



## Grindon Infant School Nursery Literacy Medium Term Planning 2025-2026

### Summer 1-The Three Billy Goats Gruff

Area of Learning	Focus
<b>Literacy</b>  <b>COMPREHENSION</b>	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book.</li> <li>• Make comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> </ul>
<b>Literacy</b> <b>WORD READING</b>	<ul style="list-style-type: none"> <li>• Pay attention and respond to the pictures or the words</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul>
<b>Phonics</b>	<p><b>Pre Phonics Skills Development</b></p> <ul style="list-style-type: none"> <li>• Provide many opportunities for children to develop familiarity with stories, nursery rhymes, poems and songs.</li> <li>• Provide opportunities for planned talk.</li> <li>• Plan opportunities for closed and open questions.</li> <li>• Plan opportunities for role-play.</li> <li>• Plan opportunities to enhance the children's vocabulary.</li> <li>• Plan 'building sentences orally' activities.</li> <li>• Plan opportunities to make up stories together</li> <li>• Plan opportunities for children to talk about the things that they have made.</li> </ul> <p><b>Super Sounds Focus</b></p> <ul style="list-style-type: none"> <li>• Hear the similarities in the first spoken sounds in words.</li> <li>• Say the first spoken sound in words.</li> <li>• Find two objects beginning with the same sound from a set of objects.</li> <li>• Sort objects beginning with the same sounds.</li> <li>• Sat a 4-word tongue twister from memory.</li> <li>• Sort similarities and differences in letter shapes.</li> </ul> <p><b>Super Sounds Provision Link</b></p> <ul style="list-style-type: none"> <li>• Magnetic letters to explore name with name cards (capital and lower case)</li> <li>• Real life packaging in the role play area e.g. packets, tins, magazines, to draw awareness to alliterative items prickly pineapple, straight spaghetti, snuggly slippers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Independent use of resources during focused activities.</li> <li>• 16 piece puzzle.</li> </ul>
<b>Literacy</b> <b>WRITING</b>	<ul style="list-style-type: none"> <li>• Develop listening and speaking skills in a range of contexts.</li> <li>• Copy finger movements and other gestures</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says Mummy."</li> <li>• Make marks on their picture to stand for their name.</li> <li>• To make age appropriate pre writing shapes.</li> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul> <p><b>Letter-join Handwriting Focus</b></p> <ul style="list-style-type: none"> <li>• Continue Gross Motor Skills Animal movements 1-14 in outdoor provision.</li> </ul> <div data-bbox="445 612 2016 1264"> <p>The image shows a grid of 14 animal movement cards, arranged in two rows of seven. Each card has a light blue border and contains the following information:</p> <ul style="list-style-type: none"> <li><b>Top section:</b> Animal name and a specific action instruction in quotes.</li> <li><b>Middle section:</b> A colorful illustration of the animal.</li> <li><b>Bottom section:</b> A brief description of the movement.</li> </ul> <p><b>Row 1:</b></p> <ul style="list-style-type: none"> <li><b>KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."</b> Illustration of a kangaroo. Description: Two-footed standing jump with waving arms.</li> <li><b>COLIN THE CRAB SAYS: "WALK SIDeways."</b> Illustration of a red crab. Description: Take side steps one way, then the other.</li> <li><b>FRANK THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."</b> Illustration of a pink flamingo. Description: Balance on left foot, then balance on right foot.</li> <li><b>CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."</b> Illustration of an orange cat. Description: Stretch up and try and touch the ceiling.</li> <li><b>CORA THE COW SAYS: "MILK A COW."</b> Illustration of a black and white cow. Description: Move arms up and down in milking action.</li> <li><b>SACHA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."</b> Illustration of a yellow and brown snake. Description: Lie down and wriggle along the floor.</li> <li><b>BORIS THE BEAR SAYS: "WALK ON ALL FOURS."</b> Illustration of a brown bear. Description: Move around on hands and feet.</li> </ul> <p><b>Row 2:</b></p> <ul style="list-style-type: none"> <li><b>HANS THE HORSE SAYS: "TROT AROUND THE ROOM, NOW GALLOP."</b> Illustration of a brown horse. Description: Jog, lifting knees high then run faster.</li> <li><b>OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."</b> Illustration of a pink and blue ostrich. Description: Take long strides around the room.</li> <li><b>ENZO THE ELEPHANT SAYS: "LIFT ME UP."</b> Illustration of a grey elephant. Description: Pretend to lift up a heavy object.</li> <li><b>FINN THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."</b> Illustration of a green frog. Description: Hop on one leg, then on the other leg.</li> <li><b>PEDRO THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."</b> Illustration of a brown puppy. Description: Spin around on the spot.</li> <li><b>PEPPY THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."</b> Illustration of a blue and white penguin. Description: Stand straight and tilt from left to right.</li> <li><b>BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."</b> Illustration of a black bird. Description: Raise arms up and down, palms facing down.</li> </ul> </div> <ul style="list-style-type: none"> <li>• Begin Letter-join Early Years programme 'Introducing Pre Writing Patterns': <ul style="list-style-type: none"> <li>-Circles and Spirals</li> <li>-Lines and Diagonals</li> </ul> </li> </ul> <p><b>Pre Writing Shapes Focus</b></p> <p>Use ribbon sticks to practise diagonal lines.</p>

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