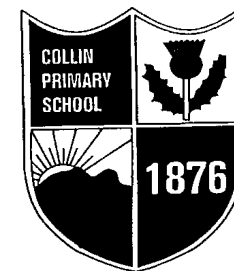


Collin Primary School  
Literacy and English at  
Early Level





## Introduction—Early Level

Here at Collin Primary we recognise that Literacy and English skills are important to a child's success—both at school and in everyday life. Being confident in all aspect of reading, writing, listening and talking is important for every child's personal development. This booklet is to give you an understanding of what we do at this school to help develop your child's skills, and the methods and resources we use to do so. It is not exhaustive, and as we know, things change over time, but hopefully this booklet will also help you as a parent and help you understand how Literacy and English is taught.



## Useful Websites

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- [www.doorwayonline.org.uk/literacy](http://www.doorwayonline.org.uk/literacy)
- [www.roythezebra.com/reading-games.html](http://www.roythezebra.com/reading-games.html)
- [www.bbc.co.uk/cbeebies/stories](http://www.bbc.co.uk/cbeebies/stories)
- [www.ictgames.com/literacy.html](http://www.ictgames.com/literacy.html)
- [www.starfall.com](http://www.starfall.com)
- [www.topmarks.co.uk](http://www.topmarks.co.uk)
- [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk) (Bug Club)
- [www.crickweb.co.uk/ks1literacy.html](http://www.crickweb.co.uk/ks1literacy.html)

If you go onto these websites and the levels are based on the English curriculum—the equivalent of Early Level in Scotland is EYFS although some KS1 games may be appropriate.



## What I am learning in School

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**LISTENING & TALKING**—at Early Level, we shall learn to:

- Hear and say patterns in words.
- Hear and say rhyming words and generate rhyme from a given word.
- Hear and say the different single sounds made by letters.
- Hear and say letter blends/sounds made by a combination of letters.
- Participate actively in songs, rhymes and stories.
- Choose a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator.
- Engage with and enjoy watching, reading or listening to different texts, including stories, songs and rhymes, and share likes and dislikes.
- Engage with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props.
- Make an attempt to take turns when listening and talking in a variety of contexts.
- Make an attempt to use appropriate body language when listening to others, for example, eye contact.
- Listen and respond to others appropriately.
- Ask questions and respond relevantly to questions from others.
- Follow and give simple instructions.
- Share ideas with a wider audience, for example, group or class.
- Understand and respond to spoken texts.
- Identify new or interesting information from spoken texts.
- Ask and answer questions about texts to show and support understanding.
- Make simple predictions about texts.
- Talk clearly to others in different contexts, sharing feelings, ideas and thoughts.
- Recount experiences, stories and events in a logical sequence for different purposes.
- Communicate in different ways e.g. through imaginative play.

# What I am learning in School

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**READING**– At Early Level we shall learn to:

- Choose a story or other text for enjoyment making use of the cover, title, author and/or illustrator.
- Engage with and enjoy watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.
- Hear and say patterns in words.
- Hear and say the different single sounds made by letters.
- Hear and say blends/sounds made by a combination of letters.
- Know the difference between a letter, word and numeral.
- Read from left to right and top to bottom.
- Use knowledge of sounds, letters and patterns to read words.
- Use knowledge of sight vocabulary/tricky words to read familiar words in context.
- Read aloud familiar texts with attention to simple punctuation.
- Use context clues to support understanding of different texts.
- Find information in a text to learn new things.
- Show an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes.
- Engage with texts read to us.
- Ask and answer questions about events and ideas in a text.
- Answer questions to help predict what will happen next.
- Contribute to discussions about events, characters and ideas relevant to the text.
- Share thoughts and feelings about stories and other texts in different ways.
- Retell familiar stories in different ways, for example, role play, puppets and/or drawings.
- Relate information and ideas from a text to personal experiences .

