



Grindon Infant School Nursery Literacy Medium Term Planning 2026-2027

Summer 1 –The Little Red Hen

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 • 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 • 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 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 Development Focus	Children to increase vocabulary naming and adding detail. Children make marks based on 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					
Week 1-	Week 2	Week 3	Week 4	Week 5	Week 6
Nursery Rhyme of the month- 5 Currant Buns	TFW- The Little Red Hen What do we know about hens? Introduce story	TFW- The Little Red Hen Retell story using story map.	TFW- The Little Red Hen Children to make their own story map.	TFW- The Little Red Hen Make bread- Follow a Recipe	TFW- The Little Read Hen Following Instructions To make a set of instructions –How to make bread using pictures
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 follow instructions.	To follow instructions.