

# Netherton Park Nursery School



Netherton Park  
Nursery School

## Literacy Policy

(Reading, Writing and Phonics)

**Date:** April 2025

**Review date:** September 2028

**Approved at:**

**Approved by:**

**Chair of Governor signature:**

**Related policies/documents:**

- Birth To 5 Matters
- Communication and Language Policy
- Curriculum overview
- Development Matters
- Expressive Arts and Design Policy
- Learning Aspirations
- SEND Policy
- Teaching, Learning and Assessment Policy

**Literacy Curriculum Lead:** *Verony Elmer*

**Literacy Curriculum Assistant:** Kerry Chesworth

***“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.”***

***Albert Einstein***

## **Intent**

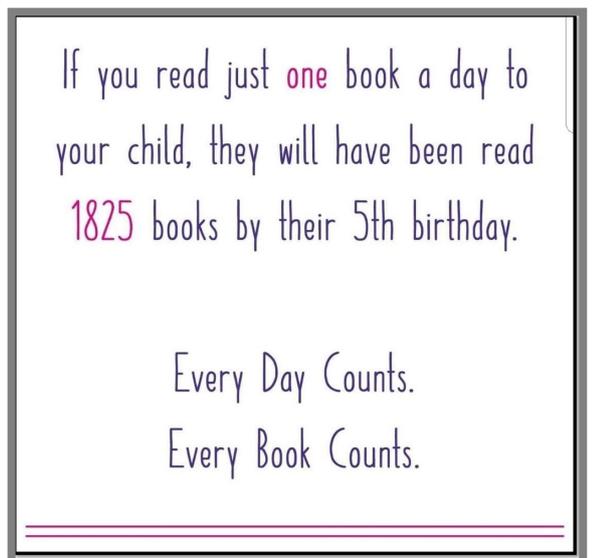
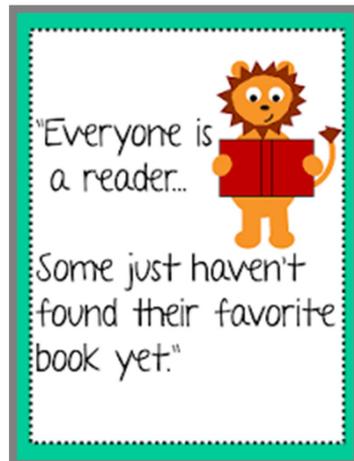
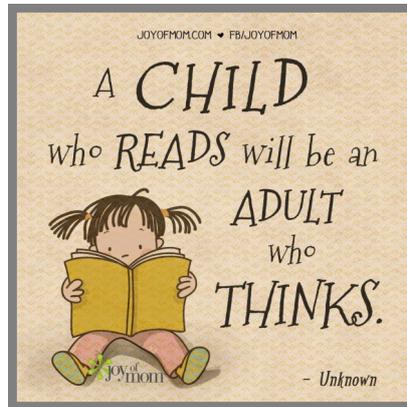
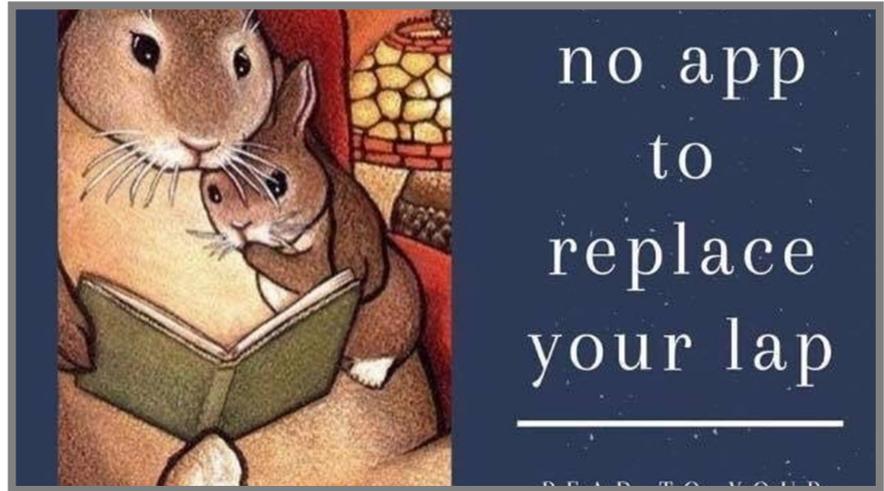
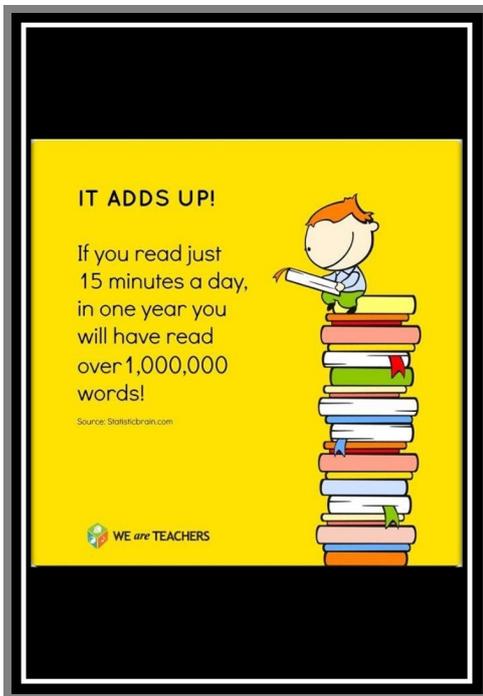
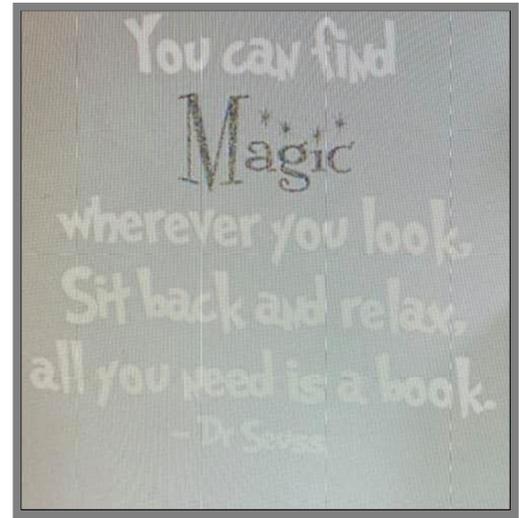
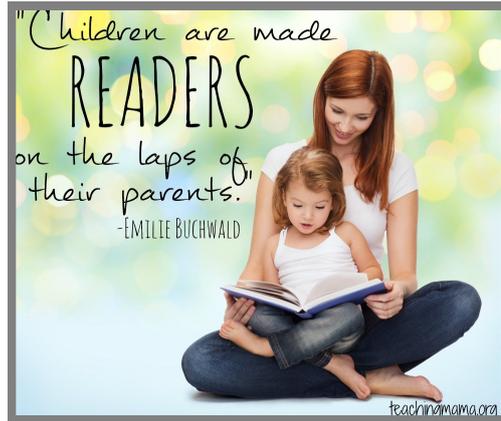
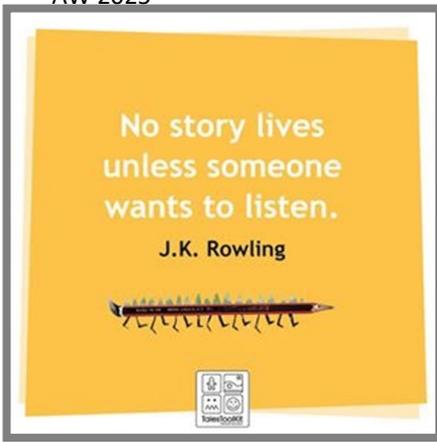
This policy reflects our Nursery School’s values and philosophy in relation to the teaching of reading, writing and early phonics. It sets out a detailed framework which the staff can work within. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage for Communication + Language and Literacy which sets out developmental progress.

### **Our aims for the children are...**

- To develop a real love of reading and take this love of reading through their life
- To be interested in books, share and read with enjoyment
- To listen with enjoyment to stories and storytelling
- To be eager to learn new skills needed to become confident readers
- To develop their imaginations and critical thinking
- To develop and increase their vocabulary and use a rich and varied language
- To become storytellers and enjoy sharing narratives/ stories of their familiar lives
- To have a repertoire of favourite books and a bank of rhymes and stories they know off by heart
- To question and comment about what they read
- To become confident mark makers that use a range of resources to ‘make their mark’
- To develop a love of writing and take this on through their life
- To be eager to learn new skills needed to become confident writers
- To develop their physical skills to ensure they are ‘physically ready to write’
- To be confident and eager to share the meaning they ascribe to their marks with adults to scribe
- To develop a real love of rhymes, singing, stories and music
- To be interested in rhymes, songs and books,- sharing these with others
- To listen with enjoyment to stories, rhymes and songs
- To develop their sense of rhythm, rhyme and alliteration
- To develop and increase their vocabulary and use a rich and varied language



***“So please, oh PLEASE, we beg, we pray, Go throw your TV set away,  
And in its place you can install A lovely bookshelf on the wall! “*** ***Roald Dahl***



## Implementation

### How we teach reading

At Netherton Park Nursery School we strongly believe in the value of promoting and developing early reading skills for all children. As part of their ongoing CPD, staff receive bespoke and specific training about teaching early reading and early phonics, this is supported by individual targeted coaching support.

