



## Grindon Infant School Nursery Literacy Medium Term Planning 2024-2025

### Autumn 1- Wow! Said The Owl.

| 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. <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Say some of the words in songs and rhymes. <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult. <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Repeat words and phrases from familiar stories. <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Ask questions about the book. <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Make comments and shares their own <sup>[L1]</sup><sub>[SEP]</sub> ideas. <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Develop play around favourite stories using <sup>[L1]</sup><sub>[SEP]</sub> props. <sup>[L1]</sup><sub>[SEP]</sub></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 <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. <sup>[L1]</sup><sub>[SEP]</sub></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. <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Provide opportunities for planned talk. <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Plan opportunities for closed and open questions. <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Plan opportunities for role-play. <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Plan opportunities to enhance the children’s vocabulary. <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Plan ‘building sentences orally’ activities. <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Plan opportunities to make up stories together <sup>[L1]</sup><sub>[SEP]</sub></li> <li>• Plan opportunities for children to talk about the things that they have made. <sup>[L1]</sup><sub>[SEP]</sub></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.</p> <p>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 <sup>[L1]</sup><sub>[SEP]</sub><br/> Aspect 5-Alliteration <sup>[L1]</sup><sub>[SEP]</sub><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 <sup>[L1]</sup><sub>[SEP]</sub></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- 5 Little Speckled Frogs<br><br>Nursery Rhyme to go home. | Nursery Rhymes<br><br>Drawing Assessment – Adult Led   | TFW-Wow! Said The Owl<br><br>What do we know about owls?<br>Read story- talk about the different colours in the book<br>Colour Assessment | TFW-Wow! Said The Owl<br><br>Whole Class story map<br><br>AL- Creating collages/drawings of the different parts of the story linked to colour | TFW-Wow! Said The Owl<br><br>AL- Children to create their own story maps. | TFW-Non-Fiction-Colours<br><br>Making a class rainbow. | TFW-Non-Fiction-Colours<br><br>Colours page for class 'Colours' book AL Task.<br><br>Phase 1 Phonics Online Tracker Assessments. |
| To join in with familiar rhymes  | Assessment<br>To make marks  | To join in with familiar phrases in a story.  | To learn new vocabulary linked to story.<br>To retell a familiar story.   |   | To understand features of a non fiction book.          |  |