

Benjamin Adlard Primary School

Literacy Tree Curriculum Map - Nursery

	Term 1- Stories and Rhymes, Me and My Community		Term 2- Starry Night	
Text	Brown Bear		We're Going on a Bear Hunt – Michael Rosen	Dear Santa – Rod Campbell
Fine Motor/ Transcription focus	Pencil grip Letter formation in order of phonics Handwriting positioning	Pencil grip Letter formation in order of phonics Handwriting positioning	Strengthen muscles needed to hold pencils and write. Mark making tools in environment/provision to support early writing opportunities. how to hold a pencil using a tripod grip.	
Oracy and Word / Phonological awareness	Oral composition Listen to a range of texts and encourage to talk about and use new words. Verbally build sentences to explain what has been read. Teach encoding CVC words with big sound cards.	Oral Composition- verbally retell the first part of the story rehearsing and using new vocabulary. Teach encoding CVC words using phonics learned and letter formation learned.	<p>Oracy: To support physical oracy using Face yoga and Mr tongue. Discussions about author and making links to similar books. To use talk in play to practice vocabulary from our stories.</p> <p>Phonics: Environmental and Instrumental sounds To develop children's listening skills and awareness of sounds in the environment. To listen to and identify sounds made by different instruments. Identifying and describing sounds made by musical instruments or objects that make sounds, like drumming on different items.</p>	
Listening and Attention	Children will begin to build words using encoding skills and sound cards taught so far.	Chn will begin to write initial sounds and CVC words to help recall key parts and characters of the story. Max, big, mad, bad Challenge: Chn that are ready will begin to write CVC words	Links to SULP story (Listening Lizzy) using strap lines from story to reinforce behaviours.	
Learning Outcomes			Begin to talk about familiar books. Begin to talk about the five concepts of print. Engage in conversations about stories, learning the meaning new vocabulary. To use sentence stems to recall parts of familiar stories. Challenge: To recall a familiar story. To extend vocabulary e.g. big, large, small, tiny	

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	Term 3 – Dangerous Dinosaurs		Term 4 – Big Wide World
Text	Jaspers Beanstalk - Nick Butterworth	The Very Hungry Caterpillar – Eric Carle	The Train ride - June Crebbin Each Peach Pear Plum
Fine Motor/ Transcription focus	<p>Strengthen muscles needed to hold pencils and write. Mark making tools in environment/provision to support early writing opportunities. how to hold a pencil using a tripod grip. Use a comfortable grip with good control when holding pens and pencils.</p>		<p>How to hold a pencil using a tripod grip Mark making tools in environment/provision to support early writing opportunities. Use a comfortable grip with good control when holding pens and pencils. -begin to write some letters accurately. -begin to write some or all of their name.</p>
Oracy and Word / Phonological awareness	<p>Oracy: To support physical oracy using Face yoga and Mr tongue. Discussions about author and making links to similar books. To use talk in play to practice vocabulary from our stories. To begin to use to word and to extend their sentences during discussions about familiar stories.</p> <p>Phonics: Body Percussion: Recognising and creating sounds using the body, like clapping, stamping, and jumping, to explore rhythm and sounds. Develop their phonological awareness so that they can count or clap syllables in words.</p> <p>Voice Sounds: Focusing on different sounds the voice can make, such as whispering, shouting, or making animal noises</p>		<p>Oracy: To support physical oracy using Face yoga and Mr tongue. Discussions about author and making links to similar books. To use talk in play to practice vocabulary from our stories. To begin to use to word and to extend their sentences during discussions about familiar stories. Joining phrases 'but'.</p> <p>Phonics: Rhythm and Rhyme: Developing an appreciation for the rhythm and rhyme in speech, songs, and poems. Develop their phonological awareness so that they can spot and suggest rhymes.</p> <p>Voice Sounds: Focusing on different sounds the voice can make, such as whispering, shouting, or making animal noises</p>

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Listening and Attention	Links to Sulp story (Listening Lizzy) using strap lines from story to reinforce behaviours.		Links to Sulp story (Listening Lizzy) using strap lines from story to reinforce behaviours. Oracy Links: To turn your body towards the speaker.	
Learning Outcomes	<ul style="list-style-type: none"> -understand that print can have different purposes. -text can have different purposes and examples of what they might be. -how to clap syllables in words. 		<ul style="list-style-type: none"> -that we read from left to right and from top to bottom. -that pages are in a sequence. -the rhyming rules -use some of their print and letter knowledge in their early writing. -text can have different purposes. 	
	Term 5- Sunshine and Flowers		Term 6 – On the Beach	
Text	Errol's garden – Gillian Hibbs	Freddie and the Fairy – Julia Donaldson	You Choose – Nick Sharratt	Come on Daisy – Jane Simmons
Fine Motor/ Transcription focus	<p>How to hold a pencil using a tripod grip</p> <p>Mark making tools in environment/provision to support early writing opportunities.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none"> -begin to write some or all of their name. -Write some letters accurately. -how to write some letters accurately using little Wandle straplines. -how to write some letters from their name using the correct formation. 		<p>How to hold a pencil using a tripod grip</p> <p>Mark making tools in environment/provision to support early writing opportunities.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none"> -begin to write some or all of their name. -Write some letters accurately. -how to write some letters accurately using little Wandle straplines. -how to write some letters from their name using the correct formation. 	
Oracy and Word / Phonological awareness	<p>Oracy:</p> <p>To support children that still need physical oracy continue to use Face yoga and Mr tongue.</p> <p>Discussions about author and making links to similar books.</p> <p>To use talk in play to practice vocabulary from our stories.</p> <p>To begin to use to word and to extend their sentences during discussions about familiar stories.</p> <p>To begin to understand how and why questions.</p> <p>To take turns to speak.</p> <p>Phonics:</p> <p>Alliteration: Learning to identify words that start with the same sound.</p> <p>Develop their phonological awareness so that they can recognise words with the same initial sound.</p>		<p>Oracy:</p> <p>To support children that still need physical oracy continue to use Face yoga and Mr tongue.</p> <p>Discussions about author and making links to similar books.</p> <p>To use talk in play to practice vocabulary from our stories.</p> <p>To begin to use to word and to extend their sentences during discussions about familiar stories.</p> <p>To begin to describe events.</p> <p>To listen to others and take turns to speak.</p> <p>Phonics:</p> <p>Oral Blending and Segmenting: Blending sounds together to make a word (e.g., d-o-g to "dog") and segmenting a word into its individual sounds.</p>	

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		Develop their phonological awareness so that they can recognise words with the same initial sound.
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Learning Outcomes	how to identify the first sound in a word. use some of their print and letter knowledge in their early writing. begin to write some or all of their name	Understand the five key concepts about print. how to identify the first sound in a word. use some of their print and letter knowledge in their early writing. begin to write some or all of their name