



Grindon Infant School Nursery Literacy Medium Term Planning 2024-2025

Summer 2- The Very Busy Spider

Area of Learning	Focus- Learning Outcomes
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. <small>[SEP]</small> • Say some of the words in songs and rhymes. <small>[SEP]</small> • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. <small>[SEP]</small> • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. <small>[SEP]</small> • Repeat words and phrases from familiar stories. <small>[SEP]</small> • Ask questions about the book. <small>[SEP]</small> • Make comments and shares their own ideas. <small>[SEP]</small> • Develop play around favourite stories using props. <small>[SEP]</small> • Begin to engage in extended conversations about stories, learning new vocabulary.
Literacy WORD READING	<ul style="list-style-type: none"> • Pay attention and respond to the pictures or the words <small>[SEP]</small> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. <small>[SEP]</small> • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different parts of a book page sequencing
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. <small>[SEP]</small> • Provide opportunities for planned talk. <small>[SEP]</small> • Plan opportunities for closed and open questions. <small>[SEP]</small> • Plan opportunities for role-play. <small>[SEP]</small> • Plan opportunities to enhance the children's vocabulary. <small>[SEP]</small> • Plan 'building sentences orally' activities. <small>[SEP]</small> • Plan opportunities to make up stories together <small>[SEP]</small> • Plan opportunities for children to talk about the things that they have made. <small>[SEP]</small> <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</p> <p>Aspect 2-General Sound Discrimination-Instrumental Sounds</p>

	Aspect 3-General Sound Discrimination-Body Percussion Aspect 4-Rhythm and Rhyme ^[1] _[SEP] Aspect 5-Alliteration ^[1] _[SEP] Aspect 6-Voice Sounds Aspect 7-Segmenting and blending					
Literacy WRITING	<ul style="list-style-type: none"> • Develop listening and speaking skills in a range of contexts. • Copy finger movements and other gestures ^[1]_[SEP] • Enjoy drawing freely. • Add some marks to their drawings, ^[1]_[SEP] which they give meaning to. For example: "That says Mummy." ^[1]_[SEP] • Make marks on their picture to stand for their name. ^[1]_[SEP] • 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. 					
TFW Story Writing Development Focus	Children to increase vocabulary naming and adding detail. Children make marks based on story. To retell a story adding details and using story language.					
Literacy Weekly Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TFW- The Very Busy Spider What is a Spider? KWL Grid	TFW-The Very Busy Spider Retell story Draw a picture of a spider	TFW-The Very Busy Spider Whole class story map Story map	TFW-The Very Busy Spider Own story map	Non Fiction Information about a spider Graduation/Celebration Practise	Graduation/Celebration Talking about our time at Grindon Infant Nursery	Drawing a person /Pre writing shapes End of term assessment
To be able to talk about a journey they have been on.	To draw a picture of a vehicle.	To repeat words and phrases from familiar stories.	To retell stories, learning new vocabulary.	To know some information about vehicles and how we travel.	Begin to engage in extended conversations about stories, learning new vocabulary	To draw themselves