

Literacy for ALL Learning at Home



Early Level



Literacy for ALL: Learning at Home



Welcome to Literacy for All: Learning at Home. This resource has been created to support the learning and teaching of literacy within the home and is comprised of suggested experiences and interactions linked to the Literacy and English organisers, in line with the CfE Experiences and Outcomes.

This resource has been designed to be used alongside the Literacy for All Framework. The boxes within each organiser have been bundled with complimentary boxes for the purpose of this resource only. This is only one example of how these boxes may be bundled. Each bundle has one suggested home experience.

There is a practitioner page for reference and a “Take Home Page” to be sent home either with the child or digitally. As with all Literacy for All materials, please note that guidance on experiences, interactions and resources are not exhaustive. Practitioners should adapt and develop the learning experiences to best support the learners within their setting.

This resource currently includes experiences for Reading Early Level Tracker 1, Writing and Listening and Talking will be launched at a later date.

This resource includes a parents leaflet which can be adapted and shared with parents . This can be found [here](#).

Practitioners should consider the potential barriers to learning at home including access to resources, levels of parental engagement and differentiation.

We would like to acknowledge contributions from the Leaders of Early Learning and Lead Practitioners of Attainment working across the city.

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Next slide

Early Level Tracker 1

Early Level Tracker 1

Navigate to home slide

Organiser

Click the link to take you to the experiences for that bundle within the organiser

Reading

| | | | | | | | |
|---|--|---|---|--|--|--|--|
| Enjoyment & Choice LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b | Become increasingly aware that there are different types of texts e.g. stories, non fiction A | With support, start to select texts that can be explored for enjoyment A | With support, discuss a story through illustrations and share likes and dislikes B | Begin to develop vocabulary through listening to and exploring different text forms C | Be supported to select appropriate texts within collaborative and play contexts A | Enjoy exploring and reciting nursery rhymes, songs or chants D | Generate a short string of rhyming words (can be nonsense rhymes) D |
| | Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name D | Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model E | Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes E | Begin to keep a steady beat along with familiar songs and rhymes F | Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words F | Begin to develop confidence with book handling skills e.g. holding book correctly G | Begin to become aware that print conveys meaning G |
| Tools for Reading ENG 0-12a LIT 0-13a LIT 0-21a | Can recognise own name and some other familiar words as appropriate A | | With support can aurally identify most familiar initial sounds starting with own name and friends' names B | | With support begin to generate some words with same initial sound B | | Begin to recognise the difference between a letter and a word C |
| | Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words B | | | Begin to use context clues such as illustrations to support understanding of stories. C | | Begin to be aware of some basic punctuation when sharing a story C | |
| Understanding Analysing and Evaluating LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a | Explore and discuss features such as title, author, blurb, illustrator and pictures A | | Discuss the basic differences between fiction and non fiction and begin to develop understanding B | | With support, use what is known already about subject and text type to help understanding B | | Ask and answer simple open ended questions about events and ideas in a text C |
| | Use knowledge of familiar patterns and answer questions to help predict what will happen next B | Shares thoughts and feeling about stories and other texts during and after reading C | Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts C | | Retell familiar stories in different way e.g. role play, puppets and drawings C | | |
| Finding & Using Information LIT 0-14a | Identify some familiar print from environment A | Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose B | With support, find information in a text to learn new things B | | Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts C | Retell some key events from a familiar story D | |

Next slide

Practitioner Page

Organiser and Experience code referenced on the take home page(s)

Practitioner Page – DO NOT PRINT

Reading - Tfr B1

Bundle covered by the experience is highlighted in yellow

Click the forward arrow to go to the next experience for that bundle

Click the home button to return to tracker page 1 for Reading



Organiser

| | | | | |
|--|---|--|---|---|
| Tools for Reading ENG 0-12a LIT 0-13a LIT 0-21a | Can recognise own name and some other familiar words as appropriate | With support can aurally identify most familiar initial sounds starting with own name and friends' names | With support begin to generate some words with same initial sound | Begin to recognise the difference between a letter and a word |
| | Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words | Begin to use context clues such as illustrations to support understanding of stories. | Begin to be aware of some basic punctuation when sharing a story | |

Information explaining the task aim and description

Task Aim: To aurally identify initial sounds of familiar objects.
Task Descriptor:
 The adult and child make a pair of binoculars together and use these to play a game of 'I Spy' with some familiar objects found within their home e.g. fruit or toys. The binoculars are then used to focus on identifying the object by its initial (beginning) sound.

Resources:

- Take home page Tfr B1
- Pen/pencil/crayons
- 2 cardboard tubes
- Glue
- Craft materials
- 4/5 familiar objects

Suggested resource List

Information explaining how the experience can be differentiated

Differentiation
 This can be quite a difficult game to begin with, so you may need to give some extra clues.
 When the child gets good at the game, switch roles.
 Start with objects that have familiar initial sounds e.g. the names of family members.
 Extend the game to include more objects.
 English may not be the child's first language, use the language they know best to develop their awareness of beginning sounds in words.

Glasgow's Improvement Challenge - Leaders of Early Learning
 Literacy For All, Home Learning - Literacy Early Tracker 1

Binoculars I Spy
 Aim: To help your child identify the initial (beginning) sounds of familiar objects.

Before children learn to read and write they must be able to hear and play with the sounds in spoken words. It's all about using your ears! Here's a game that helps your child hear and identify the beginning sounds in words.

- Choose 4 or 5 items and place them on the table. Explore and name each item with your child.
- Make a pair of binoculars from some cardboard tubes. Look through the binoculars at the items and say and play "I spy!" "I spy with my little eye something beginning with /s/. What is it?"
- Hand the binoculars to your child. Encourage them to look through the binoculars and point to the item that begins with the sound you have said. Have fun!

Remember to use the letter sound and not the letter name when playing the game.
 snake begins with the sound /s/ not the letter S
 fish begins with the sound /f/ not the letter F

Can you think of another word that starts with the sound /s/?
 Can you think of a kind of food that begins with the sound /s/?
 Pizza and pepper start with the same sound. Do you know what sound it is?

This can be quite a difficult game to begin with, so you may need to give some extra clues. When your child gets good at the game you can switch roles.
 English may not be your first language so use the language you know best to develop your child's awareness of beginning sounds in words.

Click the images to access the TAKE HOME pages



Take Home Page(s)

Organiser and Experience code referenced on the practitioner page



TfR B1

Title and Aim

Glasgow's Improvement Challenge - Leaders of Early Learning
Literacy For All. Home Learning- Literacy Early Tracker 1

Binoculars I Spy

Aim: To help your child identify the initial (beginning) sounds of familiar objects.

Click the back button to return to the practitioner page for that experience

Click the home button to return to tracker page 1 for Reading

Before children learn to read and write they must be able to **hear** and play with the sounds in spoken words. It's all about using your ears! Here's a game that helps your child hear and identify the **beginning sounds** in words.

