



NURSERY LONG TERM OVERVIEW FOR LITERACY



These statements show the typical level of development in Literacy for nursery children. The statements are benchmarked to enable teachers to assess the rate of learning and development and to plan next steps. They will also enable staff to track children's progress towards the end of year requirements. Throughout the year children will develop their learning through a mix of child-led and directed play activities. Much of this will be done through 'The Message Centre' and 'Adventure Island' ethos of early mark-making. Included in this overview are the Physical Development statements (Gross/Fine motor skills) as well as documents that show progressive stages of development for pencil grip and writing.

Literacy	
Word Reading and Comprehension	
During Nursery (December March) <ul style="list-style-type: none">• I can repeat songs, rhymes, stories and repeat familiar phrases.• I can fill in missing words from well known rhymes.• I can show a preference for a book or a song or a rhyme.• I can identify myself in a story and show enjoyment for stories about familiar people.• I can notice and repeat sounds.• I can identify signs and symbols in the environment and recall what they mean.• Understand the five key concepts about print:<ul style="list-style-type: none">- print has meaning- print can have different purposes- we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother• Engage in extended conversations about stories, learning new vocabulary.	End of Nursery Word reading <ul style="list-style-type: none">• I can join in with rhymes and stories.• I can identify rhymes.• I can join in with the rhythm of well known rhymes and songs.• I can recognise my own name. Comprehension <ul style="list-style-type: none">• I can hold a book, turn the pages and indicate an understanding of pictures and print.• I can tell a story to friends.• I can talk about events and characters in books.• I can make suggestions about what might happen next in a story.



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Literacy

Writing

During Nursery (December March)

- I can randomly scribble on the page, sometimes with both hands.
- I can begin to balance when sitting.
- I can make connections between my actions and the marks being made.
- I can hold mark making equipment using the palmer grip.
- I can control the marks on the page.
- I can distinguish between the different marks I make.
- I can turn pages in a book.
- I can control equipment like a jug and show increasing control over tools like pencils and crayons.
- I can use a range of tools to make marks and show an interest in my own marks and others marks.
- *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; write 'm' for mummy.*
- *Write some or all of their name.*
- *Write some letters accurately.*

End of Nursery

Composition

- I can tell an adult what I have drawn or painted.

Grammar, Punctuation

- I can recognise a capital letter at the start of my name.

Spelling

- I can identify sounds from my own name in other words.
- I can ascribe meaning to other marks, like on signage.
- I can start to write identifiable shapes and letters.

Handwriting

- I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.
- I can use tools for mark making with control.
- I can grip using five fingers or preferably two fingers and thumb for control.
- I can use pincers, tweezers and threading equipment with increasing control and confidence.
- I can copy shapes, letter and pictures.



NURSERY LONG TERM OVERVIEW FOR LITERACY



Physical Development

Gross and Fine Motor

During Nursery (December March)

- I can use a fisted grasp or fist grip.
- I can use a palmer grasp and four-finger grip.
- I can walk confidently.
- I can climb onto furniture.
- I can walk upstairs with my hand held.
- I can run but sometimes fall.
- I can squat to pick up toys.
- I can climb into a large chair and turn to sit.
- I can carry large toys.
- I can attempt to kick a ball.
- I can stand on one foot with support.
- I can use my feet to scoot along on a trike.
- I can control my whole body and am able to negotiate space and objects.
- I can run safely on my whole foot.
- I can use a five finger grasp and pincer grip.
- I can move to music and express myself.
- I can stop confidently when moving around the environment and can now run safely.
- I can make connections between my movement and the marks I make.
- I can squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands.


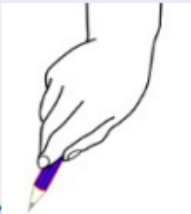
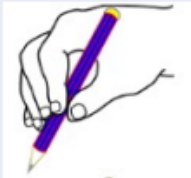

End of Nursery

- I can stand momentarily on one foot when shown.
- I can catch a large ball.
- I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- I can use one-handed tools and equipment, e.g. make snips in paper with child scissors.
- I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.
- I can hold a pencil near the point between first two fingers and thumb and use it with good control.


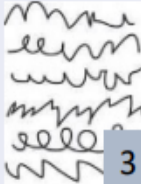

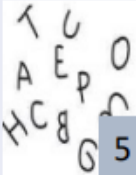
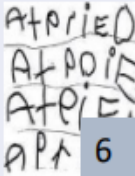
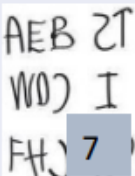
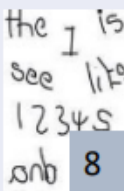

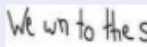
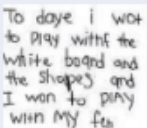
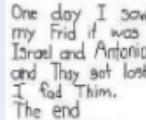
- I can kick a large ball.
- I can walk upstairs or downstairs holding onto a rail, two feet on a step.
- I can respond and move to rhythm and music.
- I can pick up tiny objects using a fine pincer grasp.
- I can make simple models using construction toys.
- I can move spontaneously within available space.
- *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.*
- *Go up steps and stairs, or climb up apparatus, using alternate feet.*
- *Skip, hop, stand on one leg and hold a pose for a game like musical statues.*
- *Use large-muscle movements to wave flags and streamers, paint and make marks.*
- *Start taking part in some group activities which they make up for themselves, or in teams.*
- *Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.*
- *Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.*
- *Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.*
- *Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.*
- *Use one-handed tools and equipment, for example, making snips in paper with scissors.*
- *Use a comfortable grip with good control when holding pens and pencils.*
- *Show a preference for a dominant hand.*

