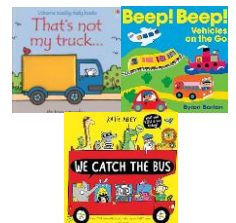


St George's Central CE Primary School and Nursery

Subject Overview for English: Nursery (2 – 3 year olds)

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn		Spring		Summer	
Literacy	Phonics: Little Wandle – Foundations for Phonics Listening and attention	Phonics: Little Wandle – Foundations for Phonics Environmental sounds	Phonics: Little Wandle – Foundations for Phonics Instrumental sounds & body percussion	Phonics: Little Wandle – Foundations for Phonics Rhythm and rhyme	Phonics: Little Wandle – Foundations for Phonics Rhythm and rhyme	Phonics: Little Wandle – Foundations for Phonics Voice sounds and oral blending
	Texts: 	Texts: 	Texts: 	Texts: 	Texts: 	
Communication & Language	*Enjoy sharing books with an adult. *Listen to familiar stories, songs and rhymes. *Join in with actions and repeated words. *Look at pictures and begin to name familiar objects. *Respond to simple questions about familiar people and objects. *Develop attention for short periods during story and rhyme times.		*Listen with increasing attention during stories and group times. *Join in with repeated refrains and familiar phrases. *Talk about pictures in books. *Respond to simple questions about stories. *Begin to use new vocabulary heard in books and play. *Follow simple instructions with two key words.		*Listen to longer stories with increasing attention. *Talk about familiar stories and characters. *Answer simple who and what questions. *Use vocabulary from favourite stories in play. *Join conversations about books and experiences. *Begin to predict what might happen next in a familiar story.	

Early Reading Foundations	*Explore books independently and with an adult. *Hold books correctly and turn pages. *Enjoy sharing stories and rhymes. *Join in with songs, rhymes and repeated phrases. *Notice pictures and point to familiar objects.	*Handle books carefully and independently. *Choose favourite books to share. *Recognise favourite stories from the cover or illustrations. *Join in with repeated story language. *Begin to understand that print carries meaning.	*Show enjoyment when sharing books. *Recognise familiar books and characters. *Join in with repeated refrains and rhymes. *Begin to talk about what is happening in pictures. *Understand that books tell stories and share information.
Early Mark Making and Writing	*Explore making marks using a range of materials. *Use whole arm movements before refining to smaller movements. *Develop finger strength through play. *Enjoy sensory experiences that prepare for writing.	*Make a wider range of purposeful marks. *Begin to give meaning to marks. *Use a comfortable grip with different mark-making tools. *Develop hand strength and coordination through play.	*Make marks with increasing control. *Begin to represent ideas through drawing and mark making. *Talk about the marks they have made. *Develop the coordination needed for later letter formation.