Information explaining why this concept/skill is important in early literacy development

1. Choose 4 or 5 items and place them on the table. Explore and name each item with your child.



2. Make a pair of binoculars from some cardboard tubes. Look through the binoculars at the items and say and play "I spy!"
"I spy with my little eye something beginning with /s/. What is it?"



Remember to use the letter sound and not the letter name when playing the game.

snake begins with the sound /s/ not the letter S
fish begins with the sound /f/ not the letter F

3. Hand the binoculars to your child. Encourage them to look through the binoculars and point to the item that begins with the sound you have said. Have fun!

Can you think of another word that starts with the sound /s/?

Can you think of a kind of food that begins with the sound /s/?

Pizza and pepper start with the same sound. Do you know what sound it is?

Suggested questions and think alouds

This can be quite a difficult game to begin with, so you may need to give some extra clues. When your child gets good at the game you can switch roles.

English may not be your first language so use the language you know best to develop your child's awareness of beginning sounds in words.

Some slides may contain extra tips for parents

Next slide



Literacy for All Early Level Tracker 1

Reading

Writing

**Listening and
Talking**

Click [HERE](#) to access
these resources

Click on the box above
to access these
resources

Click [HERE](#) to access
these resources

Early Level Tracker 1

| | | | | | | | |
|---|--|---|--|--|---|---|---|
| <p>Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a</p> | <p><u>Have opportunities to write, inspired by what they have listened to, watched or read</u> A</p> | <p><u>Explore a variety of writing materials for purposeful mark making</u> A</p> | <p><u>Develop mark making in different contexts and share what they have created</u> A</p> | <p><u>Begin to explore creating texts in meaningful contexts through play based and outdoor learning</u> B</p> | <p><u>Begin to explore imitating writing letters and words and use the print in their environment as a stimulus</u> C</p> | <p><u>Begin to develop pride and confidence in writing own name</u> C</p> | |
| <p>Tools for Writing ENG 0-12a LIT 0- 13a LIT 0-21a/b</p> | <p><u>Begin to be aware that words and writing go in a left to right direction</u> A</p> | <p><u>Begin to be aware that words are made up of letters</u> A</p> | <p><u>Use a variety of tools to mark make e.g. sticks and fingers in the sand</u> B</p> | <p><u>Begin to explore writing letters</u> A</p> | <p><u>With adult scaffolding participate in collaborative writing activities</u> C</p> | <p><u>Develop gross and fine motor skills and pencil control</u> D</p> | <p><u>Use own drawings to retell a story and show their knowledge of a text</u> E</p> |
| <p>Organising and Using Information LIT 0-26a</p> | <p><u>With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about</u> A</p> | <p><u>Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists</u> B</p> | <p><u>Begin to share feelings and opinions on stories and illustrations</u> A</p> | <p><u>Begin to use signs and labels from the environment in own texts and drawings</u> C</p> | <p><u>Contribute to a collaborative piece of writing</u> A</p> | | |
| <p>Creating Texts LIT 0-9a ENG 0-31a</p> | <p><u>Begin to invent own stories and characters and share these ideas with others through mark making and talk</u> A</p> | <p><u>Begin to describe characters and explain likes and dislikes using appropriate vocabulary</u> B</p> | <p><u>Begin to describe settings and explain likes and dislikes using appropriate vocabulary</u> B</p> | <p><u>Begin to retell and adapt familiar stories using a combination of drawing and mark making</u> C</p> | <p><u>Be able to give meaning to own drawings and mark making</u> A</p> | | |



Writing – E&C A1

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|---|---|--|---|---|--|--|
| <p>Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a</p> | <p>Have opportunities to write, inspired by what they have listened to, watched or read</p> | <p>Explore a variety of writing materials for purposeful mark making</p> | <p>Develop mark making in different contexts and share what they have created</p> | <p>Begin to explore creating texts in meaningful contexts through play based and outdoor learning</p> | <p>Begin to explore imitating writing letters and words and use the print in their environment as a stimulus</p> | <p>Begin to develop pride and confidence in writing own name</p> |
|---|---|--|---|---|--|--|

Task Aim:

The child will be encouraged to make marks with a variety of resources

Task Descriptor:

Mark Making Fun!

- The adult and child are given a few suggestions to explore a variety of mark making materials. They are encouraged to experiment with the lines made from various pens/ crayons/pencils, create marks by dipping objects into paint and discover the different marks objects make when pressed into playdough.

Resources:

- Take home page E&C A1
- Mark making resources
 - pens/ crayons/ chalk/ paint
 - sticks/ forks/ whisks/ old toothbrush/ comb
 - bubble wrap/ bottle & jar lids/ sellotape
- Paper or cardboard etc.

Differentiation

Children could choose a favourite story and attempt to draw characters/ a scene from the story using the newly found tools.

Glasgow's Improvement Challenge - Leaders of Early Learning
 Literacy For All. Home Learning– Literacy Early Tracker 1

E&C A1 **Mark Making Fun!**
 Aim: To encourage children to make marks with a variety of resources

Mark making is the creation of different **patterns, lines, textures** and **shapes**. Mark making doesn't just refer to squiggles made with pens and pencils, your child is still mark making if they use their hands, paintbrushes or sticks. Mark making helps your child practice their **motor skills** and **coordination**, it also encourages **creativity** and is an effective way for your child to represent their ideas and thoughts.

Mark Making Fun!
 Here are some ways that you can make mark making fun with your child:

- Encourage your child to draw or write using a variety of mark making tools, from chunky markers to gel pens. Experiment with various pens/crayons/pencils - discuss the different lines made, how are they different?
- Create mark making tools from any found object in the home - whisks/forks/ old toothbrush/ comb. Dip into paint and experiment with the various marks made on paper. Discover the different marks the tools make when used with paint or pressed into playdoh. Talk about the shapes you have made - any similarities/differences, the thickness of line etc..
- Make play doh and press various objects (toys/lego/buttons) to see the variety of marks made.

How to make Playdough

You will need:

- 2 Cups Plain Flour
- 3 Tablespoons of Oil
- 1/2 cup of water
- Food colouring, glitter, spices etc (optional)
- 1 mixing bowl
- Wooden spoon

- Add the flour, glitter (optional) and 3 TBSP oil in a large bowl.
- Add a few drops of food colouring to the water (optional) then add to the mix.
- Stir well until combined and then knead with your hands.

*If its too dry, add more water a tiny bit at a time.
 *If its too sticky add some more flour

How did you make this mark?
 I wonder what tools you used here?
 What marks might this tool make?



E&C A1

Mark Making Fun!