All children are exposed to a range of high quality reading experiences. This includes staff reading books, sharing stories, retelling familiar stories, modelling using props and creating new stories.

The learning environment and resources provided support the process and the staff constantly review and adapt both indoors and outside, to meet needs.

Parents/carers are a huge part of the process, with staff supporting their understanding of the value of early reading through inductions, story sessions, stay and play sessions and information sent home, on Tapestry and on our website.



## Adults Role

### Children deserve adults who...

- Talk...talk often, but also take the time to really listen
- Comment rather than ask questions
- Sing a range of nursery rhymes and songs—allowing the children to join in with words and actions. Supporting them to learn all of the words
- Share high quality books, daily
- Use eye contact and think of their positioning, allowing the child to see their facial expressions
- Model how to handle books appropriately and correctly
- Point out objects in books...encouraging the child to repeat words or sounds
- Support children to join in with repeated refrains in well known stories
- Invite children to use their imagination to make up a story for books that have no words
- Tell familiar and traditional stories to the children
- Support children to retell familiar and traditional stories
- Use puppets and props in a variety of ways, such as retelling a familiar story
- Make puppets and props to support retelling
- Point out words in the surrounding environment
- Allow children to make marks and share what they are drawing
- Encourage picture drawing as it relates to the story
- Scribe children's stories and read to others
- Provide a range of experiences that encourage the children to talk and develop their language skills
- Enable children to experience the community...go to shops, a farm, on walks or to the Forest School. Support children to recall experiences in words, pictures, mark making and writing
- Use each child's interests to engage them and develop and extend these interests
- Recognise that children learn in different ways eg visual, auditory etc and provide stimulating experiences that reflect this



## Book handling skills progression

### With an adult

- Shows an interest in books as a familiar adult reads to them
- Shows an interest in the pictures in books
- Turning the pages/lifting flaps while an adult reads to them
- Shows some interest in handling books as adults read



### Independently

- Shows some interest in handling books by themselves
- Looks through the book, turning pages in a random order
- Handles books and turns pages carefully
- Holds the book the correct way round and the right way up
- Turns the pages in the right direction from front to back
- Shows awareness of the pictures
- Shows awareness of the print



## Reading skills progression

### With an adult

- Shows an interest in listening to stories as a familiar adult reads to them
- Begins to have some favourite stories and books
- Shows an awareness of the role of the pictures in reading books
- Listens to stories with an increased level of attention and recall
- Begins to join in with repeated refrains in familiar stories
- Able to fill in the missing word when an adult reads a familiar story to them
- Learns simple versions of familiar stories (often traditional tales) by heart
- Makes simple predictions about stories
- Suggests how a story might end
- Talks about characters, events and settings in stories
- Makes suggestions for changes to known stories to create new ones
- Makes up news stories as part of a group

### Independently

- Recites repeated refrains from well known and favourite stories
- Talks about the pictures
- Uses the pictures to retell known stories
- Uses the pictures to tell stories in less familiar/unknown books
- Shows an awareness of the print in books
- Makes simple predictions about stories
- Talks about how a story might end
- Talks about characters and events in known stories
- Uses known stories as a basis for creating new ones
- Uses available props and resources to role play and retell known stories
- Uses available resources and their imagination to make up their own stories for an adult to scribe



## Rhymes, poems and songs



### Core rhymes and poems

We have a core set of rhymes that we want children to know off by heart. We do this by singing them to and with the children on a regular basis and by asking parents/carers to do the same at home. We take part in 'World Nursery Rhyme Week' each Autumn. Children are also exposed to a wider range of rhymes by adults and using digital media. Wherever possible we encourage all children to participate and be physically active when reciting rhymes.

We use 'Poetry Box' as a source of poems that the children in Oak are exposed to.

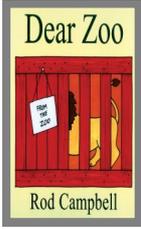
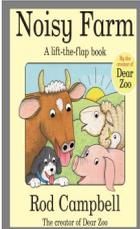
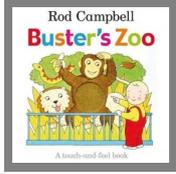
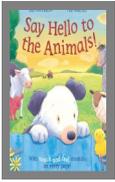
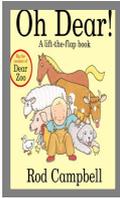
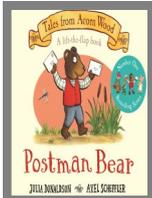
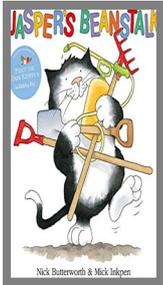
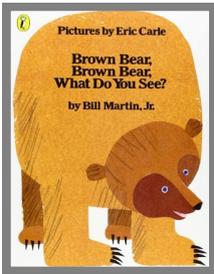
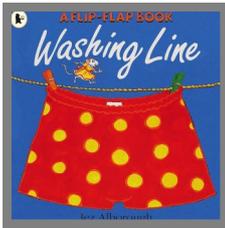
Acorn	Saplings	Sycamore
Roll the ball	Wind the bobbin up	Humpty Dumpty
Hide your.....	Heads, shoulders, knees and toes	Hickory Dickory Dock
Ready and.....	5 little Monkeys jumping on the bed	Twinkle Twinkle
Clap your hands together....	There's a worm at the bottom of the garden	Incy Wincy Spider
Round and Round the garden	Humpty Dumpty	Baa Baa Black Sheep
Row, row, row your boat	Little Miss Muffet	Dingle Dangle Scarecrow
Incy Wincy spider	If you're happy and you know it	Wind the bobbin up
Tiny Tim	I've got a body	The Grand Old uke of York
Twinkle Twinkle	5 Current Buns	5 little Speckled Frogs
Baa Baa Black Sheep	I went to visit a farm one day	5 Currant Buns
The wheels on the bus	Down at the station	
Old McDonald had a farm		
Chop chop choppity chop		
2 little dickie birds		
5 elephants went out to play		
1 little finger		
Heads, shoulders, knees and toes		
Seasonal rhymes	Seasonal rhymes	Seasonal rhymes

Oak	Rhymes	Poems
<b>Autumn</b>	If you're happy and you know it Polly put the kettle on I'm a little teapot Hickory Dickory Dock Dingle Dangle Scarecrow Christmas songs	Things I can do All about me 5 little pumpkins Falling Apples A basket of apples
<b>Spring</b>	1, 2, 3, 4, 5 once I cause a fish alive Jack and Jill Miss Polly had a dolly Tommy Thumb The wheels on the bus 5 little Speckled Frogs Animal fair Seasonal songs	I can build a snowman Carrot nose A little seed Mix a pancake
<b>Summer</b>	There's a tiny caterpillar Grand old Duke of York The little green frog Jelly on a plate London Bridge I am the Music Man This old Man	Many things Caterpillar A little shell Under a stone Little fish in the ocean blue

## Songs

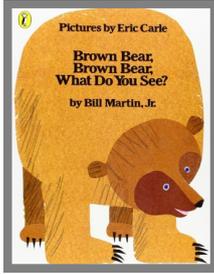
All staff sing regularly with the children, well known, new and made up songs. This includes during free flow, adult led sessions and at transition times for example when washing hands for lunch time, putting on wellies to go outside on a rainy day.

