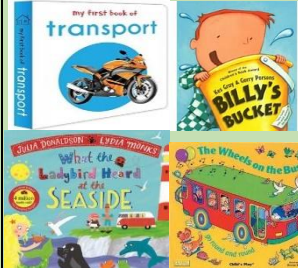




Statutory Guidance from the EYFS Framework for Literacy:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
	Ongoing – All about me, starting nursery, special people (family members, Key Person due to children arriving at different times of the year). Refer to Autumn 1					
Potential Themes/ Interests of children	I can do it! Starting Nursery Special people (family, Key Person) Autumn	Food and Drink Colours Christmas Winter	Dinosaurs Night and Day Big and small animals	Spring On the Farm Favourite stories and songs Easter arts and crafts	Superheroes Out and about Minibeasts	Summer Transport and travel Water
Possible Celebrations & Experiences	Harvest Friendship month	Bonfire Night, World Food Day, Christmas Nativity, Diwali, Nursery Rhyme week (Nov)	Lunar New Year / Chinese New Year Big School's Birdwatch Storytelling week Pancake Day	Mother's day, World Book Day World Sleep Day Easter egg hunt.	National Pet Month (April) Earth Day	Eat your veg day (June) World Oceans Day Father's Day
Suggested Texts – Fiction and Non- Fiction						

The 3 – 4 year olds expectations in Literacy for reference. Where are children going?	Reading and Print Knowledge • 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. Comprehension • Engage in extended conversations about stories, learning new vocabulary. Phonological Awareness • spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. Writing • Use some of their print and letter knowledge in their early writing, writes some or all of their name, writes some letters accurately.
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Literacy - Caterpillars - Long Term Plan

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
Reading Intent Vocabulary Implementation	As part of sensory exploration, may touch and handle books and digital reading devices. Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to. Songs, nursery rhymes, sounds, finger, movements, copy, book, share, turn, point, look, picture, board books, speak, listen, match, mouth, words, puppets, song bag/box, baby, family, special, person, key person, names. Songs, stories and rhymes can happen spontaneously throughout the day – working with individuals/small groups/pairs – sing inside and outdoors. Provide a comfortable space for sharing books that is widely stocked with a range of high-quality books matching the many different	Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Says some of the words in songs and rhymes. Enjoys sharing a book with an adult. Pays attention and responds to the pictures or the words. Songs, nursery rhymes, sounds, finger, movements, copy, book, share, turn, point, look, picture, board books, speak, listen, match, mouth, words, instruments, join in, picture cards, puppets, song bag/box, recipe, food, drink, Christmas, Winter, colour names. Songs, stories and rhymes can happen spontaneously	Says some of the words in songs and rhymes. Asks questions about a book. Makes comments and shares their own ideas. Songs, nursery rhymes, sounds, finger, movements, copy, book, share, turn, point, look, picture, board books, speak, listen, match, mouth, words, instruments, join in, picture cards, puppets, song bag/box, idea, comment, Winter, Spring, big, small animals, night, day, baby, dinosaurs. Provide themed books linked to children's interests, place books close to small world e.g. books about dinosaurs near them. Children can choose the songs and rhymes that	Have favourite books and seeks them out to share with an adult, with another child or to look alone. Develop play around favourite stories using props. Favourite, choice, play, songs, nursery rhymes, sounds, finger, movements, copy, book, share, turn, point, look, picture, board books, speak, listen, match, mouth, words, instruments, join in, picture cards, puppets, song bag/box, idea, comment, props, Easter, Spring, farm animals, tractor, digger. Provide small world opportunities linked to stories. In warmer weather, share books outside on a picnic rug or in small	Notifies some print such as the first letter of their name, a bus or door number, or familiar logo. Repeats words and phrases from familiar stories. Favourite, same, different, repeat, notice, letter, number, choice, play, songs, nursery rhymes, sounds, finger, movements, copy, book, share, turn, point, look, picture, board books, speak, listen, match, mouth, words, instruments, join in, picture cards, puppets, song bag/box, idea, comment, props, superhero names, minibeast names, inside, outside, pets, garden, Summer. Provide opportunities to explore other environments, local walks, trips out such as the park and develop play relating to books. Point out print in the environment and talk about what it means	Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone. Favourite, same, different, repeat, notice, letter, number, choice, play, songs, nursery rhymes, poems, information, non-fiction, sounds, finger, movements, copy, book, share, turn, point, look, picture, board books, speak, listen, match, mouth, words, instruments, join in, picture cards, puppets, song bag/box, idea, comment, props, illustration, follow,