Aim: To encourage your child to make marks with a variety of resources



*Mark making is the creation of different **patterns, lines, textures and shapes**. Mark making doesn't just refer to squiggles made with pens and pencils, your child is still mark making if they use their hands, paintbrushes or sticks. Mark making helps your child practice their **motor skills** and **coordination**, it also encourages **creativity** and is an effective way for your child to represent their ideas and thoughts.*

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Writing E&C B1

| | | | | | | |
|--|---|--|---|---|--|--|
| <p>Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a</p> | <p>Have opportunities to write, inspired by what they have listened to, watched or read</p> | <p>Explore a variety of writing materials for purposeful mark making</p> | <p>Develop mark making in different contexts and share what they have created</p> | <p>Begin to explore creating texts in meaningful contexts through play based and outdoor learning</p> | <p>Begin to explore imitating writing letters and words and use the print in their environment as a stimulus</p> | <p>Begin to develop pride and confidence in writing own name</p> |
|--|---|--|---|---|--|--|

Task Aim:

The child will be encouraged to create meaningful signs and texts in dramatic play.

Task Descriptor:

The adult and child will assume roles/characters, then act out scenarios or stories using a variety of ways to communicate. The adult is encouraged to provide a range of texts and mark making materials so that the child can explore ways of creating texts in a meaningful and playful way.

Differentiation/Challenge

Adults could scribe words or write words for their child to copy depending on which role they are assuming.

Resources:

- Take home page E&C B1
- Mark making materials
 - pens/ pencils/ crayons/ chalk
 - paper, cardboard from delivery boxes/cereal packets, note pads, clip boards

Glasgow's Improvement Challenge - Leaders of Early Learning
Literacy For All. Home Learning– Literacy Early Tracker 1

E&C B1 **Writing in Role**

Aim: To create signs and texts in dramatic play

Dramatic play allows children to explore and create new worlds. Children take on roles/characters, act out scenarios and stories using a variety of ways to communicate. Provide a range of texts and materials so your child can explore ways of creating texts in a meaningful and playful way.

Here are some ideas to help your child explore 'writing' through role play, when children write in role, the marks they create are more meaningful. Choose one or two ideas for imaginative play depending on your child's interests.

| | | |
|--|--|--|
| <p>Restaurant/ Café</p> <p>menus, signs for restaurant/café name and foods/drinks, cash register, clipboard for taking orders</p> | <p>Police Station</p> <p>clip boards, lost and found forms, ID badges,</p> | <p>Space Rocket</p> <p>signs for equipment, diagrams of planets, notepads for space log, dials and controls</p> |
| <p>Camping</p> <p>map, trail signs, compass, tent instructions, food labels, sticks for writing/drawing in the earth.</p> | <p>Doctor / Hospital</p> <p>patient folder, pretend x-rays, clipboards for taking notes, visual schedule for booking appointments</p> | <p>Office</p> <p>documents, play computers or keyboards, old phones, calendars, sticky notes</p> |
| <p>Supermarket</p> <p>notepads, pencil/pens and paper for shopping lists, paper for receipts, signs/labels for foods</p> | <p>Aquarium/Zoo/Vet</p> <p>signs for animals, diagrams of animals, notepads for vet or zookeepers, feeding log</p> | <p>Post office</p> <p>envelopes, stamps, boxes for posting, mailbox, mailbags, paper and pens for writing and posting letters</p> |



E&C B1

Writing in Role

Aim: To encourage your child to create signs and texts in dramatic play



Dramatic play allows children to explore and create new worlds. Children take on roles/characters, act out scenarios and stories using a variety of ways to communicate.

Provide a range of texts and materials so your child can explore ways of creating texts in a meaningful and playful way.

Here are some ideas to help your child explore 'writing' through role play. When children write in role, the marks they create are more meaningful. Choose one or two ideas for imaginative play depending on your child's interests.

Restaurant/ Café



menus, signs for restaurant/café name and foods/drinks, cash register, clipboard for taking orders

Police Station



clip boards, lost and found forms, ID badges,

Space Rocket



signs for equipment, diagrams of planets, notepads for space log, dials and controls

Camping



map, trail signs, compass, tent instructions, food labels, sticks for writing/drawing in the earth.

Doctor / Hospital



patient folder, pretend x-rays, clipboards for taking notes, visual schedule for booking appointments

Office



documents, play computers or keyboards, old phones, calendars, sticky notes

Supermarket



notepads, pencil/pens and paper for shopping lists, paper for receipts, signs/labels for foods

Aquarium/Zoo/Vet



signs for animals, diagrams of animals, notepads for vet or zookeepers, feeding log

Post office



envelopes, stamps, boxes for posting, mailbox, mailbags, paper and pens for writing and posting letters



Writing E&C C1

| | | | | | | |
|--|---|--|---|---|--|--|
| <p>Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a</p> | <p>Have opportunities to write, inspired by what they have listened to, watched or read</p> | <p>Explore a variety of writing materials for purposeful mark making</p> | <p>Develop mark making in different contexts and share what they have created</p> | <p>Begin to explore creating texts in meaningful contexts through play based and outdoor learning</p> | <p>Begin to explore imitating writing letters and words and use the print in their environment as a stimulus</p> | <p>Begin to develop pride and confidence in writing own name</p> |
|--|---|--|---|---|--|--|

Task Aim:

The child will be encouraged to begin exploring writing letters, names and words

Task Descriptor:

This experience includes two opportunities for exploring writing letters, names and words;

1. The adult and child should work together to create a scrap book of logos and prints from packets, the child is encouraged to draw their own logos. The adult and child are then encouraged to take the scrap book on a walk or bus and tick when they spot the logos.
2. The second part gives various examples or opportunities for the adult to encourage the child to write their name.

Differentiation:

The children could try writing the names of their family members in cards etc.

Resources:

- Take home page E&C C1
- Scrap book and glue
- Images of logos from photos or real packets
- Mark making materials – pens/ pencils/ crayons/ chalk etc.
- Paper, cardboard, cards or postcards

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 Literacy For All. Home Learning– Literacy Early Tracker 1

E&C C1 **Print all around**
 Aim: To begin exploring writing letters, names and words

Environmental print is the text that surround your child and what they see every day. Signs and logos on supermarket bags, brand products and buildings are texts your child sees daily and provide opportunities for reading and writing that is familiar to them.

Start by making a scrap book of logos and prints from packets and boxes, allow space for your child's own mark making next to the logo. You could then take a bus ride or go to a local walk, your child can then tick the scrap book when the logos are spotted Can they try to write/ draw the logo themselves?

Here are some example logos that you might spot:

Here are some ideas to encourage your child to write or copy their own name:

- Labelling pictures or art work
- Signing their name on birthday, Christmas, Easter or postcards.
- Write a sign for their bedroom or toybox.
- Write their name in various mark making materials e.g. pens, pencils, crayons with a stick in sand or mud, chalk on the pavement.
- Create name letters with leaves, shells, flowers, collage materials and take a photograph or make it more permanent by using glue or tape.
- Encourage your child to find the letters in their name in magazines or newspapers then stick together to make a sign?



