

**NEST Literacy Overview**

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
					
The Gingerbread Man	The Three Little Pigs	Little Red Riding Hood	Goldilocks and the Three Bears	The Ugly Duckling	Jack and the Beanstalk

**Writing Sequence**

Immersion	Skills and Planning	Writing
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Term : Autumn Two	Core Text: The Three Little Pigs		Bridging Texts/links to previous learning :	
	Writing Activities	Reading Activities (including phonics)	Wider Curriculum Activities	Discussion questions and oracy development.
<b>Week One</b>	Immersion Introduction to story Label the characters of the story	Set One Sounds : p i g Story read to pupils. Pupils able to recall key details.	Draw own house/structure and discuss what they would make it from.	Who are the main characters?
<b>Week Two</b>	Immersion Sequence the story using simple pictures (no more than 5 images)	Set One : th Story read to pupils. Pupils able to answer simple retrieval questions : Who		What happened in the story?

		are the characters? What was the house made of?		
<b>Week Three</b>	Immersion Retell the story using pictures or story map	<b>Set Two : ee</b>  Retelling of story linked to writing shows ability to sequence.	Use mixed materials to build a house inside.	Is the wolf good or bad?
<b>Week Four</b>	Label pictures of pigs using simple adjectives	Pupils to discuss whether they like the story and why.		What do the pigs look like?
<b>Week Five</b>	Label pictures of houses using simple adjectives	What is their favourite part of the story? Why?	Den building (link to outdoor learning)	What is your house like? What kind of house would you rather have?
<b>Week Six</b>	Structure simple sentences about the story.	Use of book with teachers – sight read key vocabulary that will be used in sentences.		How are the pigs feeling...? How is the wolf feeling?
<b>Week Seven</b>	Write simple sentences for pictures about the story.	Use of book with teachers – sight read key vocabulary that will be used in sentences.		Do you like the story? Why? What was your favourite part?

<b>Term : Spring One</b>	<b>Core Text:</b> Little Red Riding Hood		<b>Bridging Texts/links to previous learning :</b>	
	<b>Writing Activities</b>	<b>Reading Activities (including phonics)</b>	<b>Wider Curriculum Activities</b>	<b>Discussion questions and oracy development.</b>
<b>Week One</b>	Immersion Reading of story Share words to describe the wolf	<b>Set 1 – r e d</b>  Story read to pupils – identify the main characters	Create pictures of forest and grandmas house, using a range of mediums.	Where is Red Riding going? What do we think of the wolf?
<b>Week Two</b>	Immersion Reading of story	<b>Set 2 – oo – look at a book</b> Story read to pupils		How does Red Riding Hood feel?

	Break story into beginning middle and end using visual aids	Read key vocabulary using phonics decodable words		Who does the wolf remind us of? Link to previous learning
<b>Week Three</b>	Immersion Retell story using pictures/character puppets/drama	Story read to pupils Read key vocabulary using sight reading and pictures prompts	Whats in the picnic basket? Discuss foods in Red Riding Hoods basket and create own menu for a picnic.	Who is in your family? Discussions about family members and family trees.
<b>Week Four</b>	Label pictures of the wolf using adjectives	Retrieval of basic information with verbal responses		What would you do if you were Red Riding Hood at Grandmas House.
<b>Week Five</b>	Label pictures of Red Riding Hood using adjectives	Reading with support of teacher – sight reading of key words	Sensory walk through the trees on site.	
<b>Week Six</b>	Write simple sentences to describe the characters	Reading with support of teacher – sight reading of key words		

<b>Term : Spring Two</b>	<b>Core Text:</b> Goldilocks and the Three Bears		<b>Bridging Texts/links to previous learning :</b>	
	<b>Writing Activities</b>	<b>Reading Activities (including phonics)</b>	<b>Wider Curriculum Activities</b>	<b>Discussion questions and oracy development.</b>
<b>Week One</b>	Immersion – Reading of story. Sequence the story using pictures	Story read to the pupils. Answer basic retrieval questions based on story.	Ordering and sorting of objects using pictures or physical resources – too big, too small, just right etc.	Is Goldilocks right to go into their house? What should she have done?
<b>Week Two</b>	Immersion – Reading of story Identify the main characters and discuss what they might be thinking	Story read to the pupils Answer some inference questions around characters thoughts and feelings.		What would you do if you were Goldilocks? How do you think the Bears feel when they get home?
<b>Week Three</b>	Immersion – Reading of story. Make paper puppets	Story read to the pupils.	Recreate house of the Three Bears using different	What is your favourite breakfast?