**Acorn**

<b>Autumn term</b>				
		<p><b>Dear Zoo</b></p> <p>W: 1.3, 1.4, 1.7, 1.8, 1.10, 2.1, 2.2, 2.7, 3.4, 3.7, 3.10, 4.5, 4.6, 4.7, 4.10, 5.1, 5.2, 5.4, 5.5</p>	<p><b>Noisy Farm</b></p> <p>W: 1.3, 1.4, 1.7, 1.8, 1.9, 1.10, 2.7, 2.8, 3.6, 3.7, 3.10, 4.10, 4.7, 4.105.1, 5.5, 5.7, 5.8, 5.10</p>	<p><b>Busters Zoo</b></p> <p>W:1.7, 2.1, 2.7, 3.6, 3.7, 3.9, 3.10, 5.1, 5.7, 5.8</p>
<b>Spring term</b>				
	<p><b>Say hello to the animals</b></p> <p>W:1.7, 2.1, 3.6, 3.7, 3.9, 4.7, 4.8, 5.1, 5.4, 5.7, 5.8</p>	<p><b>Oh Dear!</b></p> <p>W: 1.7, 1.8, 2.1, 2.7, 3.1, 3.4, 3.6, 3.8, 3.9, 3.10, 4.3, 4.7, 5.1, 5.2, 5.5, 5.7, 5.8, 5.10</p>	<p><b>Postman Bear</b></p> <p>W: 2.7, 2.8, 3.4, 3.6, 3.8, 3.9, 3.10, 4.7, 4.8, 5.1, 5.5, 5.10</p>	<p><b>Goldilocks and the Three Bears</b></p> <p>W: 1.7, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.6, 3.7, 3.9, 3.104.2. 4.3, 4.7, 4.8, 4.10, 5.1, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</p>
<b>Summer term</b>				
	<p><b>Jaspers Beanstalk</b></p> <p>W:2.5, 2.7, 3.1, 3.3, 3.5, 4.8, 4.10, 5.1, 6.3, 6.7, 7.3, 7.5, 7.7, 7.8</p>	<p><b>Brown Bear, Brown Bear</b></p> <p>W: 1.1, 1.102.7, 2.8, 3.4, 3.6, 3.9, 3.10, 4.6, 4.10, 5.4, 5.8</p>	<p><b>Washing Line</b></p> <p>W 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 3.2, 3.5, 3.6, 3.10, 4.1, 4.8, 4.10, 5.2, 5.4, 5.6, 5.9, 5.10</p>	<p><b>Shark in the Park</b></p> <p>W: 1.4, 1.7, 2.4, 2.7, 2.8, 3.3, 3.6, 3.8, 3.9, 3.10, 4.4, 4.8, 5.1, 5.2, 5.5, 5.7</p>

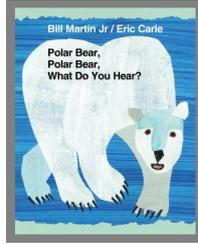
**Saplings**

**Spring term**



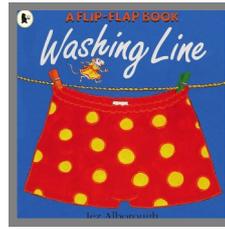
**Brown Bear, Brown Bear**

W: 2.7, 2.8, 3.4, 3.6, 3.9, 3.10, 4.6, 4.10, 5.4, 5.8, 6.6, 6.10



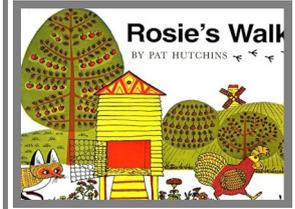
**Polar Bear, Polar Bear**

W: 2.7, 2.8, 3.4, 3.6, 3.9, 3.10, 4.6, 4.10, 5.4, 5.8, 6.6, 6.10



**Washing Line**

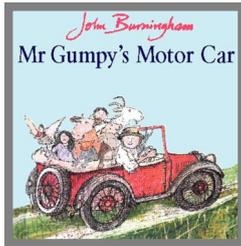
W 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 3.5, 3.6, 3.10, 4.1, 4.8, 4.10, 5.2, 5.4, 5.6, 5.9, 5.10



**Rosie's Walk**

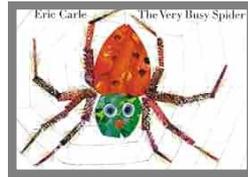
W 2.4, 2.5, 3.1, 3.3, 3.4, 3.5, 3.7, 3.10, 4.1, 4.2, 4.5, 4.7, 4.8, 4.10, 5.1, 5.5, 5.6, 5.7, 5.8,

**Summer term**



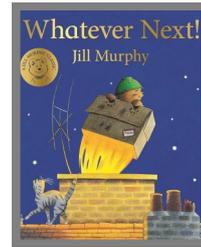
**Mr Gumpy's Motor Car**

W: 3.6, 3.7, 3.8, 4.2, 4.6, 4.7, 4.8, 5.1, 5.5, 5.6, 5.8, 5.9, 5.10, 6.10, 6.6, 6.7, 6.9, 6.10, 7.5, 7.10



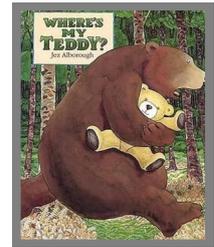
**The Very Busy Spider**

W: 3.3, 3.4, 3.6, 3.8, 5.5, 5.6, 5.8, 6.1, 6.6, 6.9, 7.4, 7.5, 7.9, 7.10, 8.3



**Whatever Next?**

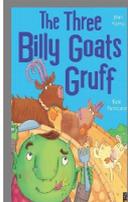
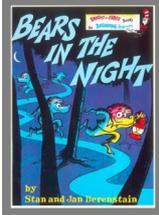
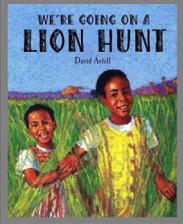
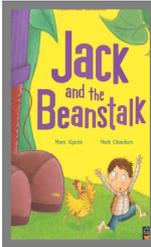
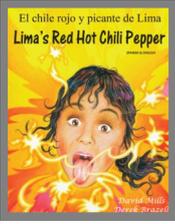
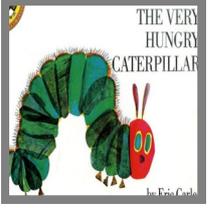
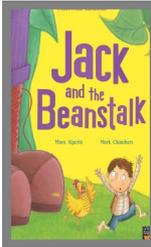
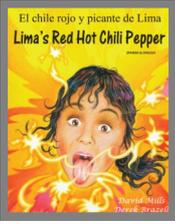
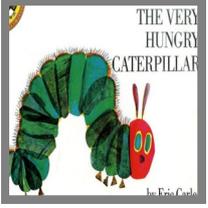
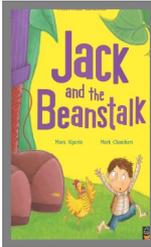
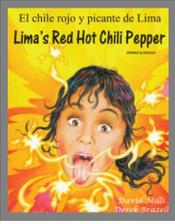
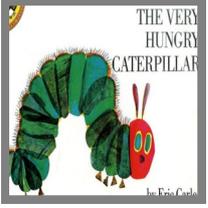
W: 4.1, 4.3, 4.4, 4.7, 4.8, 4.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 6.1, 6.2, 6.3, 6.6, 6.7, 6.8, 6.9, 7.1, 7.4, 7.5, 7.6, 7.9, 7.10, 8.1, 8.3, 8.6, 8.10



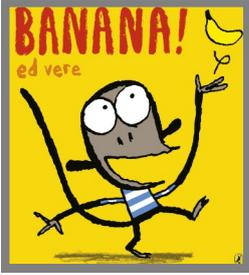
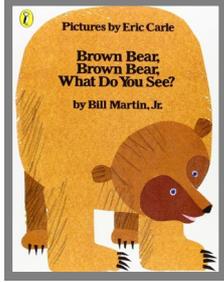
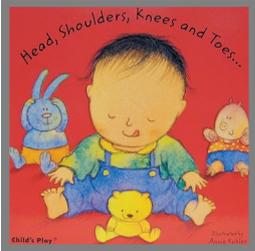
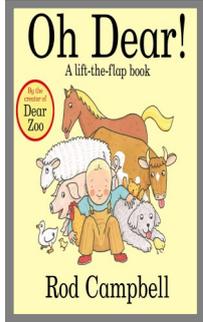
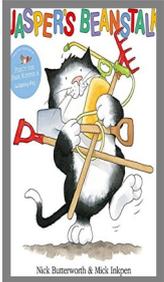
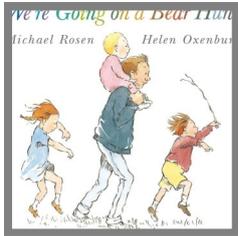
**Where's My Teddy?**

W: 4.2, 4.3, 4.8, 4.9, 4.10, 5.5, 5.6, 5.10, 6.1, 6.2, 6.9, 7.4, 7.7, 7.9, 7.10, 8.7, 8.10

**Oak**

<b>Autumn term</b>								
	<p><b>Goldilocks and the Three Bears</b></p> <p>W: 1.7, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.6, 3.7, 3.9, 3.10, 4.2, 4.3, 4.7, 4.8, 4.10, 5.1, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 6.1, 6.3, 6.6, 6.7, 6.8, 6.9, 6.10, 7.1, 7.4, 7.5, 7.7, 7.8, 7.9, 7.10, 8.3, 8.4, 8.7, 8.8, 8.8, 8.9, 8.10</p>		<p><b>The Gingerbread Man</b></p> <p>W: 3.4, 3.7, 3.8, 3.9, 3.10, 4.2, 4.6, 4.7, 4.8, 5.4, 5.5, 5.6, 6.1, 6.2, 6.6, 6.7, 6.9,, 7.1, 7.5, 8.7, 8.8</p>		<p><b>The Three Billy Goats Gruff</b></p> <p>W: 3.3, 3.4, 3.7, 3.8, 3.10, 4.1, 4.2, 4.6, 4.7, 4.8, 4.10, 5.1, 5.5, 5.7, 5.8, 5.10, 6.1, 6.6, 6.7, 6.9, 7.1, 7.4, 7.5, 7.7, 7.9,</p>			
								