	interests of the children in the setting. Provide mobiles, inviting displays and pictures of familiar characters in the environment, including in physical care areas, to prompt babies' focused gaze, pointing and shared attention. Collect a diverse range of board books, cloth books, picture books and stories to share with young babies. Offer books that provide sensory experiences. Notice and support babies' developing responses, gestures and movements as they learn to anticipate and join in with finger and word play.	throughout the day – working with individuals/small groups/pairs. Send rhymes home to learn, learn rhymes from parents, choose songs and rhymes that reflect a range of cultures, are current to the twenty first century, languages and not stereotypical. Children can choose the songs and rhymes that they want to join in with from a sack or on lolly stick puppets, provide cookbooks in the home corner. Provide enticing areas for sharing books that is widely stocked with a range of high quality books matching the many different interests of the children in the setting. Make voice sounds and say words as babies explore print and digital books with adults – leave pauses after words and sounds to	they want to join in with from a sack or on lolly stick puppets. Songs, stories and rhymes can happen spontaneously throughout the day – working with individuals/small groups/pairs.	tents. Children can choose the songs and rhymes that they want to join in with from a sack or on lolly stick puppets. Songs, stories and rhymes can happen spontaneously throughout the day – working with individuals/small groups/pairs. Use different voices to tell stories and encourage young children to join in wherever possible.	(road names, logos, shop names, bus and door numbers) In warmer weather, share books outside on a picnic rug or in small tents. Songs, stories and rhymes can happen spontaneously throughout the day – working with individuals/small groups/pairs – sing inside and outdoors.	Summer, transport, ways of travelling, names, ocean, sea, sealife, beach, sand In warmer weather, share books outside on a picnic rug or in small tents. A reading together group time could be established if appropriate to age/development, pointing to the words, talking about the pictures in books, retell stories, songs and read poems. Children having access to a variety of texts.
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		encourage babies to begin to repeat them if they choose to.				
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See also Physical Development for gross and fine motor skills

Emergent Writing Development/ Mark Making	Enjoys drawing freely.	Develop an interest in making marks.	Draws marks that are not always distinguishable.	I am beginning to distinguish between marks and pictures/drawings.	Adds some marks to drawings. Adds marks that to them symbolises their name.	Uses some of their print and letter knowledge in their early writing.
Intent Vocabulary Implementation	Marks, up, down, hands, grasp, hold, lines, circles, squiggles, fingers, paint, water, sand, mark making, draw, pencils, paint, chalk, pens, paper, drawing, writing.	Marks, up, down, hands, grasp, hold, lines, circles, squiggles, fingers, paint, water, sand, mark making, draw, pencils, paint, chalk, pens, paper, drawing, writing.	Marks, up, down, hands, grasp, hold, lines, circles, squiggles, fingers, paint, water, sand, mark making, draw, pencils, paint, chalk, pens, paper, drawing, writing.	Marks, up, down, hands, grasp, hold, lines, circles, squiggles, fingers, paint, water, sand, mark making, draw, pencils, paint, chalk, pens, paper, drawing, writing.	Follows large pattern templates available.	Marks, up, down, hands, grasp, hold, lines, circles, squiggles, fingers, paint, water, sand, mark making, draw, pencils, paint, chalk, pens, paper, drawing, writing, trace, copy, meaning, print, letters, trace, copy, meaning, name, up, down, round, back.
	Provide a wide range of stimulating equipment to encourage children's mark making including large-scale sensory play (making marks in wet sand, flour), use sticks to make marks in the mud, large brushes with paint or water, gross motor skills eg. Whole body	Provide a wide range of stimulating equipment to encourage children's mark making including large-scale sensory play (making marks in wet sand, flour), use sticks to make marks in the mud, large brushes with paint or water, gross motor skills eg. Whole body movements, crawling, running, jumping,	Provide a wide range of stimulating equipment to encourage children's mark making including large-scale sensory play (making marks in wet sand, flour), use sticks to make marks in the mud, large brushes with paint or water, gross motor skills eg. Whole body movements, crawling, running, jumping, climbing, ball skills etc.	Provide a wide range of stimulating equipment to encourage children's mark making including large-scale sensory play (making marks in wet sand, flour), use sticks to make marks in the mud, large brushes with paint or water, gross motor skills eg. Whole body movements, crawling, running, jumping, climbing, ball skills etc.	Marks, up, down, hands, grasp, hold, lines, circles, squiggles, fingers, paint, water, sand, mark making, draw, pencils, paint, chalk, pens, paper, drawing, writing, trace, copy, meaning, pattern. Provide a wide range of stimulating equipment to encourage children's mark making including large-scale sensory play (making marks in wet sand, flour), use sticks to make marks in the	Once large muscle co-ordination is developing well, children can start to develop small muscle co-ordination. Adults provide children with writing equipment such as playground chalk, smaller brushes in provision for children to access independently at any

	movements, crawling, running, jumping, climbing, ball skills etc.	climbing, ball skills etc.			mud, large brushes with paint or water, gross motor skills eg. Whole body movements, crawling, running, jumping, climbing, ball skills etc.	time. Adults to provide children with access to their written name.
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