	of Goldilocks and the Three Bears and use to retell the story.	Some independent reading of key vocabulary – focus on decodable words.	materials – use puppets for role play within house.	
<b>Week Four</b>	Label the main characters with words to describe them.	Ability to sight read some key words using prompts and pictures.		
<b>Week Five</b>	Structure simple sentences using picture prompts.	Ability to read some key words independently.		
<b>Week Six</b>	Pictures of characters with speech bubbles - what are they saying at that point in the story?	Ability to give opinion on books – did pupils like the book? Why?		

<b>Term : Summer One</b>	<b>Core Text:</b> The Ugly Duckling		<b>Bridging Texts/links to previous learning:</b>	
	<b>Writing Activities</b>	<b>Reading Activities (including phonics)</b>	<b>Wider Curriculum Activities</b>	<b>Discussion questions and oracy development.</b>
<b>Week One</b>	Immersion – Reading of story. Look at basic moral. Sequence the story using pictures.	Listening to the story Recall/sequence the events in the story pictorially. Answer some inference questions around characters thoughts and feelings.	Outdoor area for engagement of story.  Art- paint/collage picture of the Ugly Duckling.	How does the Ugly Duckling change in the story? Who are the main characters? What does a swan do?
<b>Week Two</b>	Immersion- Reading of the story. Discuss the other characters  Break down the story into beginning/middle/end.	Character discussion and basic retrieval activity Discussing what a character is- describe key features of the duckling and find evidence in the text.	Short stories linked to animals.	How does the Ugly Duckling change at each stage of the story? What are the key facts?

<b>Week Three</b>	Immersion of the story. Retell the story using puppets/ role play. Create a large scale word map using key words and labels.	Story read to the pupils. Some independent reading of key vocabulary – focus on decodable words. Phonics sounds/cvc words Linking sounds to letters and names.	Mark making Phonics games	Can you describe the Ugly Duckling when he had hatched?
<b>Week Four</b>	Label pictures of the duckling using adjectives.  Story flash cards  Re-create the story.	Retrieval of basic information with verbal responses.  To be aware of how a story is structured.	PSHE – differences. Look at differences in the story between the characters. Also discuss differences between themselves. Use mirrors to describe their own appearance- eye colour/hair colour etc.	Why was the duckling different from the others?  What makes you different from ...?
<b>Week Five</b>	Order simple sentence strips of the key events. Trace over key words in the story. 3/4 part cards to form key words such as duck/pond etc. Feelings and emotions.	3/4 part cards reading key words such as duck/pond etc	Explore a range of feelings through different activities.  Talking circles	How does the ugly duckling feel?  How does the swan feel?
<b>Week Six</b>	Create a group Story map, placing key words and key pictures along the way, with symbols to support the children to remember the sequence.	Reading with support of teacher – sight reading of key words	PSHE- discuss the word 'Kind'. What could the other ducklings do to help the Ugly Duckling feel better?  Additional activities: Use different materials outside to create a tuff tray pond for the duckling. Water play.	What sorts of materials could we use to create a pond for the duckling? Which materials would make the best NEST? Why?

			<p>Children to go on a walk and collect different materials to make a nest for the duckling.</p> <p>Timeline of the Ugly duckling -labelling parts of the life cycle? Four key pictures to order and label.</p>	
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<b>Term : Summer Two</b>	<b>Core Text:</b> Jack and the Beanstalk		<b>Bridging Texts/links to previous learning :</b>	
	<b>Writing Activities</b>	<b>Reading Activities (including phonics)</b>	<b>Wider Curriculum Activities</b>	<b>Discussion questions and oracy development.</b>
<b>Week One</b>				
<b>Week Two</b>				
<b>Week Three</b>				
<b>Week Four</b>				
<b>Week Five</b>				
<b>Week Six</b>				
<b>Week Seven</b>				

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