

FSI: Nursery Curriculum Coverage and Progression of skills in English



Year Group: Nursery
Birth to Three (Below)

Possible genres: Fiction, Non-fiction, Nursery Rhymes, Songs

Possible writing opportunities - lists, labels, captions

Communication and Language

- Objectives**
Listening and Attention
- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
 - Recognise and are calmed by a familiar and friendly voice.
 - Listen and respond to a simple instruction.
 - Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
 - Watch someone's face as they talk.
 - Copy what adults do, taking 'turns' in conversations (through babbling) and activities.
- Understanding**
- Understand single words in context – 'cup', 'milk', 'daddy'.
 - Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
 - Understand simple instructions like "give to mummy" or "stop".
- Speaking**
- Try to copy adult speech and lip movements.
 - Sing songs and say rhymes independently, for example, singing whilst playing.
 - Enjoy singing, music and toys that make sounds.
 - Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
 - Babble, using sounds like 'ba- ba', 'mamama'.
 - Use gestures like waving and pointing to communicate.
 - Reach or point to something they want while making sounds.
 - Copy your gestures and words.
 - Constantly babble and use single words during play.
 - Use intonation, pitch and changing volume when 'talking'.

Reading

- Objectives**
- Enjoy songs and rhymes, tuning in and paying attention.
 - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
 - Say some of the words in songs and rhymes.
 - Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
 - Enjoy sharing books with an adult.
 - Pay attention and responds to the pictures or the words.
 - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

Writing - Composition

- Objectives**
- Copy finger movements and other gestures.
 - Enjoy drawing freely.

Writing -Grammar and Vocabulary

- Objectives**
- Repeats key words

Phonics

Phase 1: Aspect 1 Sound discrimination – Environmental Sounds
 Aspect 4 Rhythm and Rhyme

Aspect 2 Sound discrimination – Instrumental Sound
 Aspect 6 Voice Sounds

Communication and Language	
Birth to Three Year Olds will be learning to:	Examples of how to support this:
<p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</p> <p>Watch someone's face as they talk.</p> <p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Recognise and are calmed by a familiar and friendly voice.</p> <p>Listen and respond to a simple instruction.</p>	<p>Babies and toddlers thrive when you show a genuine interest in them, join in and respond warmly.</p> <p>Using exaggerated intonation and a sing-song voice (infant-directed speech) helps babies tune in to language.</p> <p>Regularly using the babies and toddlers' names helps them to pay attention to what the practitioner is saying for example: "Chloe, have some milk."</p> <p>It is important to minimise background noise, so don't have music playing all the time.</p> <p>Babies love singing and music. Sing a range of songs and play a wide range of different types of music. Move with babies to music.</p> <p>Babies and toddlers love action rhymes and games like 'Peepo'. As they begin to join in with the words and the actions, they are developing their attention and listening. Allow babies time to anticipate words and actions in favourite songs.</p>
<p>Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</p> <p>Babble, using sounds like 'ba- ba', 'mamama'.</p> <p>Use gestures like waving and pointing to communicate.</p>	<p>Take time and 'tune in' to the messages babies are giving you through their vocalisations, body language and gestures.</p> <p>When babies and toddlers are holding and playing with objects, say what they are doing for example: "You've got the ball," and "Shake the rattle."</p>
<p>Reach or point to something they want while making sounds.</p> <p>Copy your gestures and words.</p> <p>Constantly babble and use single words during play.</p> <p>Use intonation, pitch and changing volume when 'talking'.</p>	<p>Where you can, give meaning to the baby's gestures and pointing for example: "Oh, I see, you want the teddy."</p> <p>Chat with babies and toddlers all the time, but be careful not to overwhelm them with talk. Allow babies and toddlers to take the lead and then respond to their communications.</p> <p>Wait for the baby or toddler to speak or communicate with a sound or a look first – so that they are leading the conversation.</p> <p>When responding, expand on what has been said (for example, add a word). If a baby says "bottle", you could say "milk bottle". In a natural way, use the same word repeatedly in different contexts: "Look, a bottle of juice – oh, you've finished your bottle." Adding a word while a toddler is playing gives them the model of an expanded phrase. It also keeps the conversation on their topic of interest. Suggestion: if they say "bag", you could say: "Yes, daddy's bag".</p>
<p>Understand single words in context – 'cup', 'milk', 'daddy'.</p> <p>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p>	<p>You can help babies with their understanding by using gestures and context. Suggestion: point to the cup and say "cup". Talking about what you are doing helps babies learn language in context. Suggestion: "I'm pouring out your milk into cup".</p>
<p>Understand simple instructions like "give to mummy" or "stop".</p> <p>Recognise and point to objects if asked about them.</p>	<p>Singing, action rhymes and sharing books give children rich opportunities to understand new words.</p> <p>Play with groups of objects (different small world animals, or soft toys, or tea and picnic sets). Make sure you name things whilst playing, and talk about what you are doing.</p>

