



# NURSERY LITERACY OBJECTIVES – ADAPTED FROM DM 2021

	AUTUMN	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Comprehension	To be able to make marks independently.	To be able to begin to develop phonological awareness.	To be able to join in with weekly phonic lessons introducing 1 sound per week.	To be able to identify pictures and rhymes linked to RWI sound's	To be able to orally blend and segment sounds in CVC words	To be able to write name. <b>To know some diagraphs from set 1 and be able to</b>
Word Reading	To be able to recognise familiar logos and labels in the environment	To be able to spot rhymes and alliteration.	To know language of direction (up down, round, and back)	To be able to join in with robot games to orally blend and segment.	To know and read a few exceptions words	<b>read some short words with diagraphs</b>
Writing	To know that text has meaning. To begin to build an understanding that text is read from right to left	To be able to count or clap syllables	To be able to access a wide range of mark making materials in class and in the outdoor provision	To be able to begin to blend CVC words To begin to be able to segment CVC words	To be able to write name.	To be able to engage in extended conversations about stories.
	To know a range of Nursery Rhymes.	To be able to recognise initial sounds in words	To know some Grapheme and phoneme correspondence taught so far.	To be able to make predictions about stories	To be able to engage in extended conversations about stories.	To be able to learn new vocabulary from texts and topics.
	To be able to enjoy stories with adults.	To begin to be able to recognise Name.	To know that each letter makes a sound	To be able to talk about the different parts of a book.	To be able to talk about characters and settings.	To be able to learn new vocabulary from texts and topics.
	To be able to begin to develop play around favourite stories using props.	To be able to engage in extended conversations about stories.	To know that sounds can be blended to read words	To be able to talk about different parts of a story. (Beginning, middle, end)	To be able to learn new vocabulary from texts and topics	To be able to write letters accurately
	To be able to discriminate between different sounds. (Environmental and instrumental sounds)	To be able to learn new vocabulary from texts and topics	To know that words can be segmented into sounds.	To be able to discriminate between different sounds. (animal)	To know that the Author is the person who writes the book.	<b>To begin to be able to write some short captions, labels, and sentences with adult support.</b>
	To begin to be able to draw pictures.	To be able to begin to learn new concepts from concept cat	To those words can be segmented into sounds.	To be able to say words that Rhyme and recognise rhyming words in stories and poems.	To be able to re-tell familiar stories using a story map	<b>To be able to read words consistent with their phonic knowledge.</b>
	To be able to talk about pictures in books.	To be able to begin to make marks independently and in the Write Dance programme	To begin to attempt to write familiar letters using a range of materials. (Paint, WB, sand and glitter, chubby markers)	To be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	To be able to act out some stories using props and small world toys using vocabulary learnt from focus texts.	<b>To be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b>
	To be able to access mark making tools independently	To be able to begin to imitate writing in play shopping lists, parking tickets	To be able to say some letter formation rhymes (RWI)	To be able to join in with shared writing experiences and contribute ideas.	To know and be able to say the sound for the letters taught so far.	To begin to innovate, invent and retell own stories.
		To be able to draw information from pictures in books and talk about what they see.	To be able to talk about and retell familiar stories		To be able to join in with shared writing experiences and contribute ideas.	Begin to be able to draw their own story maps.
		To be able to access mark making tools independently	To be able to join in with repeated refrains in stories and rhymes		To be able to join in with shared writing experiences and contribute ideas.	To be able to join in with repeated refrains in stories and rhymes