<p><b>The Three Little Pigs</b></p> <p>W: 2.7, 2.8, 3.6, 4.2, 4.7, 4.8, 5.1, 5.3, 5.6, 6.6, 6.7, 6.10, 7.1, 7.4, 7.5, 8.3, 8.4, 8.7, 8.8,</p>		<p><b>Bears In the Night</b></p> <p>W: 5.1, 5.5, 5.7, 5.8, 6.2, 6.7, 6.9, 7.1, 7.4, 7.5, 8.6, 8.7</p>		<p><b>We're going on a lion hunt</b></p> <p>W: 4.10, 5.1, 5.4, 5.5, 5.9, 6.3, 6.9, 7.1, 7.5, 7.8, 8.7, 8.10</p>		<p><b>Handa's Surprise</b></p> <p>W: 2.1, 2.2, 2.7, 2.8, 3.6, 3.8, 4.3, 4.7, 4.8, 4.10, 5.1, 5.2, 5.4, 5.5, 5.6, 5.8, 6.1, 6.6, 6.10, 7.1, 7.2, 7.5, 7.6, 7.7, 7.8, 7.10, 8.2, 8.3, 8.4, 8.10</p>		
<b>Spring term</b>								
	<p><b>The Tiger Who Came to Tea</b></p> <p>W: 3.8, 3.9, 3.10, 4.4, 4.8, 4.10, 5.2, 5.9, 6.6, 6.9, 6.10, 7.1, 7.2, 7.5, 8.3,</p>		<p><b>Jack and the Beanstalk</b></p> <p>W: 4.2, 4.3, 4.8, 4.10, 5.5, 5.6, 5.8, 5.10, 6.1, 6.6, 6.7, 6.9, 7.1, 2.2, 7.4, 7.7, 7.9, 7.10, 8.1, 8.3, 8.6</p>		<p><b>Lima's Red Hot Chili</b></p> <p>W: 4.2, 4.8, 5.1, 5.4, 5.8, 5.9, 6.1, 6.3, 6.9, 6.10, 7.4, 7.5, 7.9, 7.10, 8.3, 8.7, 8.10</p>		<p><b>The Very Hungry Caterpillar</b></p> <p>W: 3.6, 3.8, 4.10, 5.4, 5.5, 5.8, 5.10, 6.9, 6.10, 7.2, 7.3, 7.4, 7.5, 7.7, 7.10, 8.2, 8.3, 8.10</p>	
								
<p><b>The Tiger Who Came to Tea</b></p> <p>W: 3.8, 3.9, 3.10, 4.4, 4.8, 4.10, 5.2, 5.9, 6.6, 6.9, 6.10, 7.1, 7.2, 7.5, 8.3,</p>		<p><b>Jack and the Beanstalk</b></p> <p>W: 4.2, 4.3, 4.8, 4.10, 5.5, 5.6, 5.8, 5.10, 6.1, 6.6, 6.7, 6.9, 7.1, 2.2, 7.4, 7.7, 7.9, 7.10, 8.1, 8.3, 8.6</p>		<p><b>Lima's Red Hot Chili</b></p> <p>W: 4.2, 4.8, 5.1, 5.4, 5.8, 5.9, 6.1, 6.3, 6.9, 6.10, 7.4, 7.5, 7.9, 7.10, 8.3, 8.7, 8.10</p>		<p><b>The Very Hungry Caterpillar</b></p> <p>W: 3.6, 3.8, 4.10, 5.4, 5.5, 5.8, 5.10, 6.9, 6.10, 7.2, 7.3, 7.4, 7.5, 7.7, 7.10, 8.2, 8.3, 8.10</p>		
								
<p><b>The Tiger Who Came to Tea</b></p> <p>W: 3.8, 3.9, 3.10, 4.4, 4.8, 4.10, 5.2, 5.9, 6.6, 6.9, 6.10, 7.1, 7.2, 7.5, 8.3,</p>		<p><b>Jack and the Beanstalk</b></p> <p>W: 4.2, 4.3, 4.8, 4.10, 5.5, 5.6, 5.8, 5.10, 6.1, 6.6, 6.7, 6.9, 7.1, 2.2, 7.4, 7.7, 7.9, 7.10, 8.1, 8.3, 8.6</p>		<p><b>Lima's Red Hot Chili</b></p> <p>W: 4.2, 4.8, 5.1, 5.4, 5.8, 5.9, 6.1, 6.3, 6.9, 6.10, 7.4, 7.5, 7.9, 7.10, 8.3, 8.7, 8.10</p>		<p><b>The Very Hungry Caterpillar</b></p> <p>W: 3.6, 3.8, 4.10, 5.4, 5.5, 5.8, 5.10, 6.9, 6.10, 7.2, 7.3, 7.4, 7.5, 7.7, 7.10, 8.2, 8.3, 8.10</p>		

**Sycamore**

<b>Autumn term</b>		
	<p><b>Banana</b></p> <p>W: 1.1, 1.2, 1.3, 1.4, 1.9, 1.10, 2.7, 2.8, 3.9,</p>	<p><b>Brown Bear, Brown Bear</b></p> <p>W: 1.3, 1.10, 2.1, 2.4, 2.7, 2.8, 3.4, 3.6, 3.9, 3.10,</p>
<b>Spring term</b>		
	<p><b>Heads, Shoulders, Knees and Toes</b></p> <p>W: 1.1, 1.21.3, 1.4, 1.7, 2.5, 2.8, 3.2, 3.9</p>	<p><b>Oh Dear!</b></p> <p>W: 1.7, 1.8, 2.1, 2.7, 3.1, 3.4, 3.6, 3.8, 3.9, 3.10,</p>
<b>Summer term</b>		
	<p><b>Jaspers Beanstalk</b></p> <p>W: 2.5, 2.7, 3.1, 3.3, 3.5, 3.8</p>	<p><b>We're going on a Bear Hunt</b></p> <p>W: 1.1, 1.2, 1.5, 1.7, 1.10, 2.1, 2.3, 2.4, 2.5, 2.8, 3.3, 3.9</p>

**Familiar stories** we want the children to experience during their time at Netherton Park Nursery School:

The Gruffalo	Peace at Last
The Gruffalo's Child	Supertato
A Squash and a Squeeze	Supertato, Run, Veggies Run
Monkey Puzzle	Supertato Veggies Assemble
Stickman	Pants
The Smartest Giant in Town	Aliens Love Underpants
Superworm	Aliens in Underpants Save the World
Tiddler	Dinosaurs Love Underpants
One Mole Digging a Hole	Monsters Love Underpants
Who's in the Loo?	Pirates Love Underpants
Not Now Bernard	Here come the Aliens
The Odd Egg	No-Bot
Oliver's Fruit Salad	Billy's Bucket
Oliver's Vegetables	Farmer Duck
Orange, Pear, Apple Bear	5 Minutes Peace
Not a Box	Giraffes cant Dance
Not a Stick	Mog the Forgetful Cat
Owl Babies	Little Rabbit Foo Foo
Titch	The Rainbow Fish
The Train Ride	The Jolly Postman
Mr Gumpy's Outing	Chocolate Moose for Greedy Goose
It's the Bear	Doing the Animal Bop
Hug	Animal Boogie
Tall	Harry and the Bucket Full of Dinosaurs
Fix it Duck	Wide Mouthed Frog
Duck in the Truck	Shark in the Snow
Ketchup on your Cornflakes	Shark in the Park on a Windy Day
Someone Bigger	Hooray for Fish
	The Wind Blew
	The Shopping Basket
	The Foggy, Foggy Forest

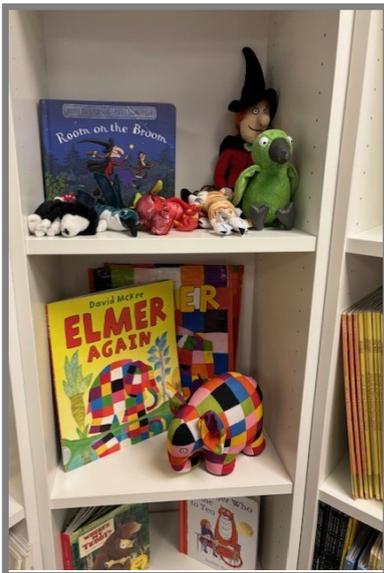
This list is not exhaustive.

## Home reading library

Children visit our Nursery School library weekly. They have the opportunity to choose a book to take home to share with their family. All children are provided with a book bag free of charge to take their library book home and keep it safe.



The library is fully stocked with a wide range of age appropriate fiction and non-fiction books. Props to enhance the telling of familiar stories and rhymes are available too.



Staff check all of the books upon their return to look for any damage. If a book can be repaired then it will be, however if any book is too damaged then they are disposed of as we want all children to experience a high quality of text and to learn to respect and look after books. If book bags are lost parents/carers are asked to purchase another. Parents/carers are reminded that bags are only for the book and no food or drink is to be put into the bags.

