**Ilminster Avenue Nursery School**



**Contribute to a Performance**

* Reading: Begins to recognise some familiar letters and words, knows the difference between letters and words.
* Starts to use ideas and words from familiar stories in their performance ideas.
* Writing: make written representation for name. This could be an initial letter, or full name writing.

**Vocabulary:** performance, show, audience, story language, including repeated refrains.

**Play a Game**

* Reading: Rhyme, making own rhymes,
* Exploring new words and nonsense words that rhyme e.g. using children’s names
* Writing: Write letter strings and other emergent writing methods (symbols/ lines/ waves etc) to communicate meaning. Perhaps in the form of a list, or a message/instructions for a game.

**Vocabulary:** words that rhyme, joining words

**Make Your Own Playdough**

* Reading: Traditional tales, retelling stories in play
* Exploring Rhythm and Rhyme through core books
* Writing: Draw recognisable figure, talk about what it is.
* Following a recipe. Making marks to create own recipes.

**Vocabulary:** story language, character, rhyme, recipe

**Literacy**

We believe that developing children’s Literacy will enable them to further their communication skills, interpret the world around them and provide a means for expression which is woven through all curriculum areas.

Children will demonstrate their own literacy through many ways which include cross over with Communication and Language, Expressive Arts and Design, mark making and Writing, and the exploration of early phonics and comprehension.

**Being happy at Nursery**

* Reading: Books for enjoyment and fun: Zoom, Walking in the Jungle, And the Train Goes
* Phonic Priority Aspect: Environmental Sounds
* Writing: Exploring mark making resources, where to find them, how to use them

**Vocabulary:** naming resources, routines, verbs

**Make a Healthy Snack**

* Reading: re tell familiar stories through play, follow a simple set fo instructions
* Differentiating between sounds: Body percussion, Voice sounds
* Writing: Draw and talk about what they have done, some marks may be recognisable at this point.
* **Vocabulary:** recipe, cooking utensils, story language

**Learn a Nursery Rhyme**

* Reading: Join in with story language from familiar tale. (repeated refrains)
* Phonic Priority Aspect: Instrumental Sounds
* Writing: Join in with ‘write dance’ and other gross motor mark making activities.

**Vocabulary:** words from Nursery rhymes