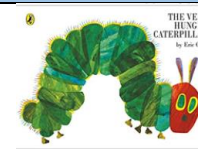
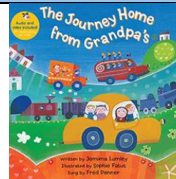
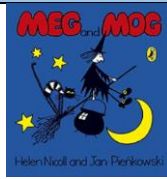
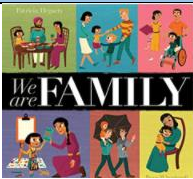




# Pre School Literacy Long Term Overview

AUTUMN 1	AUTUMN 2	Spring 1	Spring 2	SUMMER 1	Summer 2
All about me	Celebrations	Transport & Journeys	Farming	In the Garden	Fairy Tales & Nursery rhymes
<p>With support, I can listen to longer stories and can remember much of what happens.</p> <p>I can engage in story times.</p> <p>I can engage in non-fiction</p> <p>With support I can talk about familiar books.</p> <p>I am beginning to remember and sing entire songs.</p> <p>I can use large-muscle movements to e.g. wave flags, paint and make</p>	<p>With support I know and understand a few of the key concepts about print: print can have different purposes, we read English text from left to right and from top to bottom</p> <p>I know and can remember entire songs that I can sing.</p> <p>I can listen to longer stories and can remember much of what happens.</p> <p>I can talk about familiar books and be able to tell you a simple short story.</p> <p>I know a wider range of vocabulary.</p> <p>I can use longer sentences of four to six words.</p> <p>I am developing my phonological awareness so I can; count and clap syllables and recognise words with the same initial sound, e.g. money / mother.</p> <p>I can use one-handed tools and equipment, e.g., making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when using pens and pencils.</p>	<p>With support I know and understand a few of the key concepts about print: print can have different purposes, we read English text from left to right and from top to bottom</p> <p>I know and can remember entire songs that I can sing.</p> <p>I can listen to longer stories and can remember much of what happens.</p> <p>I can talk about familiar books and be able to tell you a simple short story.</p> <p>I know a wider range of vocabulary.</p> <p>I can use longer sentences of four to six words.</p> <p>I am developing my phonological awareness so I can; count and clap syllables and recognise words with the same initial sound, e.g. money / mother.</p> <p>I can use one-handed tools and equipment, e.g., making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when using pens and pencils.</p>	<p>With support I know and understand a few of the key concepts about print: we read English text from left to right and from top to bottom, the names of the different parts of a book, for example, title author, front cover.</p> <p>I can listen to longer stories and can remember much of what happens.</p> <p>I know many rhymes and can talk about familiar books and I can to tell you a long story.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I am developing my phonological awareness so I can; spot and suggest rhymes, count and clap syllables and recognise words with the same initial sound, e.g. money / mother.</p> <p>I can use a comfortable grip with good control when using pens and pencils.</p> <p>I can use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Develop communication; may continue to have problems with irregular tenses and plurals.</p>	<p>I know where the title of a story is</p> <p>I know many rhymes and can to talk about familiar books and I can to tell you a long story.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I am developing my phonological awareness so I can; spot and suggest rhymes, count and clap syllables and recognise words with the same initial sound, e.g. money / mother.</p> <p>I can associate some letters with phonological sounds.</p> <p>With support I can use a comfortable grip with good control when using pens and pencils. I am showing a preference for a dominant hand.</p> <p>I can use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>I know how to write some letters accurately, with support.</p> <p>Develop communication; may continue to have problems with irregular tenses and plurals.</p>	<p>Understand the five key concepts about print: 1. Print has meaning 2. Print can have different purposes 3. We read English text from left to right and from top to bottom 4. The names of the different parts of a book 5. Page sequencing</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> <p>Targeted daily phonics sessions to teach rhyme, clapping syllables and recognising initial sounds in words.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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.</p> <p>Write some or all of their name.</p> <p>I know how to write some letters accurately, with support.</p>
<p><b>Key Vocabulary:</b></p> <p>Songs, nursery rhymes, stories, books, making marks, drawing.</p>	<p><b>Key Vocabulary:</b></p> <p>Songs, nursery rhymes, stories, books, making marks, drawing.</p>	<p><b>Key Vocabulary:</b></p> <p>Songs, nursery rhymes, stories, books, drawing.</p>	<p><b>Key Vocabulary:</b></p> <p>Songs, nursery rhymes, books, stories, pictures, drawing</p>	<p><b>Key Vocabulary:</b></p> <p>Songs, nursery rhymes, stories, books, drawing.</p>	<p><b>Key Vocabulary:</b></p> <p>Songs, nursery rhymes, books, stories, pictures, drawing, writing.</p>

## Quality Texts



# Pre School Literacy Long Term Overview


# Pre School Literacy Long Term Overview


## Additional Storytime Reads

These stories are read to the children again and again, throughout the year. Through listening to repeated readings, and talking about what they have heard, the children have multiple exposures to vocabulary and the language of stories. Continued talk about words, as well as opportunities to use them, helps our children to become increasingly familiar with the language found within its pages. Through stories, our children encounter vocabulary that they may not hear in everyday conversation but will come across in writing, once they can read for themselves.

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# Pre School Literacy Long Term Overview


Daily Song, Rhyme and Poetry Time

## Pre School Literacy Long Term Overview

Daily songs and nursery rhyme times are another important part of the day for our youngest children in school. Through enjoying rhymes, poems and songs, and reciting poems or parts of longer poems together as a class, we build our children's strong emotional connection to language.

By learning poetry and songs using 'call and response', we enable our children to join in gradually. Each repetition strengthens their vocabulary, embedding new words.



Head, shoulders, knees  
and toes.

Hey diddle diddle.

Here we go around the  
mulberry bush.

Little Miss Muffet

Miss Polly

Wind the bobbin up

1,2,3,4,5 once I caught a  
fish alive.

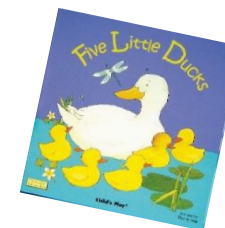
Teddy bear, Teddy Bear

5 speckled frogs

5 Little Monkeys

5 little men in a flying  
saucer

5 little ducks





# Pre School Literacy Long Term Overview

## The Daily Poem

At Captain Webb Primary, we believe it is important to set aside 5 minutes every day to listen to and enjoy Poetry.

The Poetry Spine is a core of books that foster a love of poetry with the best children's anthologies, hand-picked by literacy expert Pie Corbett.