## Story Skills (Oak)

### Talk 4 Writing <https://www.talk4writing.co.uk/>

We teach the children a bank of well known stories, so over time the children can internalise the imaginative world as well as language patterns. When we learn a story we do not only read it once or twice we do it over and over for a period of time approx. 3 weeks. We do not just read the story, we add actions, act it out, draw story maps, use props to re-tell and even make changes to it. Children are then able to make up new stories by calling upon an imaginative bank of ideas plus language patterns and increased vocabulary.



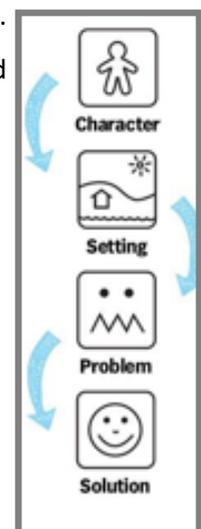
### Helicopter Stories <https://helicopterstories.co.uk/>

Helicopter Stories supports children with creating their own stories. The adult scribes the child's exact words and children act out the stories—bringing every child's story to life!



### Tales Toolkit <https://talestoolkit.com/>

This approach enables and supports children with creating and structuring their own stories. Children are introduced to the Tales Toolkit structure: Character, Setting, Problem and Solution.



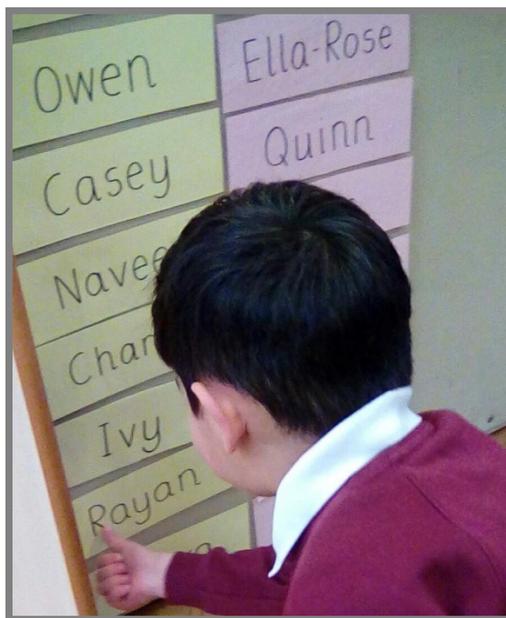
## Name recognition

Being able to recognise their name and the letters from it are important skills for young children. Their name and the letters in it are often the first word they recognise and attempt to read.

Name cards for self-registration and coat peg labels have the child's photo and first name on when they start. In the term before they leave to go to school the photo is removed and if appropriate the child's surname is then added. These labels are typed using 'Sassoon Primary Infant' font.

Name cards for all Oak children are also available within the main learning environment for children to copy when writing their name.

During adult led group times games are played to support children to recognise both their and other children's names and identify the initial sounds.





**When You:**  
 Cut it for me,  
 Write it for me,  
 Open it for me,  
 Set it up for me,  
 Draw it for me or  
 Find it for me,

**All I learn is:**  
 that you do it better than me

Mom Inspired Life

**"Childhood is not a race to see how quickly a child can read, write and count. It is a small window of time to learn and develop at the pace that is right for each individual child."**

Magda Gerber

Every child is a natural born writer !



A child can learn pre-literacy skills anywhere. Especially outside.

Her name: "NOA"

preschoolengineer.blogspot.com

“  
 Writing, to me, is simply thinking through my fingers.  
 ISAAC ASIMOV

You learn to *write* better by *reading*.  
 You learn to *read* better by *writing*.  
 Reading and writing *work together* to improve your ability to *think!*



"Please don't rush me to write. I will soon enough, but right now there are so many more important things for my hands to do"

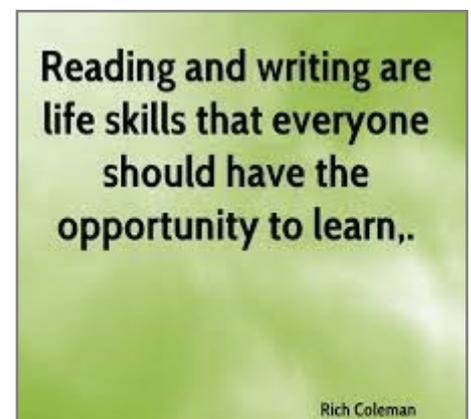
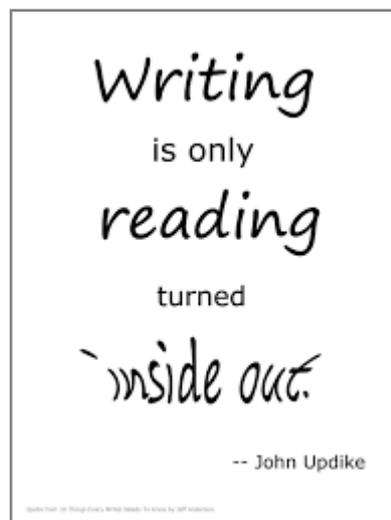
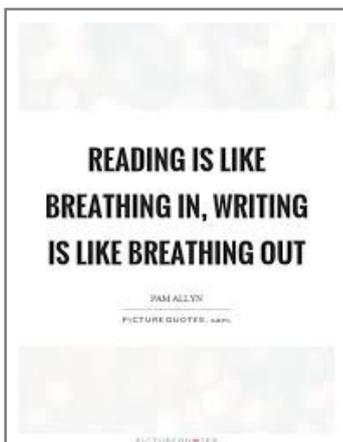
## How we teach writing

Learning to write at Netherton Park Nursery School is taught through developing both the physical skills to be able to hold a mark making tool, alongside developing an understanding that marks on paper have meaning. All staff have received thorough training in how young children learn to write and can recognise the stages of writing composition as well as the stages of development for mark making and pencil grip.

Staff support the children to develop their physical and mark making skills throughout our continuous provision, working indoors and outside. Children have the opportunity to explore, investigate and experiment daily, with a range of different materials which support gross and fine motor skill development.

Our language and print rich environment provides children with a visual prompt if needed to support their mark making and early writing skills. Writing for a range of purposes is modelled and encouraged at all times. The learning environment and resources provided support the process and the staff constantly review and adapt both indoors and outside, to meet needs.

Parents/carers are a huge part of the process, with staff supporting their understanding of the value of early reading through inductions, story sessions, stay and play sessions and information sent home, on Tapestry and on our website .



## **Adults Role**

### **Children deserve adults who...**

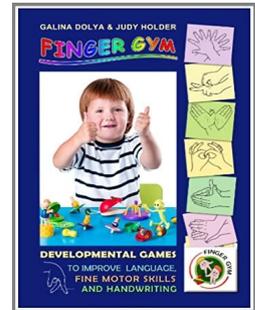
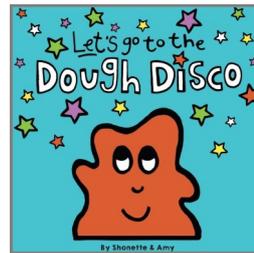
- Talk...talk often, but also take the time to really listen
- Comment rather than ask questions
- Sing a range of nursery rhymes and songs—allowing the children to join in with words and actions. Supporting them to learn all of the words
- Share high quality books, daily
- Have enthusiasm and foster a love of stories and books
- Use eye contact and think of their positioning, allowing the child to see their facial expressions
- Model how to handle books appropriately and correctly
- Point out objects in books...encouraging the child to repeat words or sounds
- Support children to join in with repeated refrains in well known stories
- Invite children to use their imagination to make up a story for books that have no words
- Tell familiar and traditional stories to the children
- Support children to retell familiar and traditional stories
- Use puppets and props in a variety of ways, such as retelling a familiar story
- Make puppets and props to support retelling
- Point out words in the surrounding environment
- Encourage children to make marks and share what they are drawing
- Encourage picture drawing as it relates to the story
- Scribe children's stories and read to others
- Provide a range of experiences that encourage the children to talk and develop their language skills
- Enable children to experience the community...go to shops, a farm, on walks or to the Forest School. Supporting children to recall experiences in words, pictures, mark making and writing
- Value all marks made by all children
- Use each child's interests to engage them, and develop and extend these interests
- Recognise that children learn in different ways eg visual and auditory and provide experiences that value and reflect that

## Interventions Oak

Sessions take place in Oak as part of adult led sessions—including key person group times and small group interventions.

### Dough Disco

Dough Disco is a fun activity which combines the use of play dough with a series of hand and finger exercises designed to improve fine muscle control. The movements develop children's fine and gross motor dexterity, hand-eye coordination and self-esteem. Children take part in weekly sessions.



### Funky Fingers /Finger Gym

<https://abcdoes.com/abc-does-a-blog/2013/09/26/dough-gym-week-funky-fingers/>

Funky Fingers / Finger Gym both encourage the development of fine motor and language skills that are essential for hand writing. Any activity could be classed as a finger gym activity if it focuses on children using fine motor skills



### Development Movement Play (Jabadao)

‘Development Movement Play is about making sure that children grow up with *life* in every limb - because it aids development and lays foundations for lifelong wellbeing.’



