








Adult focus	Autumn Term One	
<b>Reading for pleasure</b>	Children need to understand the five key concepts about print. These should be taught throughout the year during story time, child-initiated learning, book club, library time etc. <ol style="list-style-type: none"> <li>1. Print has meaning</li> <li>2. Print can have different purpose</li> <li>3. We read English from left to right and top to bottom</li> <li>4. The names of different parts of a book</li> <li>5. Page sequencing</li> </ol>	
<b>C&amp;L</b>	<p><b>Daily Nursery Rhyme time</b> <b>Daily Story time</b></p> <ul style="list-style-type: none"> <li>• Join in with songs and rhymes copying the sounds, rhythm, sound and tempo.</li> <li>• Use the speech sounds p, b, m, w.</li> <li>• Pronounce:               <ul style="list-style-type: none"> <li>○ l/r/w/y</li> <li>○ f/th</li> <li>○ s/sh/ch/dz/j</li> <li>○ multi-syllabic words such as 'banana' and 'computer'</li> </ul> </li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>• Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>• Understand simple questions about 'who' and 'what'</li> </ul>	
<b>Mark making</b>	<p><b>To make given marks ready for early writing</b></p>  <p>Using gross motor skills vertically Using smaller motor skills on horizontally Using a range of media and tools</p>  <p>Using gross motor skills vertically Using smaller motor skills on horizontally Using a range of media and tools</p> <p>Enjoy drawing freely.</p>	<p><b>Motor Skills</b></p> <p><b>Children are beginning to ...</b></p> <ul style="list-style-type: none"> <li>• Begin to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Begin to go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Playdough – simple rolling and squeezing</li> <li>• Co-ordination through stacking – large blocks/cups</li> </ul>
<b>Pre-reading</b>	Notice some common environmental print – McDonalds, batman, etc Environmental sounds – indoors and outdoors (use a range of environments) Body percussion – basic clapping and stomping Instrumental sounds – exploring	
<b>Name work</b>	Name recognition: self-registration with name card that includes personalised picture on it	



Adult focus	Autumn Term Two	
<b>Reading for pleasure</b>	Children need to understand the five key concepts about print. These should be taught throughout the year during story time, child-initiated learning, book club, library time etc. <ol style="list-style-type: none"> <li>1. Print has meaning</li> <li>2. Print can have different purpose</li> <li>3. We read English from left to right and top to bottom</li> <li>4. The names of different parts of a book</li> <li>5. Page sequencing</li> </ol>	
<b>C&amp;L</b>	<p><b>Daily Nursery Rhyme time</b> <b>Daily Story time</b></p> <ul style="list-style-type: none"> <li>• Join in with songs and rhymes copying the sounds, rhythm, sound and tempo.</li> <li>• Become make consistent in the use of the speech sounds p, b, m, w.</li> <li>• Develop accuracy in pronouncing:               <ul style="list-style-type: none"> <li>○ l/r/w/y</li> <li>○ f/th</li> <li>○ s/sh/ch/dz/j</li> <li>○ multi-syllabic words such as 'banana' and 'computer'</li> </ul> </li> <li>• Listen with increased attention to simple stories and understand what is happening, with the help of the pictures.</li> <li>• Develop consistency in understanding and acting upon longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>• Understand simple questions about 'who' and 'what' and begin to understand 'where'.</li> </ul>	
<b>Mark making</b>	<p><b>To make given marks ready for early writing</b></p>  <p>Using gross motor skills vertically Using smaller motor skills on horizontally Using a range of media and tools</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<b>Motor Skills</b> <p><b>Children are able to ...</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet with increased accuracy.</li> <li>• Manage larger items for transportation such as hollow blocks and long planks</li> <li>• playdough – balling, ripping</li> <li>• co-ordination through stacking – small blocks</li> <li>• playing skittles</li> </ul>
<b>Pre-reading</b>	Begin to recognise a range of environmental print – public toilets, supermarket, school logo etc. Environmental sounds – indoors and outdoors (use a range of environments) Body percussion Instrumental sounds	
<b>Name work</b>	Name recognition: self-registration with name card with name only on it	

# EHLT Nursery Literacy Long Term Plan

Adult focus	Spring Term One	
<b>Reading for pleasure</b>	Children need to understand the five key concepts about print. These should be taught throughout the year during story time, child-initiated learning, book club, library time etc. <ol style="list-style-type: none"> <li>1. Print has meaning</li> <li>2. Print can have different purpose</li> <li>3. We read English from left to right and top to bottom</li> <li>4. The names of different parts of a book</li> <li>5. Page sequencing</li> </ol>	
<b>C&amp;L</b>	<b>Daily Nursery Rhyme time</b> <b>Daily Story time</b> <ul style="list-style-type: none"> <li>• Begin to enjoy listening to longer stories</li> <li>• Begin to pay attention to more than one thing at a time</li> <li>• Begin to use a wider range of vocabulary</li> <li>• Begin to develop some pronunciation but may have problems saying:               <ul style="list-style-type: none"> <li>○ some sounds: r, j, th, ch, and sh</li> <li>○ multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul> </li> <li>• Begin to use longer sentences of four to six words.</li> <li>• Follow simple one step instructions</li> </ul>	
<b>Mark making</b>	<b>To make given marks ready for early writing</b>  <p>Using gross motor skills vertically            Using smaller motor skills on horizontally            Using a range of media and tools</p>	<b>Motor Skills</b> <b>Children are able to ...</b> <ul style="list-style-type: none"> <li>• Hold a pose for a game like musical statues</li> <li>• Batting a balloon in the air amongst peers</li> <li>• use hand puppets</li> <li>• hand painting</li> <li>• ripping and tearing paper/tissue – scrunch and pull technique</li> </ul>
<b>Pre-reading</b>	Begin to not some print – the initial phoneme to own name is recognised as their personal letter Hear and says initial phonemes for peers during registration Rhythm and rhyme	
<b>Name work</b>	Name building (spelling): matching individual letters to name card	

