



Grindon Infant School Nursery Literacy Medium Term Planning 2026-2027

Autumn 1- Wow! Said The Owl.

Area of Learning	Focus
Literacy COMPREHENSION	• Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • 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 WORD READING	• Pay attention and respond to the pictures or the words • 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 • Listen and join in with stories, songs, and games. • Make sounds and join in with stories and songs. • Match the sounds that I have heard using a picture. • Copy sounds I have heard. • Name some animals and objects and make their sounds. Super Sounds Provision Link • Collection of noisy sound books. • Props for stories for retelling. • Objects in role play that make sounds such as keys, packets, alarm clock, metal/wooden spoons. • Bubble blowing and painting for developing mouth control.

	• Shape sorters and inset puzzles. • 2-piece puzzles.					
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. Letter-join Handwriting Focus Develop gross motor skills through the Gross Motor Skills Animal movements 1-7 KEVIN THE KANGAROO SAYS: “JUMP UP AND DOWN.”  Two-footed standing jump with waving arms. COLIN THE CRAB SAYS: “WALK SIDEWAYS.”  Take side steps one way, then the other. FRANK THE FLAMINGO SAYS: “STAND ON ONE LEG AND NOW THE OTHER LEG.”  Balance on left foot, then balance on right foot. CHARLIE THE CAT SAYS: “STRETCH UP AS FAR AS YOU CAN.”  Stretch up and try and touch the ceiling. CORA THE COW SAYS: “MILK A COW.”  Move arms up and down in milking action. SACKA THE SNAKE SAYS: “SLITHER ALONG THE FLOOR.”  Lie down and wriggle along the floor. BORIS THE BEAR SAYS: “WALK ON ALL FOURS.”  Move around on hands and feet. Pre Writing Shapes Focus Use ribbon sticks to practise vertical and horizontal lines. Making Marks to draw a straight line- vertical/horizontal in sand, paint, mud.					
TFW Story Writing Development Focus	Children to increase vocabulary naming and adding detail. Children make marks based on story.					
Rhyme of the Month	September-5 Little Speckled Frogs October-5 Little Pumpkins					
Literacy Weekly Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Nursery Rhyme of the month- 5 Little Speckled Frogs Nursery Rhyme to go home.	Nursery Rhymes Drawing Assessment – Adult Led	TFW-Wow! Said The Owl What do we know about owls? Read story- talk about the different colours in the book Colour Assessment	TFW-Wow! Said The Owl Whole Class story map AL- Creating collages/drawings of the different parts of the story linked to colour	TFW-Wow! Said The Owl AL- Children to create their own story maps.	TFW-Non-Fiction-Colours Making a class rainbow.	TFW-Non-Fiction-Colours Colours page for class ‘Colours’ book AL Task. Phase 1 Phonics Online Tracker Assessments.

To join in with familiar rhymes	Assessment To make marks	To join in with familiar phrases in a story.	To learn new vocabulary linked to story. To retell a familiar story.	To understand features of a non fiction book.
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