



Literacy Curriculum Map Nursery – 2022/2023

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Core Texts	-Owl Babies -So Much -Elmer and Grandpa Eldo	- Whatever Next -Three Billy Goats Gruff -The Three Little Pigs	-The Train Ride -The Big Red Bus -Lost and Found	-Brown Bear Brown Bear -We're going on a bear hunt -Peace at Last	-The very Hungry Caterpillar -Oliver's Vegetables -My New Baby	-Pizza Day The Runaway Chapatti -Lima's Red Hot Chili
Links to EYFS Area of Learning	-Owl Babies (C&L) -So Much (UW/PSED) -Elmer and Grandpa Eldo (EAD/PD)	- Whatever Next (C&L) -Three Billy Goats Gruff (UW/PSED) -The Three Little Pigs (EAD/PD)	-The Train Ride (C&L) -The Big Red Bus (UW/PSED) -Lost and Found (EAD/PD)	-Brown Bear Brown Bear (C&L) -We're going on a bear hunt (UW/PSED) -Peace at Last (EAD/PD)	-The very Hungry Caterpillar (C&L) -Oliver's Vegetables (UW/PSED) -My New Baby (EAD/PD)	-Pizza Day (C&L) The Runaway Chapatti (UW/PSED) -Lima's Red Hot Chili (EAD/PD)
Phonics	Follow Read Write Inc lesson sequence for progression and development					
Early Reading Experiences, Knowledge and Skills and strategies	Rhyme and rhythm Family songs Familiar songs Using family photographs to tell an event (story) Names and places Different parts of a book	Talk/conversations about books Rhyme and Rhythm Performance (Christmas concert)	Singing transport songs Action songs Train ride song Reading own maps and messages Meaning through print Rhyme and rhythm	Repeated refrains Creating songs out of stories Role play Giving meaning to marks Rhyme and rhythm Vocalising animal sounds	Retelling stories Rhyme and rhythm Performing stories Role play Using illustrations to tell stories	Rhyme and rhythm Repeated refrains Matching text and illustrations Patterns in stories Role play
Communication and Language (3-4 year olds)	Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • 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 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."					
Language Competency Through reading, talk and writing	Language of empathy Book Talk Repetition Describing human characteristics Expressing emotions	Repetition Book talk Instructional language Positional language Past and present tenses	First person voice in the story Questions Dialogue Statements Instrumental sounds	Explaining Ordinal language Prepositions Adverbials Adjectives	Adverbs Books talk Environmental sounds Descriptions	Instructions Book talk Interjection (ouch! wow!) Direction
Physical Development	Marks are the result of large movements from the shoulder. Mark maker held in fist or palmer grip. Marks are random and go in many directions. Make repeated marks on the page. Make a variety of lines and circular patterns. Circles or ovals flow over the page. Begin transition to holding mark maker between thumb and forefinger. Starting point to any point on page.			Can 'read' a story from own picture/mark making. Will talk about own mark making. Will dictate to adults, telling them what to write. During role play, will write messages for a purpose. Mixes letters, numerals and mock letters. Will 'read' a text from memory or invent meaning. Spacing rarely present. Place letters randomly on page.		
Writing Outcome	Mark making with fingers and a range of writing materials (indoor and outdoor) Fine motor development Correct pencil grip	Correct pencil grip Plans Character study Setting Story maps	Name writing Tickets Maps Registration plates	Story map Notes Labels Settings	Poster Invitation Part of story Labelling Notes	Shopping Lists Recipe Labels Design Instruction Menu