E&C C1

Print all around

Aim: To encourage your child to begin exploring writing letters, names and words

Young children will often recognise the first letter of their name. They might notice the first letter in other places and point to it. You can have some fun together helping your child write their name at home. You can also have some fun spotting **environmental print** such as signs and logos on food, brand products and buildings as these are **texts** your child sees daily, they also provide opportunities for reading and writing that is familiar to your child.

Start by making a scrap book of logos and prints from packets and boxes, allow space for your child's own mark making next to the logo. You could then take a bus ride or go to a local walk, your child can then tick the scrap book when the logos are spotted. Can they try to write/ draw the logo themselves?

Here are some example logos that you might spot:



I wonder what this logo says?

Where might we see this logo?



Here are some ideas to encourage your child to write or copy their own name:

- Labelling pictures or art work
- Signing their name on birthday, Christmas, Easter or postcards.
- Write a sign for their bedroom or toybox.
- Write their name in various mark making materials e.g. pens, pencils, crayons with a stick in sand or mud, chalk on the pavement.
- Create name letters with leaves, shells, flowers, collage materials and take a photograph or make it more permanent by using glue or tape.
- Encourage your child to find the letters in their name in magazines or newspapers then stick together to make a sign.





Writing - TFW A1

| | | | | | | | |
|---|---|--|--|---|---|---|--|
| <p>Tools for Writing ENG 0-12a LIT 0- 13a LIT 0-21a/b</p> | <p>Begin to be aware that words and writing go in a left to right direction</p> | <p>Begin to be aware that words are made up of letters</p> | <p>Use a variety of tools to mark make e.g. sticks and fingers in the sand</p> | <p>Begin to explore writing letters</p> | <p>With adult scaffolding participate in collaborative writing activities</p> | <p>Develop gross and fine motor skills and pencil control</p> | <p>Use own drawings to retell a story and show their knowledge of a text</p> |
|---|---|--|--|---|---|---|--|

Task Aim:

The child will be supported in developing their sense of left to right directionality and control when making patterns and shapes.

Task Descriptor:

The child and adult will tie ribbons to sticks and use to make patterns and shapes in the air. They will develop gross motor skills, control, pattern recognition and left to right directionality.

Differentiation:

Make bigger movements with whole body in the air. Then make smaller movements copying the patterns with pens and crayons on paper.

Resources:

- Take home page TFW A1
- Sticks
- Ribbons

Glasgow's Improvement Challenge - Leaders of Early Learning
 Literacy For All. Home Learning– Literacy Early Tracker 1

TFW A1

Pattern Making

Aim: Use big arm movements to make patterns in the air starting from the left and moving to the right.

Handwriting develops as children develop increased control over their bodies and a desire to communicate through mark making. Young children need lots of experiences which help them to develop recognition of pattern and a sense of **directionality** before they begin to write letters.

- Fix ribbons onto the end of sticks for you and your child to swirl in the air.
- Show your child how to make large movements in the air with their arms, hands and shoulders. Try out some of the patterns opposite and remember to start at the right and move to the left.
- Encourage the use of both sides of the body.
- Try talking about the movements you make, such as going round and round, making curves, springing up and sliding down, making long, slow movements or quick, jumpy movements.

Try using sticks to make the patterns in mud, sand or water.

Try using crayons, pens or paint brushes to make the patterns on paper.

Try making some of these patterns!



TfW A1

Pattern Making

Aim: To encourage your child to use *big arm movements* to make patterns in the air starting from the left and moving to the right.

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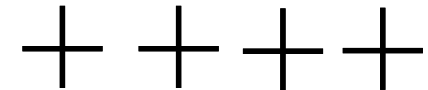
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Writing - TFW B1

| | | | | | | | |
|--|---|--|--|---|---|---|--|
| <p>Tools for Writing ENG 0-12a LIT 0-13a LIT 0-21a/b</p> | <p>Begin to be aware that words and writing go in a left to right direction</p> | <p>Begin to be aware that words are made up of letters</p> | <p>Use a variety of tools to mark make e.g. sticks and fingers in the sand</p> | <p>Begin to explore writing letters</p> | <p>With adult scaffolding participate in collaborative writing activities</p> | <p>Develop gross and fine motor skills and pencil control</p> | <p>Use own drawings to retell a story and show their knowledge of a text</p> |
|--|---|--|--|---|---|---|--|

Task Aim:

The child will be provided sensory and physical mark making experiences that support the development of gross motor skills, movement and control of the wrist as well as hand-eye coordination.

The child will be provided opportunities to express their thoughts and feelings and give a stepping stone into writing.

Task Descriptor:

The child will use paintbrush/sponge and water to mark make outside.

Differentiation:

Start mark making using big fluid movements or paint a whole brick, paving slab or fence.

As children develop more control they can make lines and shapes.

With further control children can write letters and numbers or draw pictures.

Resources:

- Take home page TFW B1
- Paint brush or sponge

Other possible resources:

- Bucket/bowl of water
- Toothbrush/ other soft brushes/ homemade brushes
- Water pistol or squeezy bottle like a washing up liquid bottle

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 Literacy For All. Home Learning– Literacy Early Tracker 1

TFW B1

Mark Making with Water

Aim: To encourage your child to make marks using water and brushes, helping to develop their motor skills, coordination and creativity.

Mark making is the creation of different patterns, lines, textures and shapes. Mark making doesn't just refer to squiggles made with pens and pencils, children are still mark making if they use their hands, paintbrushes or sticks. Mark making helps children practice their motor skills and coordination, but can also encourage creativity and represent children's ideas and thoughts.

You will need: a sponge, a paint brush, some water

- Dip the sponges/paintbrushes in water and encourage some mark making with big body movements.
- Paint a whole brick or paving slab or fence post.
- Encourage your child to use the paintbrushes/sponges dipped into water to create large circular motions or long lines on a fence or wall.
- Try making straight lines, wavy lines, zigzag lines.
- Try making shapes, circles, squares, rectangles, triangles.
- Try writing your name. Try writing some numbers.
- Paint a picture? Make up a story to go with your picture.

It's fun to use big movements outside!

If you can't get outside trying doing the same ideas with a small brush and paper inside. Or use coloured pens and paper.

Can you paint a big circle? Can you paint a smaller one?

What shapes can you paint?

This line looks like a road. I wonder where it goes to?

What do you think this shape looks like?

Get creative and enjoy some water play!

Try some of these ideas

Wash walls outside with soap and brushes.

Use a water pistols, or a washing up liquid bottle filled with water. Have fun aiming the water at a target.

Paint in the bath with sponges and brushes.

Paint outdoor bricks with water and brushes



Mark Making with Water

Aim: To encourage your child to make marks using water and brushes, helping to develop their motor skills, coordination and creativity.