Reading and Writing	
Birth to Three Year Olds will be learning to:	Examples of how to support this:
<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p>	<p>Song and rhyme times can happen spontaneously throughout the day, indoors and outside, with individual children, in pairs or in small groups.</p> <p>You can make song and rhyme times engaging for young children by using a wide range of props or simple instruments.</p> <p>Children can choose the songs and rhymes they would like to join in with, using picture cards or by speaking.</p>
<p>Enjoy sharing books with an adult.</p> <p>Pay attention and responds to the pictures or the words.</p>	<p>Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting.</p>
<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers.</p>
<p>Enjoy drawing freely.</p>	<p>Provide a wide range of stimulating equipment to encourage children's mark-making. Suggestions:</p> <ul style="list-style-type: none"> - large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour- using sticks and leaves to make marks during Forest school sessions- large brushes with paint or water- dragging streamers through puddles- once large-muscle co-ordination is developing well, children can develop small-muscle co-ordination- playground chalk, smaller brushes, pencils and felt pens will support this

Year Group: Nursery

Birth to Three (Working towards)

Possible genres: Fiction, Non-fiction, Nursery Rhymes

Possible writing opportunities - lists, labels, captions

Communication and Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary
<p>Objectives Listening and Attention</p> <ul style="list-style-type: none">•Listen to other people’s talk with interest, but can easily be distracted by other things.•Listen to simple stories and understand what is happening, with the help of the pictures.•Generally focus on an activity of their own choice and find it difficult to be directed by an adult. <p>Understanding</p> <ul style="list-style-type: none">•Can become frustrated when they can’t make themselves understood.•Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). <p>Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.</p> <ul style="list-style-type: none">•Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. <p>Speaking:</p> <ul style="list-style-type: none">•Start to say how they are feeling, using words as well as actions.•Start to develop conversation, often jumping from topic to topic.•Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.•Use the speech sounds p, b, m, w.•Are usually still learning to pronounce:<ul style="list-style-type: none">- /r/w/y - s/sh/ch/dz/j- /f/th - multi-syllabic words such as ‘banana’ and ‘computer’	<p>Objectives</p> <ul style="list-style-type: none">•Sing songs and say rhymes independently, for example, singing whilst playing.•Has some favourite rhymes, songs, poems or jingles.•Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’.•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.	<p>Objectives</p> <ul style="list-style-type: none">•Distinguishes between the different marks they make.•Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”•Make marks on their picture to stand for their name.	<p>Objectives</p> <ul style="list-style-type: none">•Uses key words taught in the correct context.
Phonics	Phase 1: Aspect 1 Sound discrimination – Environmental Sounds Aspect 2 Sound discrimination – Instrumental Sounds Aspect 3 Sound discrimination – Body percussion Aspect 4 Rhythm and Rhyme		

