

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							
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	

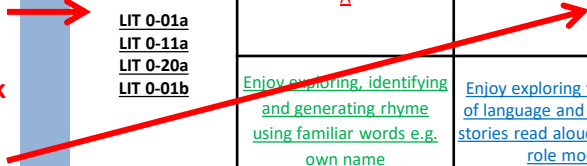
Navigate to home slide



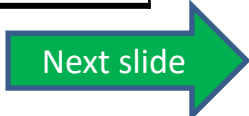
Organiser



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



Reading



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

Click on a box below to take you to the associated tracker page.

Reading

Click on the box above
to access these
resources

Writing

Click [HERE](#) to access
these resources

**Listening and
Talking**

Click [HERE](#) to access
these resources

Early Level Tracker 1

Reading

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



Reading: E&C A1

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	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words	Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning

Task Aim:

The child will be supported to understand that there are different types of texts.

Task Descriptor:

The adult and child will explore a menu as a non-fiction text in a playful context. Adults and children will discuss what they might like to order from the menu, they might also explore some of the new vocabulary e.g. starters, vegetarian. Adults and children then pretend they are at a café or restaurant and take 'orders' from the menu.

Differentiation

You could send home a pictorial menu to meet the needs of the families you are working with. You could also provide a menu with more or less text e.g. 3 options for starters, mains and desserts.

Resources:

- Take home page E&C A1
- Example menu (optional)
- Pen and paper to take orders (optional)



What's on the Menu?
Aim: To help your child understand that there are different types of texts

Fiction and non-fiction texts
Your child will have experienced a range of **fiction** and **non-fiction** texts incidentally within the home environment. **Non-fiction** texts are those which provide **factual information** such as **reference books, leaflets, newspapers, menus, and timetables** etc. **Fiction** texts contain **stories, made up and created by an author. Using non-fiction text provides lots of opportunities to begin to develop your child's vocabulary and is an important way of extending young children's early reading skills.**

A menu is a non-fiction text, discuss with your child the difference between a menu and a story e.g. a menu gives you **information** about food you can order. There are also lots of **new** and **interesting** words on a **menu** – have fun pretending you are in a restaurant, exploring the different things that you can order. Use a menu you have at home where possible.

What do you think the word **starters** means?

What would you like to order?

I wonder if there is anything on the menu for children?

I wonder if we can plan a menu for our house?

I wonder what mummy would order from the menu?

I wonder what the word vegetarian means...



E&C A1

What's on the Menu?

Aim: To help your child understand that there are different types of texts

Fiction and Non-fiction Texts

Your child will have already experienced a range of **fiction** and **non-fiction** texts within your home. **Non-fiction** texts are those which provide **factual information** such as **reference books, leaflets, newspapers, menus, and timetables** etc. **Fiction** texts contain **stories, made up and created by an author**. **Non-fiction** texts provide lots of opportunities to begin to develop your child's **vocabulary** and are an important way of extending your child's early reading skills.

A menu is a non-fiction text, discuss with your child the difference between a menu and a story e.g. a menu gives you **information** about food you can order. There are also lots of **new** and **interesting** words on a **menu** – have fun pretending you are in a restaurant, exploring the different things that you can order. Use a menu you have at home where possible.

What do you think the word **starters** means?

What would you like to order?

I wonder if there is anything on the menu for children?

STARTERS

MOZZARELLA CHEESE STICKS Breaded Mozzarella cheese, deep fried to perfection. 7.99

CHICKEN WINGS Fresh Jumbo Wings seasoned, oven roasted, then fried to crispy perfection & tossed in your favorite sauce. 7.99

GARLIC DOTS Light and fluffy Baked Pizza Dough with housemade Garlic Butter. Serves 2-4. 4.50

CHEESE DOTS Light and fluffy Baked Pizza Dough with housemade Garlic Butter and Mozzarella cheese. Serves 2-4. 5.99