Adult focus	Spring Term Two	
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<b>C&amp;L</b>	<b>Daily Nursery Rhyme time</b> <b>Daily Story time</b> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories</li> <li>• Pay attention to more than one thing at a time</li> <li>• Use a wider range of vocabulary</li> <li>• Develop their pronunciation but may have problems saying:               <ul style="list-style-type: none"> <li>○ some sounds: r, j, th, ch, and sh</li> <li>○ multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul> </li> <li>• Use longer sentences of four to six words.</li> <li>• Begin to understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> </ul>	
<b>Mark making</b>	<b>To make given marks ready for early writing</b>  <p>Using gross motor skills vertically            Using smaller motor skills on horizontally            Using a range of media and tools</p>	<b>Motor Skills</b> <b>Children are able to ...</b> Line walking – walking along a line on the floor Batting a balloon in the air in pairs Finger puppets Use one handed tools with a comfortable grip Scissor work – begin to make snips in media such as leaves, playdough etc
<b>Pre- reading</b>	Initial phonemes consistently heard and recalled for peers Rhythm and rhyme Hear rhyming words within a story	
<b>Name work</b>	Recognises own name – may be by the initial phoneme only Name building (spelling): put individual letters of the name in order to spell first name	

Adult focus	Summer Term One	
<b>Reading for pleasure</b>	Children need to understand the five key concepts about print. These should be taught throughout the year during story time, child-initiated learning, book club, library time etc. <ol style="list-style-type: none"> <li>1. Print has meaning</li> <li>2. Print can have different purpose</li> <li>3. We read English from left to right and top to bottom</li> <li>4. The names of different parts of a book</li> <li>5. Page sequencing</li> </ol>	
<b>C&amp;L</b>	<b>Daily Nursery Rhyme time</b> <b>Daily Story time</b> Enjoy listening to longer stories and begin to remember some of what happens e.g. recall main character, and ending Begin to develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Begin to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	
<b>Mark making</b>	<b>To make given marks ready for early writing</b>  <p>Using gross motor skills vertically            Using smaller motor skills on horizontally            Using a range of media and tools            Begin using some knowledge of print in writing – m. for mummy or letters from their name randomly</p>	<b>Motor Skills</b> Ripping and tearing paper/tissue – accuracy in skill Use large-muscle movements to wave flags and streamers, paint and make marks. Catch a large ball  Using first two fingers and thumb to use tweezers and for pegging – development of tripod grip   <p>Aiming for the use of a static grip with good control when holding pens and pencils            Scissor work – make snips in media such as leaves, playdough etc</p>
<b>Pre-reading</b>	Recognises own name Beginning to oral blend and segment common CVC words e.g. cat, dog Initial phonemes beginning to be heard for familiar objects within the environment Voice sounds Alliteration- hear and say Spot and suggest rhymes Count and clap syllables in a word	
<b>Name work</b>	Name writing: tracing then over-writing (dotted) first name	

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<b>Reading for pleasure</b>	Children need to understand the five key concepts about print. These should be taught throughout the year during story time, child-initiated learning, book club, library time etc. <ol style="list-style-type: none"> <li>1. Print has meaning</li> <li>2. Print can have different purpose</li> <li>3. We read English from left to right and top to bottom</li> <li>4. The names of different parts of a book</li> <li>5. Page sequencing</li> </ol>	
<b>C&amp;L</b>	<p><b>Daily Nursery Rhyme time</b> Sing a large repertoire of songs.</p> <p><b>Daily Story time</b> Be able to talk about familiar books. Enjoy listening to longer stories and can remember much of what happens e.g recall main characters, the beginning and end of the story Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Understand 'why' questions. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	
<b>Mark making</b>	<p><b>To make given marks ready for early writing</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>4 years 7 months</p> </div> <div style="text-align: center;">  <p>4 years 11 months</p> </div> </div> <p>Using gross motor skills vertically Using smaller motor skills on horizontally Using a range of media and tools Begin to write SOME letters accurately – may only be the letters in their name Using some knowledge of print in writing – m for mummy or letters from their name randomly</p>	<b>Motor Skills</b> <p><b>Children should begin to ...</b></p> <ul style="list-style-type: none"> <li>• Skip using alternative legs</li> <li>• Stand on one leg</li> <li>• Make large circular movements anti-clockwise with media</li> <li>• Show preference for a dominant hand</li> <li>• Scissor work – begin to make snips in media and paper</li> </ul>
<b>Pre-Reading</b>	<p>Recognises own name from three names that are all similar to their own name Spot and suggest rhymes Count and clap syllables in a word Voice sounds Beginning to oral blend and segment Initial phonemes beginning to be heard in words</p>	
<b>Name work</b>	<p>Name writing: over-writing (dotted) then copying first name</p>	