



Grindon Infant School Nursery Literacy Medium Term Planning 2024-2025

Summer 1 –The Little Red Hen

Area of Learning	Focus
Literacy COMPREHENSION	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. [SEP] • Say some of the words in songs and rhymes. [SEP] • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. [SEP] • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. [SEP] • Repeat words and phrases from familiar stories. [SEP] • Ask questions about the book. [SEP] • Make comments and shares their own ideas. [SEP] • Develop play around favourite stories using props. [SEP]
Literacy WORD READING	<ul style="list-style-type: none"> • Pay attention and respond to the pictures or the words [SEP] • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. [SEP]
PHONICS	<p>Phase 1</p> <ul style="list-style-type: none"> • Provide many opportunities for children to develop familiarity with stories, nursery rhymes, poems and songs. [SEP] • Provide opportunities for planned talk. [SEP] • Plan opportunities for closed and open questions. [SEP] • Plan opportunities for role-play. [SEP] • Plan opportunities to enhance the children’s vocabulary. [SEP] • Plan ‘building sentences orally’ activities. [SEP] • Plan opportunities to make up stories together [SEP] • Plan opportunities for children to talk about the things that they have made. [SEP] <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 Aspect 2-General Sound Discrimination-Instrumental Sounds Aspect 3-General Sound Discrimination-Body Percussion Aspect 4-Rhythm and Rhyme [SEP] Aspect 5-Alliteration [SEP] Aspect 6-Voice Sounds</p>
Literacy WRITING	<ul style="list-style-type: none"> • Develop listening and speaking skills in a range of contexts. • Copy finger movements and other gestures [SEP] • Enjoy drawing freely.

	<ul style="list-style-type: none"> • Add some marks to their drawings, which they give meaning to. For example: "That says Mummy." • Make marks on their picture to stand for their name. • To make age appropriate pre writing shapes. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
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TFW Story Writing Development Focus	<p>Children to increase vocabulary naming and adding detail.</p> <p>Children make marks based on story.</p> <p>To retell a story adding details and using story language.</p>
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Literacy Weekly Focus

Week 1-	Week 2	Week 3	Week 4	Week 5	Week 6
Nursery Rhyme of the month- 5 Currant Buns	<p>TFW- The Little Red Hen</p> <p>What do we know about hens?</p> <p>Introduce story</p>	<p>TFW- The Little Red Hen</p> <p>Retell story using story map.</p>	<p>TFW- The Little Red Hen</p> <p>Children to make their own story map.</p>	<p>TFW- The Little Red Hen</p> <p>Make bread- Follow a Recipe</p>	<p>TFW- The Little Red Hen</p> <p>Following Instructions</p> <p>To make a set of instructions –How to make bread using pictures</p>
To join in with familiar rhymes.	To ask questions	<p>To join in with familiar phrases in a story.</p> <p>To learn new vocabulary linked to story.</p>	<p>To make marks and give meaning to them.</p> <p>To retell a familiar story.</p>	To follow instructions.	To follow instructions.