

Reading Long Term Plan Nursery 2020-21

<p><b>Development Matters 2020</b>  <b>Communication and Language</b>  <b>3 &amp; 4-year-olds:</b>          Enjoy listening to longer stories and can remember much of what happens.          Use a wider range of vocabulary.          Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p><b>Literacy</b>  <b>0-3 year olds:</b>          Pay attention and responds to the pictures or the words.          Have favourite books and seeks 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. Makes comments and shares their own ideas.          Develop play around favourite stories using props.</p>	<p><b>Literacy continued...</b>  <b>3 &amp; 4 year olds:</b>          Understand the five key concepts about print:          - 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</p> <p>Develop their phonological awareness, so that they can:          - spot and suggest rhymes          - count or clap syllables in a word          - recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>
<p>We strive to share <b>5 stories a day</b> with the Nursery Class. This consists of a Talk for Writing focus story, books linked to topics, loaned Library Van books and high-quality stories linked to Pie Corbett’s Reading Spine and Sue Palmer’s ‘50 books for reading aloud’ taken from Foundations of Literacy.</p> <p>We have 3 nursery rhymes/songs that we focus on each week.</p>	
<p>A selection of books from various recommended reading lists with some specific books relating to topics and terms features below. This list does not contain the full extent of the books which will be read to the children throughout the year. Children also loan books to take home for one week. These books are all high quality, age appropriate and where possible they are copies of the books we have in the classroom reading corner.</p>	
<p>‘Five a day’</p>	<p>Reading Corner: Pie Corbett books are accessible at all times on a bookshelf in the class. In addition to this, stories linked to our theme and other good quality stories are displayed. Fiction and Non-fiction books are also displayed in other areas of continuous provision to enhance learning in that area.</p> <p>Brown Bear Brown Bear          Come on Daisy          Dear Zoo          Each Peach Pear Plum          Hairy Maclary from Donaldson’s Dairy          Hug          Jasper’s Beanstalk          The Tiger Who Came to Tea          The Train Ride          The Very Hungry Caterpillar          We’re Going on a Bear Hunt          Where’s Spot          You Choose          Brown Bear Brown Bear</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Books linked to topic or TFW	Goldilocks and the Three Bears The Enormous Turnip	The Train Ride Dear Santa	We're Going on a Bear Hunt The Runaway Pancake	The Gingerbread Man Jasper's Beanstalk	Hooray for Fish Come on Daisy	The Three Billy Goats Gruff Mr Gumpy's Outing	
Additional books not arranged by topic or term.	<p><b><u>RHYMES AND POEMS</u></b> Nursery Rhyme Collection Twinkle Twinkle Chocolate Bar The Twelve Days of Christmas Each Peach Pear Plum</p> <p><b><u>NUMBER BOOKS</u></b> Anno's Counting Book Ten Seeds Nonsense Counting Rhymes Ten in the Bed Five Little Ducks Mousecount A Beach for Albert The Button Box The Doorbell Rang</p> <p><b><u>STORIES AND RHYMES LINKED TO PHASE 1 PHONICS</u></b> Dinosaur Rumpus Down by the Cool of the Pool Spookyrumpus Tanka Tanka Skunk The Cow Tripped Over the Moon Chocolate Moose for Greedy Goose Commotion in the Ocean Doing the Animal Bop</p>						
Phase 1 Phonics	<p>Aspect 1: General sound discrimination – environmental sounds  Aspect 2: General sound discrimination – instrumental sounds  Aspect 3: General sound discrimination – body percussion  Aspect 4: Rhythm and rhyme  Aspect 5: Alliteration  Aspect 6: Voice sounds  Aspect 7: Oral blending and segmenting  Phase 2: learning grapheme-phoneme correspondences  The overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do.  The boundaries between each strand are flexible and not fixed: we plan to integrate the activities according to the developing abilities and interests of the children in the setting. Only Aspect 7 should be the last strand that children are introduced to.</p>						