Mark making is the creation of different **patterns, lines, textures and shapes**. Mark making doesn't just refer to squiggles made with pens and pencils, your child is still mark making if they use their hands, paintbrushes or sticks. Mark making helps your child practice their **motor skills and coordination**, it also encourages **creativity** and is an effective way for your child to represent their ideas and thoughts.

You will need: a sponge, a paint brush, some water

- Dip the sponges/paintbrushes in water and encourage some mark making with big body movements.
- Paint a whole brick or paving slab or fence post.
- Encourage your child to use the paintbrushes/sponges dipped into water to create large circular motions or long lines on a fence or wall.
- Try making straight lines, wavy lines, zigzag lines.
- Try making shapes, circles, squares, rectangles, triangles.
- Try writing your name. Try writing some numbers.
- Paint a picture and make up a story to go with it.

Can you paint a big circle?
Can you paint a smaller one?

What do you think this shape looks like?

This line looks like a road. I wonder where it goes to?

What shapes can you paint?

Get creative and enjoy some water play!

It's fun to use big movements outside!

If you can't get outside try doing the same ideas with a small brush and paper inside. Or use coloured pens and paper.



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Wash walls outside with soap and brushes.

Use a water pistols, or a washing up liquid bottle filled with water. Have fun aiming the water at a target.



Paint in the bath with sponges and brushes.



Paint outdoor bricks with water and brushes.





Writing - TFW C1

| | | | | | | | |
|---|---|--|--|---|---|---|--|
| <p>Tools for Writing ENG 0-12a LIT 0- 13a LIT 0-21a/b</p> | <p>Begin to be aware that words and writing go in a left to right direction</p> | <p>Begin to be aware that words are made up of letters</p> | <p>Use a variety of tools to mark make e.g. sticks and fingers in the sand</p> | <p>Begin to explore writing letters</p> | <p>With adult scaffolding participate in collaborative writing activities</p> | <p>Develop gross and fine motor skills and pencil control</p> | <p>Use own drawings to retell a story and show their knowledge of a text</p> |
|---|---|--|--|---|---|---|--|

Task Aim:

To provide opportunities for adults to help children experiment with writing and write for a purpose.

Task Descriptor:

The adult and child create a shopping list together.

Resources:

- Take home page TFW C1
- Pens

Differentiation:

Adults can scribe for children who are not ready to have a go at writing on their own.

Children can make their own drawings, marks and scribbles.

Children can use packaging and labels to help them try to write letters and words they need for their list.



TFW C1



Shopping List

Aim: To write together with your child for a purpose.

Young children move through different stages as they are learning to write. Most children begin with drawing and scribbling. These first scribbles are important accomplishments which children are proud of. As children develop their writing skills they will begin to make symbols and marks which begin to look a bit more like letters. At this stage children are beginning to show their understanding that writing has a meaning. Their writing will continue to develop, writing random letters, then letters together to make words with spaces in between. Children need lots of opportunities and reasons to try out and develop their writing skills.
 Try writing together with your child.

You will need:

- Paper and pens – you could use the back of this page
- Talk with your child about what the family need to buy at the shop. Together, write a shopping list. You can model how to write the words but let your child make their own marks on the paper. They may not be ready to write letters and words but they can practise making their own drawings and scribbles on the paper.
- You could draw pictures of what you need together or use pictures from magazines or packaging to make a list. This is a great opportunity for them to practice using scissors and gluing.
- Talk about which foods are healthy and which are a 'treat' or foods that we have 'sometimes'.
- At the supermarket or shop help your child find the items and put them in the trolley. Help them to match the words on the packet to the words on the list.
- If you pay in cash, your child could hand over the money and talk to the person at the check-out. It is a great way for them to learn social skills, confidence and also begin to understand how the world of money works.

Try some of these ideas...

Talk about the sounds of the letters. For example, "banana" starts with a 'b' sound, b-b-banana. I wonder what sound apple starts with?"



Look at and talk about the numbers on the price label.

"I wonder how much this costs? What numbers can you see?"



Remember to only do as much as your child wants to.
Most importantly have fun together!



TfW C1

Shopping List

Aim: To write together with your child for a purpose.

Young children move through different stages as they are learning to write. Most children begin with drawing and scribbling. These first scribbles are important accomplishments which children are proud of. As children develop their writing skills they will begin to make symbols and marks which begin to look a bit more like letters. At this stage children are beginning to show their understanding that writing has a meaning. Their writing will continue to develop, writing random letters, then letters together to make words with spaces in between. Your child needs lots of opportunities and reasons to try out and develop their writing skills.

Try writing together with your child.

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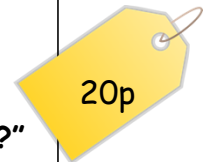
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Writing – TfW D1

| | | | | | | | |
|---|---|--|--|---|---|---|--|
| <p>Tools for Writing ENG 0-12a LIT 0- 13a LIT 0-21a/b</p> | <p>Begin to be aware that words and writing go in a left to right direction</p> | <p>Begin to be aware that words are made up of letters</p> | <p>Use a variety of tools to mark make e.g. sticks and fingers in the sand</p> | <p>Begin to explore writing letters</p> | <p>With adult scaffolding participate in collaborative writing activities</p> | <p>Develop gross and fine motor skills and pencil control</p> | <p>Use own drawings to retell a story and show their knowledge of a text</p> |
|---|---|--|--|---|---|---|--|

Task Aim:

The child will be encouraged to develop gross motor skills (muscle strength, hands, wrists and arms) needed for pencil control and writing, through a variety of activities.

Task Descriptor:

Children will roll, move, throw, toss and catch a variety of items:

- Roll a ball along the floor
- Roll and move a ball around your body
- Throw and catch a soft toy
- Bat a balloon
- Blow and burst bubbles

Differentiation:

Begin by using larger objects to throw/toss/roll and catch e.g. football, then use smaller items as children become more proficient e.g. tennis ball.

Resources:

- Take home page TfW D1
- Balloon, bubbles, plastic lid to use as frisbee (e.g. plastic lid from catering tins)
- soft toy, broom, ball



TfW C1



On the Move

Aim: Play these games to help your child develop their gross motor skills. Have fun!

Before children learn to write they need to develop their **muscle strength** (or motor skills) for writing. **Gross motor skills** involve **movement** and **coordination** of the **arms, shoulders, legs** and other large parts of the body and are used in actions like running, swimming and crawling

Roll the Ball

This is a good skill to start with

- Sit on the floor, place the ball on the floor and roll it towards your child.
- Encourage them to stop the ball with their hands and then roll the ball back
- Roll the ball up and down the arm, leg, around your waist

Soft Toy Toss

- All you need are some soft toys, tape or string and a bucket or box.
- Use your tape or string to make a line for your child to stand behind.
- Start with underarm throwing and try to throw each toy into the box.
- Once they have mastered this, you could try moving the box further away or throwing overarm.

