



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.

Communication and Language	
Listening, Attention and Understanding	
During Nursery (December March) <ul style="list-style-type: none">• <i>Can find it difficult to pay attention to more than one thing at a time.</i>• <i>I can concentrate for slightly longer periods. (3 minutes 6 minutes)</i>• <i>I can join in with rhymes and songs by making sounds and by moving body.</i>• <i>I can respond to adults making sounds and moving their bodies</i>• <i>I can respond to my own name and will change my activity when encouraged to by adults</i>• <i>I can match objects to names and will bring my favourite toy when asked.</i>• <i>I can respond to very simple requests especially when shown first by an adult.</i>• <i>I can anticipate actions and sounds from an action toy.</i>• <i>I can explore objects using my senses.</i>• <i>I can understand more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'.</i>• <i>I can identify my own friends.</i>• <i>I can operate some ICT or mechanical toys.</i>• <i>I can identify characters and actions in my favourite books.</i>• <i>I can respond to two requests.</i>• <i>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</i>• <i>I can start to respond to simple questions.</i>• <i>I can start to identify objects according to simple properties.</i>• <i>I can initiate some actions in play that are familiar from home.</i>• <i>I can understand between 200 and 500 words.</i>• <i>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</i>• <i>I can focus on adults as they read or sing, responding with sounds and movements.</i>• <i>Enjoy listening to longer stories and can remember much of what happens.</i>	End of Nursery <ul style="list-style-type: none">• <i>I can turn my head and focus on adults and friends as I speak and play, responding to comments.</i>• <i>I can listen to and follow directions.</i>• <i>I can remember and join in with rhymes and familiar stories.</i>• <i>I can find the right tool for a job.</i>• <i>I can follow instructions using prepositions.</i>• <i>I can respond to a string of requests one after another (not quickly).</i>• <i>I can ask and respond to 'why' questions.</i>• <i>I can follow a story with props and pictures.</i>• <i>I can show interest in the lives of other people or events.</i>• <i>I can see some similarities and differences between people.</i>• <i>I can operate a CD player or MP3 player and show understanding of the remote controls.</i>• <i>I can show interest in other technological items.</i>



Communication and Language

Speaking

During Nursery (December March)

- I can copy sounds and words like 'all gone'.
- I can make requests using two words.
- I can use everyday words to talk about people I know.
- I can copy sounds and words a lot.
- I can use 50 or more single words. These will also become more recognisable to others.
- I can start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'.
- I can express feelings, desires and needs.
- I can begin to hold a conversation.
- I can remember and use new words. My vocabulary increases rapidly.
- I can ask questions and I can respond to questions using simple sentences.
- I can play make-believe games.

End of Nursery

- I can start to link simple sentences.
- I can explain in simple sentences what happened and what might happen.
- I can use tense, intonation and rhythm to enhance meaning.
- I can use vocabulary to express imaginary events in play.
- I can engage in imaginary role play sometimes building stories around toys and objects.
- *Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called"?*
- *Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".*
- *Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?*
- *Can the child answer simple 'why' questions?*

- *Use a wider range of vocabulary.*
- *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'.*
- *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.*
- *Can 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."*



NURSERY LONG TERM OVERVIEW FOR LITERACY



Literacy

Word Reading and Comprehension

During Nursery (December March)

- 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:*
 - *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:*
 - *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

- 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

- 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.



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.



Physical Development

Gross and Fine Motor

During Nursery (December March)

- I can use a fist grip 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.

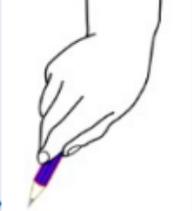
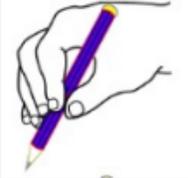
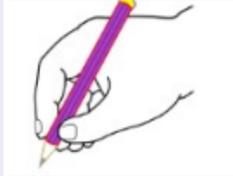
End of Nursery

- 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.*

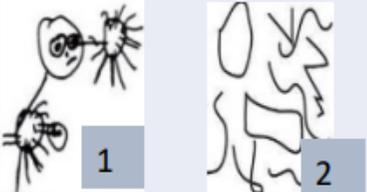
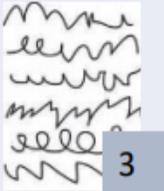
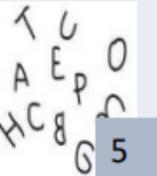
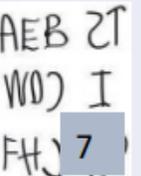
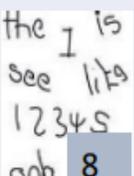
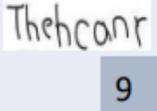
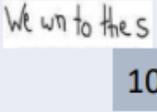
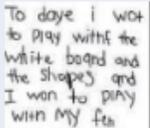
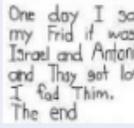
Physical Development

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>Palme</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>