## Get Moving

Get Moving is a Physiotherapy and Occupational Therapy school based exercise programme on improving motor co-ordination including balance, spatial awareness and body perception.

2. **Bridging**  
Lying on back, bend both knees and keep feet together. Keep both arms by sides and lift the bottom off the floor. Repeat 5 times.  

3. **Angels in the Snow** (instructor to demonstrate first)  
Stay lying on back. Slowly move arms along floor until hands touch above head. Keep arms straight and touching floor all the time. Slowly bring arms down again to sides. Repeat 5 times.  

4. **Stretching**  
Roll over onto tummy. Lift one arm at a time and hold for 3 seconds. Instructor to count time out loud. Repeat 5 times.  


## Peer Relaxation

To support all children's wellbeing we offer peer relaxation sessions as part of our small group times. Children work with a partner and learn a series of different movements (Waterfall, eye glasses, bunny hop etc.). They carry these out on their partners, back, hands and head. This is all learnt in a beautifully calm environment with low lighting, relaxing scents and calming music. The expectations are for quite voices, kind hands and good listening. The sessions offer a sense of calm in what can be a very busy Nursery day.



## Squiggle whilst you wiggle

<https://www.spreadthehappiness.co.uk/product/squiggle-whilst-you-wiggle-2nd-edition/>

Squiggle whilst you wiggle is a kinaesthetic approach to stimulate early writing. Children use movement with music to develop their motor skills in preparation for writing, whilst holding a flipper flapper in each hand. Children take part in weekly sessions.

## Physically ready to write



We place a huge priority on supporting children’s physical skills - both gross and fine motor in order for children to be ‘physically ready to write’. Our outdoor learning environments support the development through fixed equipment (climbing frames, slides and sand pits), wheeled toys, brooms/large digging equipment, balls, hoops etc.



## Vestibular sense

This is the sense of the relationship between the body, gravity and the ground. It tells you which way is up, how your body is orientated in relation to up and how your body is moving in space – often described as sense of balance.

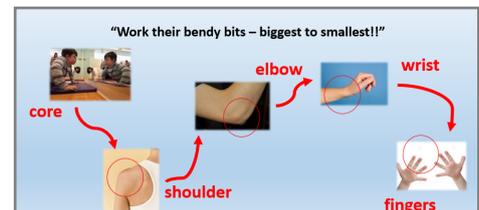


## Proprioception

Proprioception refers to the body's ability to perceive its own position in space. Examples of proprioception include: Knowing whether feet are on soft grass or hard cement without looking (even while wearing shoes), balancing on one leg, throwing a ball without having to look at the throwing arm. Knowing where your hands and feet are in relation to your body, and how much pressure to apply for a task.

## Muscle strengthening

We focus across the school on developing children's muscles from largest to smallest.



## Progression in pencil grip

**Most mark makers start here...**

**STAGE ONE Pivot:** Shoulder      **Grip:** Palm or Palmer or Palmer Supinate

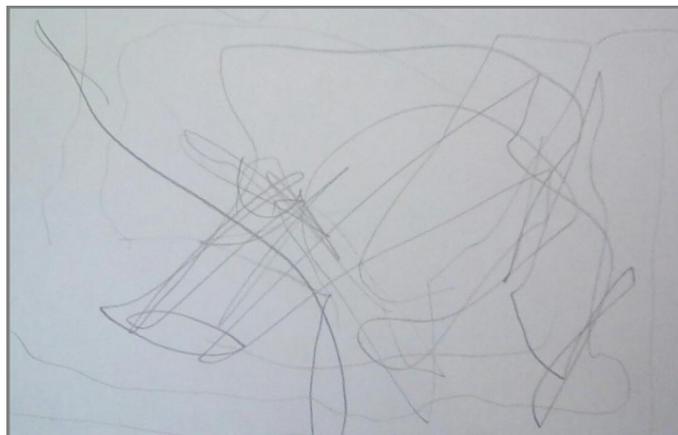
During the early stages of development (babies), when children are learning to support their head, reach, grasp, and walk. They are using groups of muscles in their pelvis, back, shoulders, arms and neck. It is these upper body muscle groups that children use in the very emergent stages of mark making.

Children will have already developed a grasp that allows them to hold something tight without dropping it. This grasp is formed by wrapping the fingers around the object and making a fist with the object held in the middle. This is known as a 'palmer supinate grasp', ('palmer' from the use of the palm, 'supinate' meaning turning the palm upwards and 'grasp' meaning grip) and is the grip that children most commonly employ in early mark making.

At this stage in their development, the muscles of their upper body that are the most well developed are the neck, chest and back. It is these muscles that have the most strength, so it is these muscles that are used to help the hand to make those first emergent marks.

Often at this stage the child will have a fairly stiff wrist and a straight elbow with most of the movement coming from the shoulder.

The type of mark that a child at this stage of development can make will be at the maximum range, so they are likely to be long and straight or large and circular as their range of movement is restricted to the strongest muscle group they have available.



**STAGE TWO Pivot: Elbow (emergent or advanced)      Grip: Palm**

At this stage in development the shoulder becomes more of a support and the elbow starts to do most of the work. There are usually two noticeable stages in the elbow pivot. The first is the 'emergent' stage where the elbow bends allowing for a greater range of movement, but the shoulder is still the main 'power' in moving the arm backwards and forwards. This looks like a sawing motion where the arm tends to move in straight lines across the body or from front to back.

When a child becomes more proficient in their elbow pivot then they begin to use the muscles in their upper and lower arm to swing their arm in and out from their body in a

circular action. This is an 'advanced' elbow pivot (think stirring in a pot or creating a figure eight). This significantly increases the range of movement.

Often when the elbow pivot is developing, the wrist stays quite stiff and the grip is still palmer supinate.

**STAGE THREE Pivot: Wrist      Grip: Usually Palm**

As the pivot moves to the wrist, the elbow often tucks into the side of the body and the shoulder movement becomes minimal. Low load control is definitely in play.

By the time that children reach the wrist pivot stage in their lower arms, upper arms and shoulders are all now well developed and their overall movement and balance tends to be far more fluid than it was when they first started out on this journey of development.

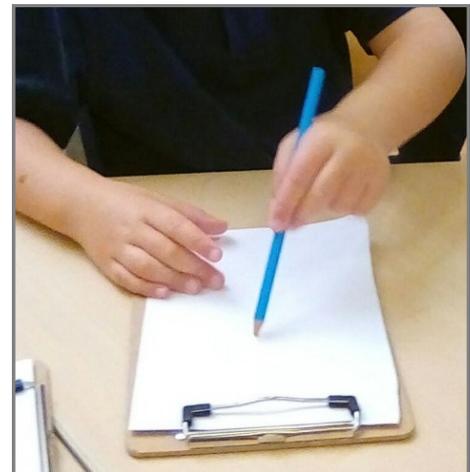
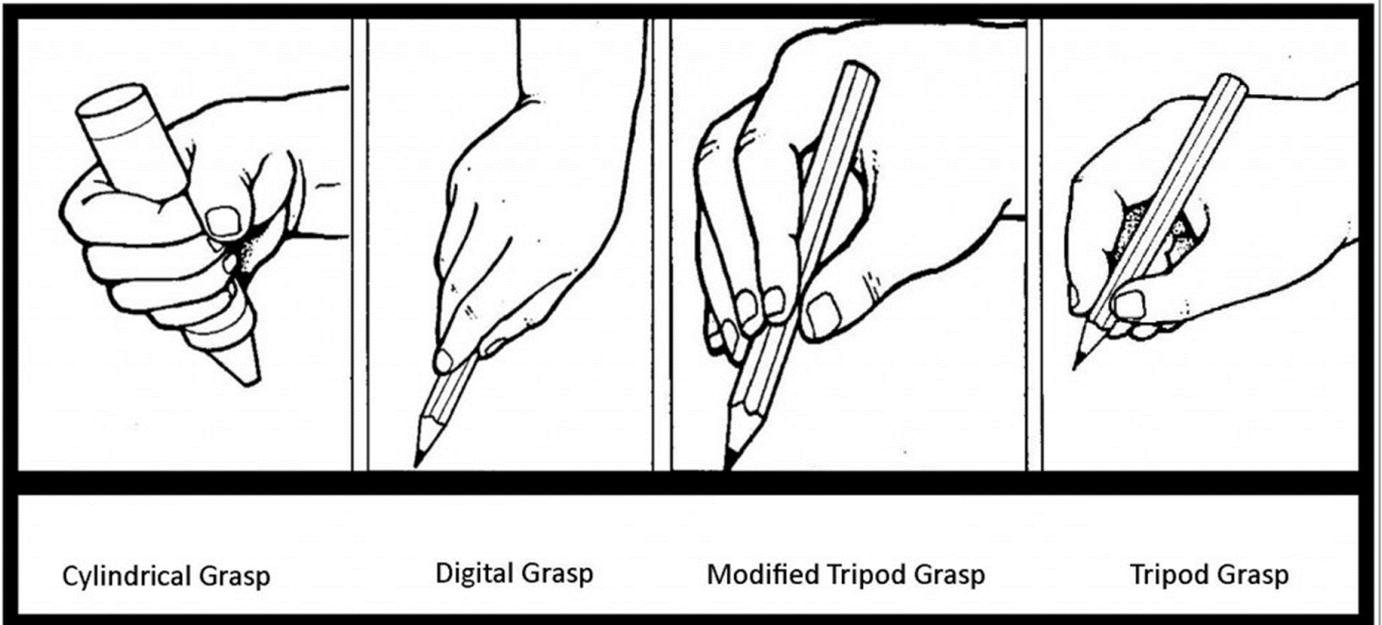
**The wrist pivot stage is the one that children tend to stick with for the least amount of time before their pivot shifts again.**

Often with a wrist pivot comes a change in a child's grip from palmer supinate to digital pronate. (digit meaning finger and pronate meaning to grasp with the palm turned down).

