

	Year group: Nursery	Term: Summer
	<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 are able to listen to a story actively. They have been introduced to early phonics and are able to navigate what a lesson looks like and are beginning to identify sounds in the learning environments.	Can begin to comprehend books using illustrations and ask simple questions about a text.

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 answer how or why questions about a story. Can identify the title and front cover of a book. Can talk about my own experiences which relate to the book. Can retell the story.	Knows that books are read from left to right, top to bottom. Knows that you have to turn the pages one at a time in order to read a book from beginning to end. Knows that print comes with meaning.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Dereham Church of England Infant and Nursery Academy

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