Communication and Language	
Birth to Three Year Olds will be learning to:	Examples of how to support this:
Generally focus on an activity of their own choice and find it difficult to be directed by an adult.	Help toddlers and young children to focus their attention by using their name: "Fatima, put your coat on".
Listen to other people's talk with interest, but can easily be distracted by other things.	You can help toddlers and young children listen and pay attention by using gestures like pointing and facial expressions.
Can become frustrated when they can't make themselves understood. Start to say how they are feeling, using words as well as actions.	You can help toddlers who are having tantrums by being calm and reassuring. Help toddlers to express what's angering them by suggesting words to describe their emotions, like 'sad' or 'angry'. You can help further by explaining in simple terms why you think they may be feeling that emotion.
Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.	Make time to connect with babies, toddlers and young children. Tune in and listen to them and join in with their play, indoors and outside. Allow plenty of time to have conversations together, rather than busily rushing from one activity to the next. When you know a young child well, it is easier to understand them and talk about what their family life. For example: "OK, I see. You went to the shops with Auntie Maya".
Use the speech sounds p, b, m, w. Are usually still learning to pronounce:- /r/w/y- f/th- s/sh/ch/dz/j- multi-syllabic words such as 'banana' and 'computer'	Toddlers and young children will pronounce some words incorrectly. Instead of correcting them, reply to what they say and use the words they have mispronounced. Children will then learn from your positive model, without losing the confidence to speak. Toddlers and young children sometimes hesitate and repeat sounds and words when thinking what to say. Listen patiently. Do not say the words for them. If the child or parents are distressed or worried by this, contact a speech and language therapist for advice. Encourage children to talk. Do not use too many questions: four comments to every question is a useful guide.
Listen to simple stories and understand what is happening, with the help of the pictures.	Share picture books every day with children. Encourage them to talk about the pictures and the story. Comment on the pictures – for example: "It looks like the boy is a bit worried..." and wait for their response. You might also ask them about the pictures: "I wonder what the caterpillar is doing now?" Books with just pictures and no words can especially encourage conversations. Tell children the names of things they do not know and choose books that introduce interesting new vocabulary to them.
Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.	When appropriate, you can check children's understanding by asking them to point to particular pictures. Or ask them to point to particular objects in a picture. For example: "Can you show me the big boat?"
Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	When talking with young children, give them plenty of processing time (at least 10 seconds). This gives them time to understand what you have said and think of their reply.

Reading and Writing	
Birth to Three Year Olds will be learning to:	Examples of how to support this:
Sing songs and say rhymes independently, for example, singing whilst playing.	You could learn songs and rhymes from parents. You could also teach parents the songs and rhymes you use in the setting, in order to support learning at home. Choose songs and rhymes which reflect the range of cultures and languages of children in the twenty-first century.
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.	Provide a comfortable place for sharing books, like a sofa. In warm weather, share books outside on a picnic rug or in small tents. Themed book areas can build on children's interests. Suggestions: relevant books close to small world play about dinosaurs, or cookbooks in the home corner. Help children to explore favourite books through linked activities. Suggestions: - visiting the park or the countryside to splash through puddles and squelch through mud for 'We're Going on a Bear Hunt'- going out to buy chillies for 'Lima's Red Hot Chilli'- dressing up clothes and small world play for favourite books
Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.	Provide a wide range of stimulating equipment to encourage children's mark-making. Suggestions: - large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour- using sticks and leaves to make marks during Forest school sessions- large brushes with paint or water- dragging streamers through puddles- once large-muscle co-ordination is developing well, children can develop small-muscle co-ordination- playground chalk, smaller brushes, pencils and felt pens will support this

Year Group: Nursery

Summer Term

Three and Four Year Olds (Expected)

Possible Genres: fiction, non-fiction, poetry/rhymes

Possible writing opportunities - label, lists, simple phrases, cards

Communication and Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary
<p>Objectives Listening and Attention</p> <ul style="list-style-type: none">•Enjoy listening to longer stories and can remember much of what happens.• Can find it difficult to pay attention to more than one thing at a time. <p>Understanding</p> <ul style="list-style-type: none">• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Speaking</p> <ul style="list-style-type: none">• 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’. <p>Uses a range of tenses (e.g. play, playing, will play, played).</p> <ul style="list-style-type: none">• Develop their pronunciation but 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.”	<p>Objectives</p> <ul style="list-style-type: none">•Understand the five key concepts about print:<ul style="list-style-type: none">-print has meaning- the names of the different parts of a book- print can have different purposes- page sequencing- we read English text from left to right and from top to bottom• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">- 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.	<p>Objectives</p> <ul style="list-style-type: none">•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.	<p>Objectives</p> <ul style="list-style-type: none">•Use the correct words to convey meaning

