

St George's Central CE Primary School and Nursery

Subject Overview for English: Nursery (3 – 4 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 Focus on Rhyme time and routines	Phonics: Little Wandle – Foundations for Phonics Sounds focus: s a t p i n m	Phonics: Little Wandle – Foundations for Phonics Sounds focus: d g o c k e	Phonics: Little Wandle – Foundations for Phonics Sounds focus: u r h b f l	Phonics: Little Wandle – Foundations for Phonics Sounds focus: j v w y z q u c h	Phonics: Little Wandle – Foundations for Phonics Sounds focus: c k x s h t h n g n k
	Texts: 	Texts: 	Texts: 	Texts: 	Texts: 	Texts:
	Poems: Wiggles Nellie Edge	Poems: When Santa Got Stuck Up the Chimney Billy Moore	Poems: Snowflakes, Snowflakes Everywhere Anonymous	Poems: Little Seed Anonymous	Poems: We Can Michael Rosen	Poems: Down at the Station John Ashbury
Comprehension	*Fill in missing words from well-known rhymes. *Show a preference for a book or a song or a rhyme. *Show enjoyment for stories about familiar people. *Hold a book, turn the pages and indicate an understanding of pictures and print. *Retell a story using a story map.		*Be aware of the way stories are structured. *Show interest in illustrations and print in books and print in the environment. *Describe main story settings, events and principal characters. *Make suggestions about what might happen next in a story. *Retell a story using a story map.		*Talk about events and characters in a book. *Suggest how a story might end. *Describe main story settings, events and principal characters. *Tell a story to friends. *Retell a story using a story map.	

Word Reading	*Join in with rhymes and stories. *Identify rhymes. *Join in with the rhythm of well-known rhymes and songs. *Notice and repeat sounds.	*Understand that print has meaning. *Hold a book the right way up and turn pages. *Know that print can have different purposes. *Know the names of the different parts of a book . *Begin to recognise initial sounds in some words.	*Know that English text is read from left to right and from top to bottom. *Identify signs and symbols in the environment and recall what they mean. *Ascribe meaning to other marks, like on signage. *Spot and suggest rhymes - count or clap syllables in a word. *Recognise words with the same initial sound, such as money and mother. *Begin to orally blend and segment CVC words.
Writing	*Randomly scribble on the page, sometimes with both hands. *Begin to balance when sitting. *Make connections between actions and the marks being made. *Control the marks on the page. *Use a range of tools to make marks and show an interest in marks. *Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.	*Make connections between actions and the marks being made. *Ascribe meaning to marks. *Distinguish between the different marks. *Tell an adult what marks mean. *Copy shapes, letter and pictures.	*Identify sounds from own name in other words. *Write some or all of first name. *Use some of own print and letter knowledge in own early writing. *Write some letters accurately.