Physical Development

The stages of grip development For reference

16-26 months	22-36 months	30-50 months	40-60 months
 <p>Fisted Grasp and</p> <p>Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.</p>	 <p>Palmar</p> <p>Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.</p>	 <p>Five finger Grasp and</p> <p>Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.</p>	 <p>Tripod Grasp (Three finger)</p> <p>Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.</p>

Literacy

The stages of writing development For reference			
16-26 months	22-36 months	30-50 months	40-60 months
 <p>1</p> <p>2</p> <p>This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay.</p>	 <p>3</p>  <p>4</p>  <p>5</p> <p>As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger.</p> <p>We now see random letters and letter strings.</p>	 <p>6</p>  <p>7</p>  <p>8</p> <p>Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be real because it looks like other letters they have seen.</p> <p>We now see letter strings, letter groups and print from the environment.</p>	 <p>9</p>  <p>10</p>  <p>11</p>  <p>12</p> <p>We now see children beginning to experiment with sounds and the initial sounds of words represented.</p> <p>Then more consonant sounds are represented. We then see inventive spelling including vowels.</p> <p>Finally we have transitional writing with better attempts and spelling and some use of punctuation.</p>



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Messy mark-making/finger gym activities in continuous provision provide daily opportunities for developing fine and gross motor skills.

Squiggle While You Wiggle – Twice weekly gross motor movement to support pre-writing skills

Dough Disco – Twice weekly to strengthen fine motor/finger muscles to help with pencil grip and brain connections.

AUTUMN TERM	SPRING TERM	SUMMER TERM
AUT 1: IT'S GOOD TO BE ME	SPRING 1: WHAT SHALL I WEAR?	SUMMER 1: WHAT'S GROWING?
<p>Drawing a face – using circles</p> <p>My Family – ascribing meanings to marks, talking about who lives in my house.</p> <p>The Three Pigs – Draw a story map – early story sequencing.</p> <p>Elmer – exploring lines and patterns and story sequencing.</p> <p>Owl Babies – Using text to talk about feelings.</p> <p>Draw own picture of the Owl Babies – ascribe meanings to marks.</p> <p>Autumn – poems and rhymes</p> <p>Autumn Walk – drawing/</p>	<p>The Gingerbread Man – repeated refrains.</p> <p>Letter/message from the Gingerbread Man, recipe instructions, simple story sequencing.</p> <p>Polar Bear, Polar Bear what do you hear? – link to phase 1 phonics – animal sounds.</p> <p>Winter – naming and labelling clothing.</p> <p>Winter Wonderland – who's hiding in the snow?</p> <p>Messages in the snow and ice.</p> <p>Chinese New Year – stories from other cultures.</p> <p>Kite-Flying – link to Chinese culture/families and writing instructions for making a kite.</p> <p>Chinese Restaurant Role play – writing menus/orders</p>	<p>Jack and the Beanstalk – repeated refrains and simple story sequencing. Characters and settings.</p> <p>Draw story maps</p> <p>Jasper's Beanstalk – making links with other texts.</p> <p>Sequence story and write instructions for how to grow a beanstalk.</p> <p>Message Centre/Adv Island: the giant/castles etc.</p> <p>Descriptions of castles and characters.</p> <p>There's a Dragon in my book – interactive reading.</p> <p>Treasure Hunts – what can you find in the garden?</p> <p>Fairies – letters and messages from the garden/Adventure Island occupants.</p>
AUT 2: BLAST OFF!	SPRING 2: SPRINGTIME AT THE FARM/PETS	SUMMER 2: LET'S GO WILD
<p>Peace at Last – link to phase 1 phonics – aspect 1: environmental sounds</p> <p>Can't you Sleep Little Bear – Encourage mark-making in a dark den using torches/uv pens.</p> <p>Poetry Week: Nursery Rhyme focus.</p> <p>There's an Alien in my Book – Interactive book to encourage reading and participation with the book including learning to turn pages correctly.</p> <p>Space Poems – rhyming</p> <p>Message Centre/Adv Island: messages to and from aliens from space.</p> <p>Christmas – write a letter to Santa</p> <p>Christmas Cards – name writing</p>	<p>The Enormous Turnip – repeated refrains and simple story sequencing.</p> <p>Farmer Duck – using text to understand and talk about feelings and being fair.</p> <p>Link to phonics: animal sounds (farm animals)</p> <p>Dear Zoo – repeated refrains and simple story language. Use of descriptive words to describe animals.</p> <p>What the Ladybird Heard – using the text to look at characters and maps.</p> <p>Making own maps of the area and labelling them.</p> <p>Poetry Week – oi dog - rhyming words and games.</p> <p>Vet role play – writing appointments/medicines etc.</p>	<p>Peely Wally – Interactive book encouraging children to trace the lines where the egg travels and turn pages.</p> <p>Sequence the story – which jungle animal does the egg go to next...?</p> <p>Alliteration – Colin Crocodile, Mavis Monkey etc.</p> <p>Animal Boogie – poetry week</p> <p>Rhymes linked to jungle animals.</p> <p>Naming and labelling jungle animals – broadening vocabulary.</p> <p>Dinosaur Roar – using descriptive words to describe the different dinosaurs.</p> <p>Adventure Island – Dinosaur dens/messages.</p>