When a child adopts a digital pronate grip they bend their wrist to nearly 45 degrees, grip their mark making implement with three fingers and use their first finger to manipulate the end of it.

This is a clear sign that their stage of fine motor manipulation is moving forward and also an indicator that we need to be looking out for and encouraging the next stage of development both in pivot and grip.

The journey through the pivots doesn't stop here, it keeps on moving across the hands, knuckles and fingers.



## Progression in drawing skills

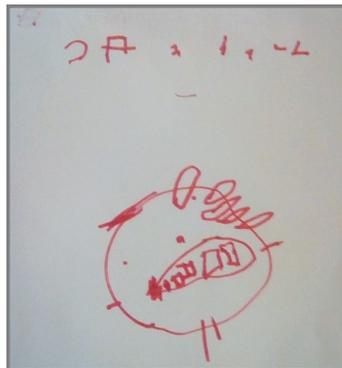
- The first stage of drawing is about exploring and developing motor coordination. Children begin to develop uncontrolled marks that don't represent anything, these might include: vertical and horizontal lines and multiple line drawings. Drawing is really about learning cause and effect and their ability to make things happen. It has little to do with creating and representing their world, and more to do with enjoying their movements and the effects of them. Their marks enable them to learn about the properties of objects, materials and tools such as pencils, pens, paint, crayons and paper.
- This stage is known as controlled scribbling. It is characterized by spontaneous circular or to-and-fro scribbles and dots. Similar scribbles can be found in all children's drawings at this age and the shapes in them are necessary for developing drawing and writing skills later on. Toddlers begin to make drawings that include: horizontal and vertical lines, multiple loops and spirals, roughly drawn circles. At this age, children begin to discover the connection between the movements they make and the marks that form on the paper. They will begin to repeat movements on purpose.
- During this stage, children begin to use basic shapes in their drawings as their fine motor control and hand-eye coordination improve. Drawings now begin to include the following shapes, combined in different ways: circles and squares, crosses and dots. At this stage, a child is able to tell you what her scribbles represent, although you may not be able to see what they have described. They usually name their picture while they are drawing it or after it is complete, but they do not start a drawing with a clear plan for what will they draw. The use of colour at this stage is unrealistic and children often prefers to use only one colour.
- During this stage patterns start emerging in children's drawings. A child will make a pattern and interpret it as a representation of something, giving it a label. Drawings include: squares, circles and rectangles, attempts at triangles and diamonds, crosses, letter like marks.
- During this stage children combine two or more shapes or forms together to form basic images, such as a rectangle and a circle to form a hat. Drawing takes on more meaning and intention. A child will usually decide what they are going to draw before they begin.

- A child will now draw spontaneously and begin to show their own background, interests and experiences in their drawings. They draw what they know. Representation of people, animals and houses change constantly. Children will also name pictures before beginning. They are able to colour within the lines but use of colour may still be unrealistic. At this point, the people and objects may still be floating in the air as they are still developing spatial perception. They usually place themselves in the middle of a drawing due to their egocentric nature.

### Drawing a person

- The first drawing of a person usually emerges around 3 or 4 years of age. These 'tadpole' people are drawn with just a head and usually legs directly attached to the head.
- Drawing of a person will progress from a head with legs to include details such as eyes. Children draw not what they see but what they know, and children will add details as they become important to them. Details such as arms, fingers and a trunk emerge.
- A portrait of a person emerges, with many details such as hair, hands and fingers, feet and a body.

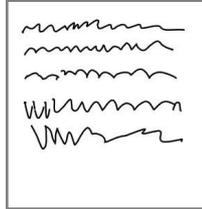
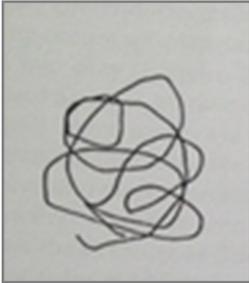
In the summer term of Acorn/ Saplings and then on entry to Oak and sycamore all children draw a picture of a person, this is used as a baseline and then repeated at each data assessment point throughout the year.



## Progression in writing skills

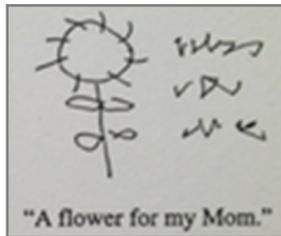
### Random marks

Children make marks in a range of media, often starting with food, sand, water and other sensory materials before moving to using specific mark making objects - chalk, paint and crayons.



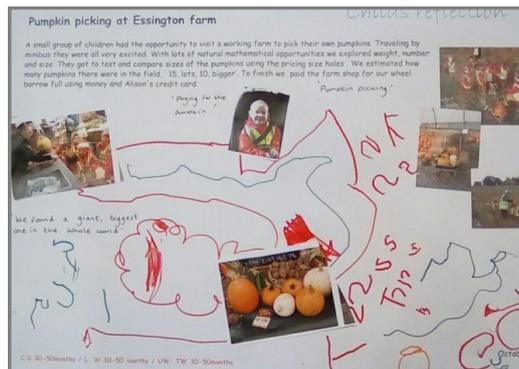
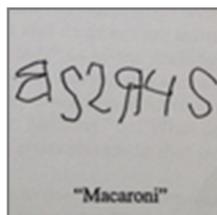
### Representational drawing

Children move towards drawings that represent their thoughts. Often telling others what they have drawn - giving their picture some meaning by telling an adult so they can scribe or by adding their own writing marks. They may then want to attempt to copy words an adult has written or from books, displays etc.



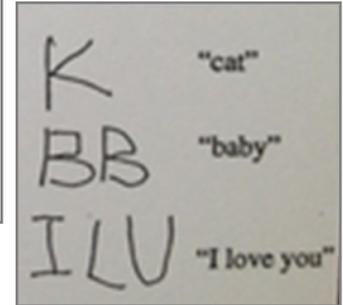
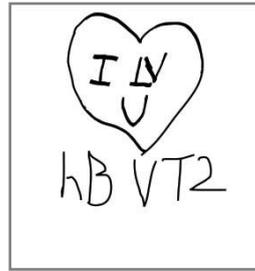
### Drawings with strings of recognisable letters

Children write random recognisable letters - often from their names. The letters used have no relationships to sounds, they are however aware that print carries meaning.



**Early use of phonics**

Children attempt to write simple words using some of the consonants they can hear.



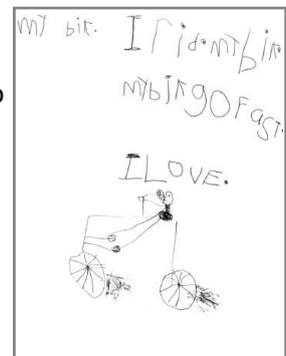
**Phonetic writing**

Children write using letters to represent each sound they can hear. Words make sense.

oshin	[ocean]
fngit	[forget]
5 paj buc	[5 page book]
jmprop	[jump rope]
liek	[like]
grepa	[grandpa]

**Conversational writing**

Children use known letters to write words as well as sight vocabulary they know how to spell, they begin to spell longer words, add in finger spaces and use capital letters.



Dear Miss Carol  
 I hope you have a  
 good time visiting  
 your Parents And  
 Swimming in  
 the Ocean.  
 Sincerely Lee

## Name writing

Being able to recognise their name and the letters from it are important skills for young children. Writing their name is often the first word they want to attempt to write.

When teaching children how to write their names we ensure we only use a capital letter as the first letter and the rest are lower case letters. We model and support children by allowing them to copy their name rather than tracing over the letters or dots.

## Tracing - yellow writing and dots

a b c d e f g



We do believe it is much more beneficial to demonstrate to children how to form the letters correctly, than to let them have a turn on their own. If they are tracing they are not making their own marks – they are not the ‘writer’.

It is far better to use plain paper and make simple marks on it such as lines, circles and dots which are the basis for all letter shapes—emergent writing.



Something to think about!

