

<sup>3</sup> CHOO <sup>V</sup>							
Grindon Infant School Nursery Literacy Medium Term Planning 2025-2026							
Summer 1-The Three Billy Goats Gruff							
Area of Learning	Focus						
Literacy	Enjoy songs and rhymes, tuning in and paying attention.						
	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.						
COMPREHENSION	Say some of the words in songs and rhymes.						
	Sing songs and say rhymes independently, for example, singing whilst playing.						
	Enjoy sharing books with an adult.						
	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.						
	Repeat words and phrases from familiar stories.						
	Ask questions about the book.						
	Make comments and shares their own ideas.						
	Develop play around favourite stories using props.						
Literacy	Pay attention and respond to the pictures or the words						
WORD READING	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.						
Phonics	Pre Phonics Skills Development						
	Provide many opportunities for children to develop familiarity with stories, nursery rhymes, poems and songs.						
	Provide opportunities for planned talk.						
	Plan opportunities for closed and open questions.						
	Plan opportunities for role-play.						
	Plan opportunities to enhance the children's vocabulary.						
	Plan 'building sentences orally' activities.						
	Plan opportunities to make up stories together						
	Plan opportunities for children to talk about the things that they have made.						
	Super Sounds Focus						
	• Hear the similarities in the first spoken sounds in words.						
	• Say the first spoken sound in words.						
	• Find two objects beginning with the same sound from a set of objects.						
	• Sort objects beginning with the same sounds.						
	• Sat a 4-word tongue twister from memory.						
	Sort similarities and differences in letter shapes.						
	Super Sounds Provision Link						
i	Magnetic letters to explore name with name cards (capital and lower case)						
	• Real life packaging in the role play area e.g. packets, tins, magazines, to draw awareness to alliterative items prickly pineapple, straight spaghetti, snuggly						
Ĺ	slippers.						

## • Independent use of resources during focused activities.

• 16 piece puzzle.

## Literacy WRITING

- Develop listening and speaking skills in a range of contexts.
- Copy finger movements and other gestures
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says Mummy."
- Make marks on their picture to stand for their name.
- 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.

## **Letter-join Handwriting Focus**

• Continue Gross Motor Skills Animal movements 1-14 in outdoor provision.





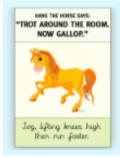










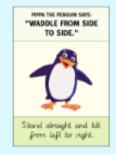














- Begin Letter-join Early Years programme 'Introducing Pre Writing Patterns':
  - -Circles and Spirals
  - -Lines and Diagonals

## **Pre Writing Shapes Focus**

Use ribbon sticks to practise diagonal lines.

	Making Marks of diagonal lines in sand, water, mud, paint and glitter.					
	Use chalks, crayons, pens and pencils.					
TFW Story Writing	Children to increase vocabulary naming and adding detail.					
<b>Development Focus</b>	Children to make marks based on the story.					
	To retell a story adding details and using story language.					
Rhyme of The Month	April-If You're Happy And You Know It					
	May-5 Currant Buns					
Literacy Weekly Focus	1					
Week 1-	Week 2	Week 3	Week 4	Week 5	Week 6	
Nursery Rhyme of the month- Currant Buns	TFW- The Three Billy Goats Gruff	TFW- The Three Billy Goats Gruff	TFW- The Three Billy Goats Gruff	TFW-Non Fiction-Farm animals	TFW-Non fiction-Farm animals	
	What do we know about goats?	Retell story using story map.	Children to make their own story	Animals sorting-What lives on a		
	Introduce the story.		map.	farm?	Drawing and labelling a farm animal.	
To join in with familiar rhymes.	To ask questions.	To join in with familiar phrases in a story.	To make marks and give meaning to them.	To ask questions and find answers.	To make marks and give meaning to them.	
		To learn new vocabulary linked to story.	To retell a familiar story.			