Catching

- Start by using a soft toy, ask your child to get ready, "Ready, steady, catch!"
- Stand close to your child so they are successful and then gradually move further away. If two handed catching is too difficult then give your child a container like a basket or box to catch the toy.
- Use a ball and bounce the ball before they catch.

Try some of these ideas

Bat a balloon to and fro with your hands.



Help sweep up the floor using a broom.

Blow bubbles together and try to catch and burst them.



Scrunch newspaper into a ball and throw into a basket.





TfW D1

On the Move

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3. Use a ball and bounce the ball before they catch.



Try some of these ideas

Pat a balloon to and fro with your hands.



Help sweep up the floor using a broom.

Blow bubbles together and try to catch and burst them.



Scrunch newspaper into a ball and throw into a basket.



Writing – TFW E1

| | | | | | | | |
|---|---|--|--|---|---|---|--|
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|---|---|--|--|---|---|---|--|

Task Aim:

The child will be encouraged to draw a picture or pictures to retell a story.

Task Descriptor:

The adult and child will first explore a favourite story such as Elmer. The child will then be encouraged to draw a picture of what happened in the story whilst they talk about it with the adult. The adult is given suggested questions to ask to keep their child on track about the sequence of events in the story.

Differentiation:

Children could be encouraged to draw a series of pictures to retell the story in sequence.

Resources:

- Take home page TFW E1
- Pen/pencil/crayons
- Paper
- A book - this example uses 'Elmer' by David McKee, available to purchase for around £5

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TFW E1


Tell the Story
 Aim: Draw a picture or pictures to retell a story

Drawing pictures is an important first step in the writing process. Before children learn to write, their drawings can express their ideas and thoughts. As their skills develop over time, their pictures will serve as a plan for their writing. A picture sparks idea, provides details, and tells a story. Children can also use their pictures to retell familiar favourite stories.

You will need:

- ✓ A piece of paper
- ✓ Drawing materials
- ✓ A good book

This example uses 'Elmer' by David McKee, available to purchase for £5



• Read your child's favourite story or listen to the story of Elmer by David McKee. You can listen to the story as many times as you like.

• Ask your child to draw a picture of what happened in the story while they tell you about it.

• As they are drawing and telling you about the story you can ask some questions to keep them on track.

*What does Elmer look like?
 What does he do with the other elephants?*


*What did Elmer do next?
 What did the other elephants do?*

I wonder how Elmer felt when no one recognised him?


I wonder if Elmer will keep his colours?

Try some of these drawing challenges


Draw a creature with six legs.




Draw a giant castle



Draw something with wings.



Draw a spaceship



Tell me about what you have drawn



TfW E1

Tell the Story

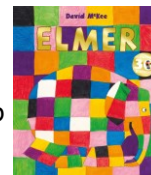
Aim: To encourage your child to draw a picture or pictures to retell a story

*Drawing pictures is an important first step in your child's writing process. Before children learn to write, their **drawings** can **express** their **ideas** and **thoughts**. As their skills develop over time, their pictures will serve as a plan for their writing. A picture sparks idea, provides details, and tells a story. Children can also use their pictures to retell familiar favourite stories.*

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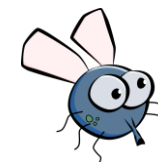
What did Elmer do next?

What did the other elephants do?

I wonder if Elmer will keep his colours?

Try some of these drawing challenges...

Draw a creature with six legs.



Draw a giant castle



Draw something with wings.



Draw a spaceship



Tell me about what you have drawn.



Writing – O&UI A1

Organising and Using Information
LIT 0-26

With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about

Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists

Begin to share feelings and opinions on stories and illustrations

Begin to use signs and labels from the environment in own texts and drawings

Contribute to a collaborative piece of writing

Task Aim:

The child will be encouraged to share their thoughts and feelings about a story and say why they like or dislike about the story.

Task Descriptor:

- The adult and child will read a story together.
- The adult will encouraged the child to share their feelings and thoughts about what they liked or disliked.
- The child will be encouraged to draw and write about what they liked and disliked.

Differentiation:

The child can draw if they are not confident to have a go at writing. If the child is ready they can have a go at writing using lines, squiggles or some familiar letters that they know.

Resources:

- Take home page O&UI A1
- “What did you think?” sheet
- Pencil/pen

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O&UI A1 **What Do You Think?**
Aim: To encourage your child to share their thoughts and feelings about a story and say why they like or dislike the story.

Sharing thoughts, feelings and opinions about stories and pictures is an important way of developing young children's vocabulary and early writing skills.

Choose a story together from books you have at home or borrow a book from nursery.

Get comfortable and read the story together. You might want to read the story more than once.

Invite your child to share their thoughts and feelings about the book. You can use some of the questions opposite to help create discussion.

Complete the "What did you think?" sheet together. Let your child have a go at writing what they think about the book. (Remember to value your child's early writing and mark making.) Or you could write for them and your child could draw their favourite part of the story.

Did you like the book? What did you like?

What characters did you like? Why did you like them? Who was your favourite character?

What was your favourite part of the book? What would you have done if...?

Why didn't you like the book?

I don't like the story because....

Turn over and draw your favourite part of the story.

Leaders of Early Learning
Literacy Early Tracker 1

ink?
.....
your feelings and opinions about the story and d's comments).
tory because....



O&UI A1

What Do You Think?

Aim: To encourage your child to share their thoughts and feelings, likes and dislikes about a story

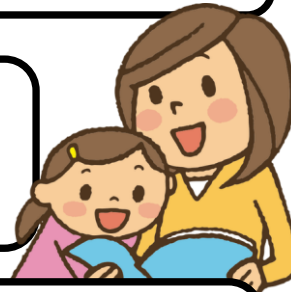


*Sharing **thoughts**, **feelings** and **opinions** about stories and pictures is an important way of developing young children's **vocabulary** and **early writing skills**.*



Choose a story together from books you have at home or borrow a book from nursery.

Get comfortable and read the story together.
You might want to read the story more than once.



Invite your child to share their thoughts and feelings about the book.
You can use some of the questions opposite to help create discussion.

Complete the "What did you think?" sheet together.
Let your child have a go at writing what they think about the book.
(Remember to value your child's early writing and mark making.)
Or you could write for them and your child could draw their favourite part of the story.

*Did you like the book?
What did you like?*

*What characters did you like? Why did you like them?
Who was your favourite character?*

What was your favourite part of the book? What would you have done if...?

Why didn't you like the book?



O&UI A1



What did you think?

Title of the book

Did you like the book? Please tick one of the boxes to share your feelings and opinions about the story and tell us about your choice (parents you can help scribe your child's comments).



I like the story because....



I don't like the story because....

Turn over and draw your favourite part of the story.



