Intent	It is crucial for children to develop a lifelong love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and nonfiction) they read with the, and enjoy rhymes poems and songs together. Skilled word reading, taught later, involves both speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).		
Key Vocabulary	Author, illustrator, front cover, blurb, characters, recall, predict, rhymes, stories, fiction, no-fiction, information books, mark making, drawing, marks, letters, numbers, shapes alphabet, pictures, role-play, questions, imagination, monster phonics, phonics, sound, blending, print, words,		
Implementation Literacy is developed throughout the year through:- • Daily story time for all children • Focused book of the week • Dough disco • Wiggle me into squiggle • Squiggle whilst you wiggle • Mark making opportunities throughout nursery both indoors and out • A variety of mark making materials and mark making tools • Story books and non- fiction books in cosy places as well	Children enjoy songs and rhymes, tuning in and paying attention Confidence to join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Children begin to say some of the words in the song and rhymes To develop confidence in joining in with actions and rhymes Sing songs independently, for example whilst playing Children enjoy sharing books with adults Children pay attention and respond to the pictures or the words in books Children have a love of books and seek them out to share with others or alone Build the confidence to repeat words and phrases from familiar stories Have the confidence to ask questions about books. Make comments and share their own ideas To begin to develop play around favourite stories using props with adult support Children become interested in some print, like the first letter of their name, door number of familiar logos Enjoys drawing freely Children develop confidence in adding some marks to their drawings which they give meaning to	Children develop their phonological awareness so that they can Spot and suggest rhymes Count and clap syllables in word Recognise words with the initial sound, such as mother and money Children begin to develop the skills in reading individual letters by saying the sounds for them. Children begin to develop the skills in blending sounds into words, so that they can read short words made up of known letter-sound correspondence. Children develop the understanding of the five key concepts about print Print has meaning Print can have different purposes We read English text from left and right from top and bottom Names of the different parts of a book Page sequencing Children engage in extended conversations and stories, learning new vocabulary Children use some of their print knowledge in their early writing. For example writing a pretend shopping list that starts at the top of the page: writing 'm' for mummy. Children are beginning to write some or all of their name Children are starting to write letters accurately	

as in different areas of the nursery • Nursery rhymes taught weekly • Singing in together time • Phonics focused teaching Quality print in the learning environment	Children begin to make marks on their pictures to represent their name		