



## Grindon Infant School Nursery Literacy Medium Term Planning 2023-2024

### Autumn 2- You Choose

| Area of Learning                            | Focus  |
|---|--|
| <b>Literacy</b><br><br><b>COMPREHENSION</b> | <ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. [SEP]</li> <li>• Say some of the words in songs and rhymes. [SEP]</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult. [SEP]</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. [SEP]</li> <li>• Repeat words and phrases from familiar stories. [SEP]</li> <li>• Ask questions about the book. [SEP]</li> <li>• Make comments and shares their own ideas. [SEP]</li> <li>• Develop play around favourite stories using props. [SEP]</li> </ul>  |
| <b>Literacy</b><br><b>WORD READING</b>      | <ul style="list-style-type: none"> <li>• Pay attention and respond to the pictures or the words [SEP]</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. [SEP]</li> </ul>   |
| <b>PHONICS</b>                              | <p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>• Provide many opportunities for children to develop familiarity with stories, nursery rhymes, poems and songs. [SEP]</li> <li>• Provide opportunities for planned talk. [SEP]</li> <li>• Plan opportunities for closed and open questions. [SEP]</li> <li>• Plan opportunities for role-play. [SEP]</li> <li>• Plan opportunities to enhance the children’s vocabulary. [SEP]</li> <li>• Plan ‘building sentences orally’ activities. [SEP]</li> <li>• Plan opportunities to make up stories together [SEP]</li> <li>• Plan opportunities for children to talk about the things that they have made. [SEP]</li> </ul> <p>Phase 1 is divided into seven aspects. It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will come later in the year, when children have had plenty of opportunity to develop their sound discrimination skills.</p> <p>Each aspect contains three strands: Tuning in to Sounds, Listening and Remembering Sounds and Talking About Sounds.<br/>           Aspect 1-General Sound Discrimination-Environmental Sounds<br/>           Aspect 2-General Sound Discrimination-Instrumental Sounds<br/>           Aspect 3-General Sound Discrimination-Body Percussion<br/>           Aspect 4-Rhythm and Rhyme [SEP]<br/>           Aspect 5-Alliteration [SEP]<br/>           Aspect 6-Voice Sounds</p> |
| <b>Literacy</b><br><b>WRITING</b>           | <ul style="list-style-type: none"> <li>• Develop listening and speaking skills in a range of contexts.</li> <li>• Copy finger movements and other gestures [SEP]</li> <li>• Enjoy drawing freely.</li> </ul>   |

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|---|--|--|---|---|---------------------------------------|--|
|   | <ul style="list-style-type: none"> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says Mummy."</li> <li>• Make marks on their picture to stand for their name.</li> <li>• To make age appropriate pre writing shapes.</li> </ul> |  |   |   |                                       |  |
| <b>TFW Story Writing Development Focus</b>                    | Children to increase vocabulary naming and adding detail.<br>Children make marks based on story.   |  |   |   |                                       |  |
| Literacy Weekly Focus   |  |  |   |   |                                       |  |
| Week 1  | Week 2   | Week 3   | Week 4  | Week 5  | Week 6                                | Week 7                                   |
| Nursery Rhyme of the month- Jack and Jill<br><br>Holiday News | TFW- You Choose<br><br>Look at text choose a page encourage children to make sentences<br>Food<br>I like the green jelly   | TFW- You Choose<br><br>Look at another page<br><br>Where would you like to go? | TFW- You Choose<br><br>Look at the page of homes<br><br>Where would you live? | TFW-You Choose<br><br>Writing a letter to Santa | Christmas story<br><br>Ordering story | Christmas story<br><br>Acting out story. |
| To join in with familiar rhymes.                              | To learn new vocabulary linked to story<br><br>Favourite food  | To join in with familiar phrases in a story.                                   | To learn new vocabulary linked to story.                                      | To make marks and give meaning to them.         | To retell a familiar story.           |  |