O&UI B1

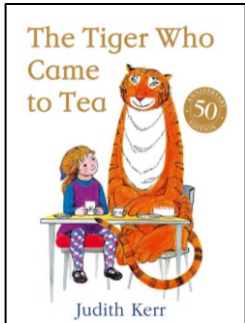
Would You Like To Come For Tea?

Aim: To use a book to encourage your child 'write' for a real life purpose.



Using a book is a great way to support your child's early writing development.

Providing opportunities to convey ideas through play helps your child to develop their understanding of real-life purposes for writing for example, shopping list, menus, and party invitations.



Read the story together.

You may have a copy at home, or you could borrow the book from nursery.



At the end of the story Sophie wonders if the Tiger will come back for tea again, but it says he never does!
Perhaps if Sophie sends him an invitation he will.



What day should the Tiger come for tea?

Where should the Tiger come for tea? Do you need an address?

Can you tell me what you have written?

Invitation

Who is the invitation from? Remember to include a name.

What time do you want the tiger to come for tea?

Tell the Tiger what food he can have when he comes for tea.

- Help Sophie write an invitation to the Tiger inviting him to come for tea again to her house. Or maybe you could invite the tiger or someone else to come to tea at your house.
- Use the prompt questions to support your child to think about the information needed on the invitation.
- Use the enlarged template.
- You could take turns each at writing.
- Remember to value your child's attempts at writing.



O&UI B1



Invitation



O&UI C1



| | | | | | |
|--|---|--|--|---|---|
| <p>Organising and Using Information LIT 0-26</p> | <p>With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about</p> | <p>Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists</p> | <p>Begin to share feelings and opinions on stories and illustrations</p> | <p>Begin to use signs and labels from the environment in own texts and drawings</p> | <p>Contribute to a collaborative piece of writing</p> |
|--|---|--|--|---|---|

Task Aim:

The child will be encouraged to use familiar signs and labels to create logos.

Task Descriptor:

The adult and child are encouraged to look in the kitchen cupboard, the adult should encourage the child to identify the items inside using familiar logos and signs. Adults are encouraged to value the marks their child makes and ask them to share what their marks mean to explain what they have written.

Differentiation

The adult may wish to scribe the logo for their child to copy, particularly if it is in hard to read print.

Resources:

- Take home page O&UI C1
- Pen /pencil

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O&UI C1

Signs and Labels

Aim: Use familiar signs and labels to create logos

Learning is more effective when the content is meaningful and connected to your child. Being aware of familiar labels, signs and logos is an important way of extending young children's vocabulary, reading and early writing skills. Environmental print is the text that surround your child and what they see every day. Signs and logos on supermarket bags, brand products and buildings are texts your child sees daily and provide opportunities for reading and writing that is familiar to them.

Look in your kitchen cupboard and **encourage** your child to **identify** the items inside using **familiar logos and signs**. **Value** the **marks** your child makes and ask them to **share** what their marks mean and to **explain** what they have drawn/

Make a list of **6 items** you find in your kitchen cupboard at home. Use the **labels and logos** to help you.

I wonder what we will find in the kitchen cupboard...

What is this label for?



O&UI C1

Signs and Labels

Aim: To use familiar signs and labels to create logos

*Learning is more effective when the content is **meaningful** and connected to your child. Being aware of familiar labels, signs and logos is an important way of extending young children's **vocabulary, reading and early writing skills**. **Environmental print** is the text that surround your child and what they see every day. Signs and logos on supermarket bags, brand products and buildings are texts your child sees daily and provide opportunities for reading and writing that is familiar to them.*

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Make a list of **6 items** you find in your kitchen cupboard at home. Use the **labels and logos** to help you.



I wonder what we will find in the kitchen cupboard...

What is this label for?



Writing – CT A1

Creating Texts
[LIT 0-9a](#)
[ENG 0-31a](#)

Begin to invent own stories and characters and share these ideas with others through mark making and talk

Begin to describe characters and explain likes and dislikes using appropriate vocabulary

Begin to describe settings and explain likes and dislikes using appropriate vocabulary

Begin to retell and adapt familiar stories using a combination of drawing and mark making

Be able to give meaning to own drawings and mark making

Task Aim:

The child will be supported to develop their ability to create characters and storylines during play.

Task Descriptor: Dressing Up and Role Play

- The adult will encourage the child to try on their clothes or use scarves, fabric etc. to dress up during play. Be creative!
- The child is encouraged to talk about the person they have dressed up as... *A shop assistant? A dancer? A teddy bear? A pirate? A monster?*
- Develop aspects of each character's personality – *What do they like to eat? Where do they live? Etc.*
- Develop the story as the child plays, with the adult joining in as a character wherever possible.
- Recall the story at a later date – *“Do you remember your story about the big hungry bear? What happened again?”*

Differentiation

The child could draw/write/photograph their stories and share them with their friends in nursery. Encourage them to re-tell and/or act these out with their friends.

- If the child is particularly enthusiastic about a character they have created, encourage them to make up new adventures with this character.

Resources:

- Take home page CT A1
- Mixture of clothes, scarves, blankets, jewellery, shoes etc. (preferably NOT shop bought dressing up items such as princess dresses, superhero suits etc.)
- Household items/props, as needed during play

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CT A1

Dressing up and Role Play
Aim: *To create characters and stories during play.*

Most children love make-believe. In fact it is often through making up stories during play that children learn about their world. Give them opportunities to dress up in "real" clothes, perhaps from your own wardrobe, rather than expensive costumes bought from the shops. This encourages far more creativity and imagination - a princess dress is a princess dress, but a scarf or big t-shirt can be anything!

Dressing Up and Role Play

Be brave and let your child try on some of *your* clothes! They LOVE doing this and it encourages lots of imagination. Encourage them to play, developing different characters in their make-believe world - try to join in yourself, but let your child lead the story and decide on the action. At first this can feel strange as an adult, but hang on in there and you should be rewarded with a lovely shared experience with your child!

Perhaps you could take a photo of you dressed up together or "write the story" you've made up and read it again at bedtime or bring it in to share in nursery?

I wonder what you could use to give yourself a kitty's tail?

Where shall we live in our story?

This daddy bear is hungry! I wonder what a hungry bear would like to eat?

Do you remember our story? What happened in it again?

Your giant is using a BIG LOUD voice! What could my mouse's voice sound like?

Try including some of these...

hats

scarves

t-shirts

shoes

blankets or fabric

necklaces

pens and paper

household items



CT A1

Dressing up and Role Play

Aim: To encourage your child to create characters and stories during play.

