

	Year group: Nursery	Term: Spring
	<i>(Objectives from NC/ELG/Development matters)</i> Understand the five key concepts about print: • 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 Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. 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.	

Prior learning	Future learning
children have been introduced to instructions and been taught the social cues of speaking and listening. They have also been taught how to navigate books, how to hold them and listen to a story.	Children will be able to answer 'how' and 'why' questions and talk clearly about their own experiences.

What pupils need to know or do to be secure

Key knowledge and skills

Decoding	Reading Comprehension	The Reader	Speaking and Listening
s a t p i n	Can say what they like and don't like about a story. Can recall some main events. Can answer who, what, where questions about a story.	Can listen to a story and actively engages with the story and join in during repeated phrases. Can explain what their favourite part of a story is.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use a wider range of vocabulary. Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns.

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Reasonable adjustments for pupils with SEND

Communication and Interaction Passwords on doors Reading cafes SEN cafes SEN library bus Flashcards Mixed year group reading opportunities (e.g Y1 reading to Reception) Sharing books with peers Access to teacher books and sharing books that have already been read in their own way. Sound tubs.	Cognition and Learning 1:1 intervention Lessons relevant to learning level Decodable books sent home linking to the learning for that week. Sound mats Sounds displayed in the classroom to access.
Social, Emotional and Mental health Achievements linking to Thinkosaur, tryosaur - Growth Mindset Reading a story that they enjoy in their own way to their peers at the end of the day.	Sensory and Physical Writing in sand Writing in Glitter Writing on top of paint bags Chalk writing on pavements/walls Large A4 flashcards Magnetic letters

