EYFS

Nursery Literacy Overview 2026-2027

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Books (Traditional tales – Class Text focus) Daily nursery rhymes are also taught – see weekly planning	All about me Colour 	Amazing Autumn Christmas 	Winter Chinese New Year 	Spring Easter 	Minibeasts 	Pirates Summer 
Literacy Children improve their Comprehension, word reading and writing daily by engaging in directed activities as well as supporting and continuous provision. Daily taught RWI story session with some T4W strategies Oral composition is promoted through each lesson across the curriculum with additional opportunities created for performance and oral rehearsal, parter talk etc. (see oracy progression map) Nursery begin phase 1 phonics initially and then move to Nursery RWI programme when they are ready usually by N2	***Comprehension*** Join in with songs and rhymes, copying sounds and tunes. Have favourite books and seeks them out, to share with an adult or to look at alone. Repeat words and phrases from familiar stories. ***Word Reading*** Say some of the words in songs and rhymes. Enjoy sharing books with an adult. Notice some print eg -a familiar logo	***Comprehension*** Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Pay attention and responds to pictures and 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. ***Word Reading*** Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult and a peer. Notice some print, such as a familiar logo ***Writing*** Enjoy drawing freely. .	***Comprehension*** 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. ***Word Reading*** Sing songs and say rhymes independently, Enjoy sharing books with an adult and peers. Understand some key concepts about print: print has meaning, the names of the different parts of a book, page sequencing. Develop phonological awareness; count or clap syllables in a word, the rhythm of a rhyme, recognise words with the same initial sound. ***Writing*** Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name. 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.	***Comprehension*** Engage in extended conversations about stories. ***Word Reading*** Understand the five key concepts about print: print has meaning, 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 phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound. ***Writing*** 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 some or all of their name.	***Comprehension*** Engage in extended conversations about stories, learning new vocabulary. ***Word Reading*** Understand concepts about print. Develop phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound. Begin to listen for the sounds in words – beginning to orally blend. ***Writing*** 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.	***Comprehension*** Engage in extended conversations about stories, learning new vocabulary. ***Word Reading*** Understand concepts about print. Develop phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound. Begin to listen for the sounds in words – beginning to orally blend and segment. Know some corresponding graphemes. ***Writing*** 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.
	School Nursery Learning Goals **Comprehension**- Develop play around favourite stories using props. Repeat words and phrases from familiar stories and rhymes. **Word Reading**- Understand the five key concepts about print: Listen for the sounds that can be heard in words and orally blend. Recognise some initial sounds and their corresponding grapheme **Writing**- Use some print and letter knowledge in early writing. Begin to write for a purpose; letter, list, label. Write name with some letters being correctly formed.					
	ELGs ***Comprehension:*** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. ***Word Reading:*** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ***Writing:*** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					