Phonics	Phase 1: Aspect 1 Sound discrimination – Environmental Sounds Aspect 2 Sound discrimination – Instrumental Sounds Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration Aspect 6 Voice sounds Aspect 7 Oral blending and segmenting
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Communication and Language	
Three and Four Year Olds will be learning to:	Examples of how to support this:
<p>Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time.</p>	<p>Offer children at least a daily story time as well as sharing books throughout the session.</p> <p>If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you are saying. Give them a clear prompt.</p> <p>Suggestion: say the child's name and then: "Please stop and listen".</p>
<p>Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.</p> <p>Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?"</p> <p>Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.</p> <p>Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.</p>
<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Consider which core books, songs and rhymes you want children to become familiar with and grow to love. Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play.</p> <p>Small world play based on 'Dear Zoo' will help children to learn the names of the different animals. Or they could shop for the different types of fruit in 'Handa's Surprise'. Pick them out and talk about how they look. This will help children to name the different types of fruit. Back in the setting, taste them and talk about their texture and smell.</p> <p>Outdoor play themed around 'We're Going a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.</p>
<p>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'</p>	<p>Children may use ungrammatical forms like 'I swimmmed'. Instead of correcting them, recast what the child said. For example: "How lovely that you swam in the sea on holiday".</p> <p>When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.</p>
<p>Use longer sentences of four to six words.</p>	<p>Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Jason is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"</p>
<p>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."</p>	<p>Model language that promotes thinking and challenges children: "I can see that's empty – I wonder what happened to the snail that used to be in that shell?"</p> <p>Open-ended questions like "I wonder what would happen if...?" encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc.</p> <p>Help children to elaborate on how they are feeling: "You look sad. Are you upset because Jasmin doesn't want to do the same thing as you?"</p>

Reading and Writing

Three and Four Year Olds will be learning to:	Examples of how to support this:
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	<p>Draw children’s attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.</p> <p>When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a ‘word’ to children, pointing out how some words are longer than others and how there is always a space before and after a word.</p>
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	<p>Help children tune into the different sounds in English by making changes to rhymes and songs, like:</p> <p>- changing a word so that there is still a rhyme: “Twinkle, twinkle chocolate bar”- making rhymes personal to children: “Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon.”</p> <p>Deliberately miss out a word in a rhyme, so the children have to fill it in: “Run, run, as fast as you can, you can’t catch me I’m the gingerbread —.”</p> <p>Use magnet letters to spell a word ending like ‘at’. Encourage children to put other letters in front to create rhyming words like ‘hat’ and ‘cat’.</p>
Engage in extended conversations about stories, learning new vocabulary.	<p>Choose books which reflect diversity.</p> <p>Regular sharing of books and discussion of children’s ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what’s in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use, but occurs frequently in books and other contexts. Examples include: ‘caterpillar’, ‘enormous’, ‘forest’, ‘roar’ and ‘invitation’.</p>
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.	<p>Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames.</p>
Write some letters accurately.	<p>Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games etc. Plan for small-muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction (‘up’, ‘down’, ‘round’, ‘back’ etc).</p>
Understand how to listen carefully and why listening is important.	<p>Promote and model active listening skills: “Wait a minute, I need to get into a good position for listening, I can’t see you. Let’s be quiet so I can concentrate on what you’re saying.”</p> <p>Signal when you want children to listen: “Listen carefully now for how many animals are on the broom.”</p> <p>Link listening with learning: “I could tell you were going to say the right answer, you were listening so carefully.”</p>