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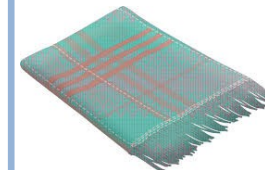
scarves



t-shirts



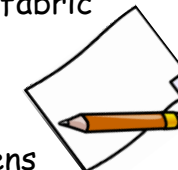
shoes



blankets or fabric



necklaces



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household items



Writing - CT B1

| | | | | | |
|---|---|--|--|---|---|
| Creating Texts LIT 0-9a ENG 0-31a | Begin to invent own stories and characters and share these ideas with others through mark making and talk | Begin to describe characters and explain likes and dislikes using appropriate vocabulary | Begin to describe settings and explain likes and dislikes using appropriate vocabulary | Begin to retell and adapt familiar stories using a combination of drawing and mark making | Be able to give meaning to own drawings and mark making |
|---|---|--|--|---|---|

Task Aim:

The child will be supported to develop use of descriptive vocabulary.

Task Descriptor:

Guess Who?

- A range of the child's favourite toys is gathered together.
- The adult and child take turns to describe the toy they are looking at. The other person guesses which toy it is after listening to the description.
- The "guesser" can ask questions, eg ***"Does it have fluffy hair?" "Is it hard or soft?"*** etc

Differentiation

This activity can be extended by hiding the toys in a bag or behind a screen. Guesser has to guess from the clues given which toy is being described without seeing it.

- Further challenge can be provided by placing one toy in a bag. The guesser has to feel the toy and describe it before guessing which toy is hiding.

Resources:

- Take home page CT B1
- Selection of child's favourite toys
- A bag or pillowcase

Glasgow's Improvement Challenge - Leaders of Early Learning
Literacy For All. Home Learning– Literacy Early Tracker 1

CT B1

Guess Who?

Aim: To develop the use of descriptive vocabulary.

Children need lots of opportunities to build and use their growing vocabulary. Support literacy development by using a wide variety of words as often as possible, helping them to understand what these mean. Try to give them a range of experiences to help vocabulary grow in meaningful ways.

Guess Who? – This is a fun guessing game for your child.

- Ask your child to help you gather a few of their favourite toys. Talk about them when you're doing this.
- Take turns to describe one of the toys, but don't tell each other which one you've chosen! You'll need to use lots of good descriptions to give clues and the other person can ask questions if necessary.
- Once the "guesser" finds the right toy, swap over.

It feels hard.

It has fluffy hair.

It's got a sharp pointy bit at the end!

- This activity can be changed by hiding the toys in a bag or behind a screen. The "guesser" has to work out which toy is being described without seeing it.
- You could also try hiding one of the toys in a bag or pillowcase without your child seeing it. Ask them to feel inside the bag and describe the toy to you, before guessing which one it is!

You will need

favourite toys

a bag or pillowcase



Guess Who?

Aim: To develop your child's use of descriptive vocabulary.

CT B1

*Children need lots of opportunities to build and use their growing **vocabulary**. Support your child's literacy development by using a wide variety of words as often as possible, helping them to understand what these mean. Try to give your child a range of experiences to help vocabulary grow in meaningful ways.*

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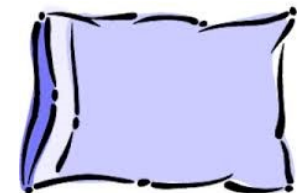
You will need:



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Writing CT C1

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|---|---|--|--|---|---|

Task Aim:

The child will be encouraged to retell familiar stories in order to make their own books and stories.

Task Descriptor:

- The child is encouraged to retell a favourite story with the adult. This could be a favourite story from memory, or one based on a book they have enjoyed at home or in nursery.
- The child is then helped to make a simple Zig-Zag book, drawing a key part of the story on each page and mark-making to write the text. Some settings may wish to provide blank Zig-Zag books already made up for the children to take home.
- The adult should be encouraged to reinforce key book vocabulary, such as *front/back cover, title, author, illustrator, illustrations, blurb*.

Resources:

- Take home page CT C1
- Long strips of paper – different scales, based on stage of development
- Pens, crayons
- Favourite story

Differentiation

Remember that different ages and abilities will require different scales of paper, depending on their motor skills. Bigger paper for bigger movements, smaller for finer movements.

- The number of folds, or pages, will depend on children's stage of development. Keep it to 3 or 4 pages for a simple story, 5 or 6 for a more complex one. The child could also use both sides if they run out of room!
- The child should be encouraged to make up new stories – these could be completely new, or just adapted – eg “Zakia and the 3 Bears”.
- The child may wish to create a non-fiction book about an interest such as Dinosaurs.



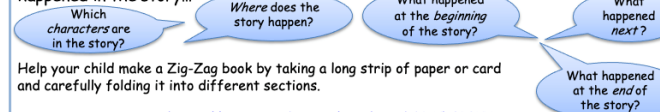
CT C1



Zig-Zag Book
 Aim: To retell a favourite story.

Zig-Zag books are a fun way to help your child make their very own books. They are very simple to make and your wee one will have lots of fun reading back over their stories with you.

Zig-Zag book - Choose a favourite story and read this together. Talk about what happened in the story...



Help your child make a Zig-Zag book by taking a long strip of paper or card and carefully folding it into different sections.

How to make a Zig-Zag book: <https://www.youtube.com/watch?v=deNqVh439VY>

Draw the **front cover** in the first section. Remember to give the story a **title** and **author**, drawing your child's attention to these words to help them understand the different parts of a book.

Now think about what happened at different parts of the story and encourage your child to draw **illustrations** of these in order on the different "pages" of the Zig-Zag book. Can you add some **blurb** to the **back cover**?

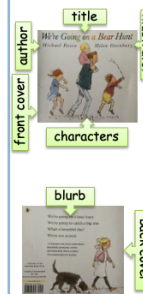


Why not ask your child to help you "write" the story? (Remembering to value each mark they make, even if these don't look like proper letters, praising them for their great efforts.)

Now re-read the story together, having fun as you do so. Make sure this lovely new book is added to your bookshelf!

Can you make up a brand new story together? Or you might like to make up a Zig-Zag book about your child's interests - Sharks? Dinosaurs? Superheroes? Birds? How to make cupcakes?

Useful words to help your child with:





CT C1

Zig-Zag Book

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Zig-Zag book - Choose a favourite story and read this together. Talk about what happened in the story...

Which characters are in the story?

Where does the story happen?

What happened at the beginning of the story?

What happened at the end of the story?

What happened next?

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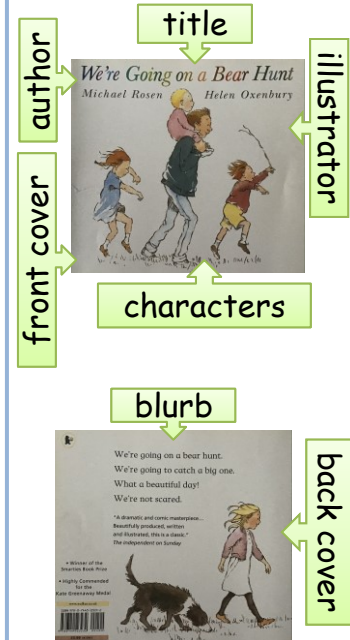
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