# Helpful hints and tips to promote Writing at Home

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- Make sure you have mark-making materials for your child to access e.g. pens, pencils, paper, chalk...
- Encourage your child to tell you about their drawings and then scribe for them. They can write on top of your writing or underneath, depending on their level of confidence.
- Write sounds/words on post-it notes for your child to find around the house. They can write some for you to find.
- Help your child assemble photo albums of family members and pets, and help them to write/underwrite names.
- Suggest that your children write postcards to themselves/ a family member when they are away from home.
- Make writing practical and useful by having children help to draw and write shopping and task lists, reminders, instructions for caring for pets, or directions for getting to places.
- Encourage your child to take photographs of things which interest them on family trips or outings. Make a scrap book and help them to write dates, names and places under the photographs.
- Use games to help increase your child's vocabulary. Try Scrabble, Guess Who, Bingo, Spelling workout games.
- Encourage your child to write to relatives and friends, this might be an invitation, a birthday card or thank you letters.
- After listening to stories, draw, describe and label the characters.

## Helpful hints and tips to promote Reading at Home

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- Read books with your child every day and have a special place to keep books.
- Visit the local library and get your child their own library card.
- Let your child act out the story - they may be moving but they are still listening!
- Talk about interesting words and what is happening in the book.
- Talk about reading from left to right and show your child, by using your finger, how to trace the words.
- Show your child how much you love reading and use expression and humour when reading to them.
- Say rhymes and sing songs together and let your child fill in the rhyming words at the end of the sentence.
- Make mistakes in familiar songs and rhymes...and get caught!
- Take time to listen to your child's ideas and opinions.
- Point out, and talk about, the words all around you e.g. shop names, labels, street names...
- Give your child their own short shopping list with words and pictures.
- Make your own picture books.
- Play 'I Spy' (using letter sounds).



## What I am learning in School

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**WRITING**—At Early Level we shall learn to:

- Write for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts.
- Form most lowercase letters legibly.
- Use a pencil with increasing control and confidence.
- Know the sounds of lowercase and some uppercase letters.
- Leave a space between words when writing.
- Write words from left to right.
- Make an attempt to spell familiar words correctly.
- Make an attempt to use a capital letter and a full stop in at least one sentence.
- Write to convey ideas, messages and information in different ways in play, imaginative and real contexts.
- Write to reflect own experiences and feelings using appropriate vocabulary to convey meaning.
- Invent own stories and characters to share with others in play, imaginative and real contexts.
- Share feelings, experiences, information, messages or ideas in pictures, print or digital texts.



# What Methods & Resources are used in School?

## Talking and Listening

Children are given lots of opportunities to develop talking and listening skills through activities such as discussing our weekend news, working in groups, talking about a story we have read, listening activities where they are given instructions to follow etc. Children are also encouraged to answer questions about what they are learning.

## Reading

At Early Level, children learn the main letter sounds through **Jolly Phonics** resources. The letter sound is introduced along with an action and a song. Children then learn to blend these sounds together to create short CVC words e.g. c-a-t is cat. Tricky and common words are also taught as sight words as some of these cannot be sounded out. Our main reading schemes are **PM** and **Oxford Reading Tree** and children read books from both of these as well as Bug Club e-books. They are also given opportunities to visit the Library van to choose their own book.

## Writing

**Jolly Phonics** is our main writing resource at Early Level. Once a new sound has been introduced, children learn how to form the letter correctly. We then practise it by writing our letter in various ways e.g. playdough, whiteboards, magnets. We also make use of the outdoors by writing outside with chalk/ stones etc. Drawing pictures is very important in writing development and children are given lots of opportunities to illustrate what they have learned.



# Helpful hints and tips to promote Listening and Talking at Home

- Show you are listening to your child when they speak by making eye contact with them and getting down to their level.
- Try not to interrupt them.
- If they do not understand an instruction or explanation, try using different words.
- Give your child time to answer questions and follow instructions – they may need more time than you think.
- Share books together and discuss/ask questions about the story.
- Young children may find it difficult to talk about their day at school. To support them, give them choices like 'Did you paint a picture or learn any numbers today?' or 'Tell me one thing you liked doing today?' You could say one good thing about your day too.
- If your child uses the wrong word/s, demonstrate the right one by repeating the sentence correctly e.g. if they say "I saw a tat", say "ah you saw a **cat**".
- Encourage turn taking during games and use praise for when your child has been patient.
- Try to set aside some time, when the TV is off, just for talking and playing together.

