



# Malvern Primary School - Nursery



N1 - January intake, 5 terms

N2 - September intake, 3 terms

Progress Route – Communication & Language

Reading & Being Imaginative and Expressive



## N1 Entry

Joins in with rhymes and songs copying words, sounds, rhythms and tunes. BI

Explores paint.

Enjoys sharing a book with an adult.

Chooses to play in an area and sustains focus.

Develops conversation by linking some words together.

## N1 Spring2

1

Explore different materials such as paint, sand and loose parts.

Can listen and follow 3 word instructions.

## N2 Entry

3

I can tune my ears in and listen when the activity interests me.

I notice some print such as: common signs and my house number.

I can identify environmental sounds.

I am able to use talk to organise myself and my play.

I am beginning to initiate conversations with adults and friends.

I can recognise colours.

I can identify sounds that different instruments make. BI

I have mastered all the above skills.

## N1 Summer2

2

Will select books to read with an adult and understands what is happening with the help of pictures.

Start to say how they are feeling using words.

Repeats words and phrases from favourite stories. CL

Sings familiar nursery rhymes independently.

I am starting to make simple models using loose parts and develop pretend play. CL

I can repeat phrases from well known stories and I understand print has meaning.

## Autumn 2

4

I may still need support with plurals and irregular tenses such as *runned* for *run* and *swimmied* for *swam*.

Copy dance moves.

Recognise print has different purposes: books, signs, a favourite restaurant or a menu.

Say sentences of 4-6 words.

In a 1:1 situation, I can maintain my attention.

Confidently recite 10 Nursery rhymes.

I can distinguish different environmental sounds.

Working as a group, I can retell two traditional tales.

I can make sounds with my hands, feet and mouth. R

I can add new words to familiar songs. BI

Begin to use instruments to make specific sounds.

Identify rhythm and rhyme.

Recognise we read left to right.

Develop an understanding of alliteration.

Produce rhyming words. BI

In a small guided group begin to change character's in well known stories to create their own. BI

Maintain my attention during small group inputs.

In a small group, retell at least 3 traditional tales. CL

## Spring 2

5

Identify the different sounds made by both mouth and animals.

Begins to say sentences joined up with and..

Maintain my attention during whole class inputs.

Know which instrument to use to create a desired sound, and copy sounds

Begin to use future and past tenses.

Begin to maintain my attention during whole class inputs.

Begin to hear the initial sounds in words.

Confidently recite 20 Nursery rhymes. CL

Identify initial sounds in words.

Begin to answer why questions.

In a small group retell the story 'Dear

## Sum-

6

Confidently recite 30 Nursery rhymes.

Name the RWI mnemonic pictures.

Follow two step instructions.

Hold a conversation during play.

Play instruments in different ways.

Begin to read some Set 1A sounds.

Blend orally Fred talked words.

Name different parts of a book.

Begin to Fred talk words.

In a small guided group change character's in well known stories to create their own. BI

## Life in the fast lane...

I can speedily read all set one single sounds and special friends.  
I can Fred talk and read some words.