More than any other subject or skill, our children's futures are all but determined by how well they learn to read.

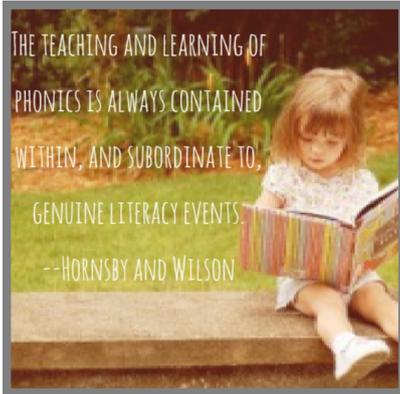
Children of the Code 2005

Get Reading Right!

If you know these letter sounds  
a s t m c  
you can read all of these words!

at am  
cat cats  
mat mats  
sat Sam  
tat

mykidequip.com



The 3 Rs of Early Literacy

- Rhythm**  
Sing and read poetry and nursery rhymes aloud to develop language and help retain information.
- Rhyme**  
Help children understand that words with common sounds often share common letter sequences as well.
- Repetition**  
Help child retain information and understand storyline and sequencing.

The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.

Dr. Seuss

"If a child memorises 10 words, the child can only read 10 words. But if a child learns 10 sounds, the child will be able to read 350 three sound words, 4 320 four sound words and 21 650 five sound words."

- Martin Kozloff, 2002

#frothinonphonics

I have no sense of rhythm  
But I can rhyme,  
After all poetry is just songs  
Without any music given to the lines

- TheOutsider a.o

Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight.

Mem Fox

PICTUREQUOTES.COM

## **How we teach phonics**

At Netherton Park Nursery School we strongly believe in the value of promoting and developing early phonics skills for all children. As part of their ongoing CPD, staff receive bespoke and specific training about teaching early phonics, this is supported by individual targeted coaching support.

All children are exposed to a range of high quality rhythm, rhyme activities as part of the continuous and enhanced provision. In Oak children take part in phonics group time sessions on a weekly basis.

The learning environment and resources provided support the process and the staff constantly review and adapt both indoors and outside, to meet needs.

Parents/carers are a huge part of the process, with staff supporting their understanding of the value of early phonics through inductions, specific workshops and information sent home, on Tapestry and on our website.

## **Adults Role**

### **Children deserve adults who...**

- Talk...talk often, but also take the time to really listen
- Sing a range of nursery rhymes and songs - allowing the children to join in with words and actions. Supporting them to learn all of the words
- Share high quality books, daily that support and promote rhythm and rhyme
- Use eye contact and think of their positioning, allowing the child to see their facial expressions
- Point out objects in books...encouraging the child to repeat words or sounds
- Support children to join in with repeated refrains in well known stories
- Recognise that children learn in different ways eg visual, auditory etc and provide stimulating experiences that reflect this

## **Early Phonics**

There are 7 aspects that are covered as part of phonics teaching:

**1: General sound discrimination – environmental sounds**

**2: General sound discrimination – instrumental sounds**

**3: General sound discrimination – body percussion**

**4: Rhythm and rhyme**

**5: Alliteration**

**6: Voice sounds**

**7: Oral blending and segmenting**

Early phonics falls largely within the Communication + Language and Literacy areas of learning in the Early Years Foundation Stage. We use Birth to 5 Matters and Development Matters to support our planning and assessment.

As children are ready to move into Primary School we aim for them to be able to recognise spoken words that rhyme and will be able to generate a string of rhyming words, hear and identify the initial sounds in words and hear when some words start with the same sound. Children will have experienced a wealth of listening activities, including songs, stories and rhymes. We also offer a range of experiences to support them to distinguish between speech sounds and be able to blend and segment words orally.

Sessions are planned for all Oak children as part of weekly group times. There are also specific intervention sessions planned for children that are more able or need extra specific input.

## Phonics skills progression

- Identifies and names familiar noises in their everyday lives
- Describes noises they can hear
- Identifies the sounds of familiar instruments
- Copies a simple rhythm/patterns using instruments
- Makes up simple rhythms/patterns using instruments
- Joins in with simple body percussion patterns
- Copies/repeats simple body percussion patterns
- Makes up simple body percussion patterns
- Joins in with singing familiar and new songs and rhymes
- Aware of simple rhythm and rhyme in songs and rhymes
- Fills in the missing rhyming word in known rhymes and stories
- Identifies when words rhyme and can spot the odd one out
- Uses their voice to create specific sounds and noises
- Identifies when words start with the same sound
- Hears and says the initial sound in familiar (often names and nouns ) and CVC words
- Hears and says the end sounds in simple CVC words
- Hears and says the middle sound in simple CVC words
- Can identify an object from a group when the word is orally segmented
- Orally blends the sounds in simple CVC words
- Orally segments the sounds in simple CVC words
- Knows print carries meaning
- Begins to recognise familiar words (often their name) and signs
- Recognises some familiar letters (often from their name)
- Matches some sounds to their lower case , then capital letter
- Says the correct sound for each letter for the alphabet
- Says the letter name for each letter of the alphabet
- Is aware that print in English is read from left to right

## Learning Environments

*“You can find magic wherever you look. Sit back and relax, all you need is a book.” Dr. Seuss*

All the environments are carefully planned out within the different rooms to reflect the children’s learning needs within reading. The children are observed and through careful assessment the environment reflects these needs and to promote curiosity, involvement and challenge.

As part of our monitoring systems learning walks take place to evaluate the provision and to ensure there are quality learning opportunities for all children. This is discussed and any adjustments made.

Core texts and familiar stories are always available within the environment for children to access independently and to share with an adult. Alongside these books we also provide a wide variety of other books for children to support their learning, these include: rhyme, picture, touchy feely, fiction and non fiction books. Adults model early reading skills and the resources are available for children to practice skills they have experienced in adult focused activities. There are also familiar books located in each key worker room in Oak.

Whenever appropriate when an area is enhanced, books are added to promote learning linked to the children’s interests. A range of fiction and non-fiction texts are selected to excite and engage the children.

Props, puppets and first hand experiences are used to enhance stories and rhymes - this includes cooking activities, role play and enhancements to the water and sand . All supporting children to retell known stories and rhymes as well as making up their own.



## Working with parents/carers

We value our relationships with parents/carers and know that because of this our children make excellent progress. We have developed systems to share our understanding of reading development and what parents/carers can do to support children's learning at home.

### Stay and play sessions

Parents /carers are invited to attend a literacy based stay and play session. Suggestions of ways to support their child at home with early literacy skills are shared and modelled.



### Story sharing sessions

Parents/carers are invited in to attend half termly story sharing sessions. This gives parents and carers the opportunities to experience and observe a range of story telling skills and to gain ideas to use at home.



## Home library



All children visit our library at least once a week. Here they get to choose a book to take home. All children are provided with a book bag free of charge to ensure the book can be kept safe. Parents/carers are reminded of the importance and value of sharing books during the induction process. Parents/carers are expected to share the book their child brings home and to record comments.

## Home learning

Laminated copies of all core stories are sent home for parents and carers to support the learning for Oak. Core rhyme booklets have been developed to support with learning the rhymes at home for all pupils.



## Tapestry

We keep parents/carers informed of ways to help their child at home via Tapestry. Staff upload videos of rhymes and stories and set challenges for the children to support learning that takes place at Nursery while at home.

## Curriculum Newsletters

Half termly Curriculum Newsletters share information with parents and carers about the learning opportunities taking place at Nursery and how parents can support at home.

## Early Literacy and Phonics workshop

This session for parents/carers of children in Oak gives an overview of early reading, writing and phonics to enable parents/carers to further support their children at home.

## Website

Further information is available for parents/carers on our website.



## Impact

Practitioners record **children's interests** and **achievements** on their Tapestry learning journal. They use their professional knowledge and evidence from observations to make assessments against the Literacy age bands using BEYA OPAL (Observation of Play and learning) approach to assessment. These take place on entry, mid year and end of June (Exit). For those children who are not making expected progress, we have developed many interventions to support their progress. If we continue to observe and identify that children are working below their expected age and stage of development, then specific steps are put into place. This will be unique and bespoke based on individual potential needs and will involve a collaborative approach with parents and professionals. (See SEND policy).

The Headteacher carries out detailed analysis using the assessments. This includes looking at the progress of key vulnerable groups (EYPP, CLA, SEND, EAL, Boys etc). This information is shared with Governors and staff and is used to plan for specific interventions as well as feeding into the SDP and whole school targets. Each term parents are invited in to discuss their child's progress with their key person.

The impact of our Literacy curriculum is monitored closely by the Headteacher and Deputy Headteacher supported by the other members of SST, through observations of staff and children, learning walks, assessments and progress data. Areas of strength and potential development are highlighted. This then informs future planning, training for staff, and supports any changes needed within the learning environment and resources to ensure the curriculum continues to be effective. This is shared with all staff as part of a continuous collaborative process which includes monthly Professional Development Meetings, INSET days and team meetings as well as individual feedback where appropriate.

