriminate between minimal pairs where the phonemes are distinct (e.g. 'sun-bun') and then more alike (e.g. 'tap-cap.') • I am aware that words start with the same phoneme in an 'auditory bombardment' activity but may not be able to name it. • I discriminate between two long phonemes - distinct then more alike. • I discriminate between two short phonemes - distinct then more alike. 	<ul style="list-style-type: none"> • I identify the odd-one-out in an 'auditory bombardment' activity, initially when the word begins with a very distinct phoneme from the others and, later, when they are more alike. • I know some phoneme-grapheme links, visual skills permitting. • I discriminate and name the phonemes at the beginnings of words. • I identify the odd-one-out in an 'auditory bombardment' activity, initially when the word ends with a very distinct phoneme from the others and, later, when the phonemes are more alike. • I discriminate and name phonemes at the ends of words. • I discriminate and name phonemes in the middle of words
Launchpad for Literacy Auditory Memory		3+ Skills <ul style="list-style-type: none"> • I discriminate and identify familiar, environmental, human, animal or transport sounds even if there is a slight delay between hearing the sound and the identification. • I fill in gaps within familiar songs, rhymes and mantras. • I carry out rhythmical, beat and simple body percussion activities. • I copy two instruments from a choice of six in any order without visual support. • I repeat two phonemes, numbers, words or syllables in any order. • I match two environmental sounds to two objects or pictures in any order. • I find an object or picture to match an environmental sound from another location. • I repeat three phonemes, numbers, words or syllables in any order. 	<ul style="list-style-type: none"> • I find two objects or pictures to match two environmental sounds from another location. • I find an object or picture to match an environmental sound if given a different simple instruction/ task first. • I sort by initial phoneme following successful discrimination. • I discriminate sounds at the beginnings of multisyllabic words and am not confused by the number of sounds e.g. 'tomato' or 'elephant'. • I discriminate initial phonemes even if the word is used in the middle of your sentence.
Launchpad for Literacy Sequential Auditory Memory		3+ Skills <ul style="list-style-type: none"> • I participate in familiar, phrase-level mantras in simple activities and stories e.g. "Ready-steadygo" or "Crash, bang, wallop." • I follow body percussion sequences of two then three in the right order • I copy two instruments from a choice of six without visual support in order. • I participate in familiar, sentence-level mantras in simple activities and stories e.g. "We can't go over it..." or "Silly old fox, doesn't he know" I copy two instruments from a choice of six with • I repeat two phonemes, numbers, words or syllables in order. • I remember two environmental sounds in order. 	4+ Skills <ul style="list-style-type: none"> • I repeat three phonemes, numbers, words or syllables in order in a simple activity e.g. auditory blending or a shopping list. • I copy three instruments from a choice of six without visual support in order. • I participate in familiar, simple, story-level mantras in repetitive, supported stories e.g. 'Talk for Writing' or using puppets. • I repeat four phonemes, numbers, words or syllables in order in a simple activity e.g. auditory blending or a shopping list. • I hold three then four phonemes in more complex tasks e.g. writing a word. • I hold a sentence and repeat back the words in the right order.

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Launchpad for Literacy Phonological Awareness: Segmentation			4+ Skills <ul style="list-style-type: none"> • I find the two words that go together to make a compound word. • I segment compound words with visual support. • I independently segment compound words.
Launchpad for Literacy Phoneme Identification		3+ Skills <ul style="list-style-type: none"> • I know what sound my name starts with. • I know if there is a word within a longer word e.g. ‘cat’ in ‘caterpillar’ or ‘spy’ in ‘spider.’ • I know if there is a syllable within a word e.g. ‘tion’ in ‘cushion’ and ‘station.’ 	4+ Skills <ul style="list-style-type: none"> • I am aware when some words start with the same sound as my name • I independently sort by long and/or ‘lip’ initial phonemes. • I independently sort by distinct, short initial phonemes. • I independently sort by similar, long or short initial phonemes. • I independently identify initial phonemes with long or ‘lip’ sounds. • I independently identify all initial phonemes • I independently identify long and/or ‘lip’ final phonemes.
Launchpad for Literacy Visual Memory	2+ Skills <ul style="list-style-type: none"> • I explore colour, pattern, sheen and movement. • I match two of the same objects even if different sizes or colour. • I recognise the object represented by a miniature object. • I recognise the object depicted in a photograph. • I identify the object depicted by a coloured picture. 	3+ Skills <ul style="list-style-type: none"> • I recognise something when shown an incomplete object. • I identify the object depicted by a line drawing. • I name familiar colours. • I recognise things when shown an incomplete coloured picture • I identify the object depicted by a silhouette or an abstract picture. • I play ‘Kim’s Game’ with a set of four then six similar objects. • I sequence two items I have seen without auditory support. • I recognise what is depicted in an incomplete line drawing. 	4+ Skills <ul style="list-style-type: none"> • I understand the meaning conveyed by familiar symbols. • I recognise shapes and patterns. • I recognise abstract symbols, some letters and numbers • I recognise and write my name. • I sequence three items I have seen without auditory support • I recognise single graphemes and know the phonemes they make. • I recognise some high-frequency sight vocabulary • I associate lower with upper case letters and print with cursive script • I recognise digraphs and know the phoneme. I identify digraphs in a word.
Launchpad for Literacy Visual Attention & Discrimination	2+ Skills <ul style="list-style-type: none"> • I discriminate between objects with big differences. • I focus on the adult’s face, objects and pictures used in very small groups. • I match colours • I discriminate by detail, size or orientation between very similar objects. 	3+ Skills <ul style="list-style-type: none"> • I discriminate between similar photographs and coloured pictures • I notice detail in busy pictures in books and jigsaws. • I discriminate between dissimilar line drawings. • I lift meaning from a stationary picture and work out activity e.g. “What is he doing?” or “What is happening?” • I look at and track lines of objects or pictures from left-to-right. • I discriminate between similar line drawings by detail or orientation. • I discriminate between silhouettes. • I discriminate between dissimilar symbols, patterns and shapes. • I discriminate between similar symbols, patterns and shapes 	4+ Skills <ul style="list-style-type: none"> • I discriminate between numbers and dissimilar letters. • I find my name from a choice, even if some also start with the same letter. • I discriminate between similar letters. • Inference & Prediction: I lift less obvious meaning from pictures e.g. “Where do you think he is going?” or “What do you think they are making?” • I discriminate between similar digraphs, consonant clusters and two-digit numbers. • I discriminate between distinct words by the shape of the word. • I discriminate between words that do or do not contain a certain grapheme.



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			<ul style="list-style-type: none">I discriminate between words that do or do not contain a certain digraph.
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