BACON CHEESE DOTS Light and fluffy Baked Pizza Dough with housemade Garlic Butter, Bacon and Mozzarella cheese. Serves 2-4. 6.99

DINNER SALAD Fresh cut lettuce, Onion, Bell Peppers, Olives, Tomatoes & Croutons. 3.59

ONION RINGS Beer Battered Thick Cut Sweet Onions fried to golden brown. 4.99

BACON CHEESE FRIES Thinly sliced potatoes, smothered in melted Mozzarella cheese, topped with Bacon and served with a side of Ranch. 6.95

SAMPLE PLATTER Mozzarella Sticks, Chicken Bites and Onion Rings. Serves 2-4. 10.99

ANTIPASTA SALAD Fresh cut lettuce, Onion, Bell Peppers, Olives, Tomatoes, Mozzarella cheese, Pepperoni and Salami. 5.15

SANDWICHES

CHICKEN SUB Garlic Chicken sautéed in housemade Garlic Butter on a warm French roll with mayonnaise. Topped with lettuce and tomato. 7.59

ITALIAN BEEF Thinly sliced beef marinated in fresh Italian herbs & slow roasted. Served with sautéed bell pepper & ajuis on a warm lightly toasted french roll. 7.75

MEATBALL SANDWICH 3 Large juicy Steamed Meatballs atop a Chicago French roll, smothered in Marinara and finished with a layer of melted Mozzarella cheese. 8.49

VEGETARIAN SUB Warm French roll topped with Lettuce, Tomato, Olives, Sautéed BellPeppers and Red Onions. 6.99

ITALIAN MEAT SANDWICH Pepperoni, Salami and Canadian bacon on fresh baked garlic bread with melted mozzarella cheese. 7.90

PASTRAMI Very Lean Pastrami thinly sliced, cooked to order. Served on a soft French roll with mustard, melted Mozzarella cheese, and a pickle spear. 7.85

PASTA ALL PASTA SERVED WITH GARLIC BREAD

LASAGNA Layers of noodles, Ricotta & Mozzarella cheeses and our housemade Sweet Marinara Sauce. 8.99 - Meat 11.99

SPAGHETTI Thick Spaghetti noodles with our housemade Sweet Marinara Sauce. 7.99 - Meatballs 10.99

MEAT RAVIOLI Noodles stuffed with Beef and topped with our housemade Sweet Marinara Sauce. 7.99 - Child 4.89

I wonder if we can plan a menu for our house?

I wonder what mummy would order from the menu?

I wonder what the word **vegetarian** means?



Reading E&C B1

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	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words	Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning

Task Aim:

The child will be encouraged to discuss stories through illustrations, sharing likes and dislikes.

Task Description:

This experience promotes developing conversation around a story through discussing illustrations and sharing likes and dislikes. The experience explains the importance of giving children enough time to make a comment or ask a question. There are example questions and think aloud comments for the adult to use with their child before and during reading.

Differentiation:

You could provide a text suitable for the needs of the family e.g. picture books with no text or picture books with simple, repetitive phrases.
You could also highlight questions that you would like parents to focus on.

Resources:

- Take home page E&C B1
- You could provide a book to go home



Book Chat
Aim: To support your child to discuss stories through illustrations, sharing likes and dislikes

Encouraging an exchange of ideas and information while reading with children involves an on-going conversation with them. It means stopping, asking, listening, responding and explaining. This back and forth conversation helps develop understanding, vocabulary and oral language skills. Reading with children stimulates their imagination and helps to connect their own experiences.

This home learning experience can be used with any story you have at home. Find a comfortable space where you can both clearly see the text and the pictures.
During the book reading, try to take the lead from your child, giving them time for questions and comments. It is important to give your child enough time to take a turn, this may be as much as 5 or 10 seconds. When you wait, stop and look at expectantly at your child to let them know it is their turn to talk.

Before Reading

Reading Approach

- Talk about the front and back covers with your child. Encourage them to make predictions.

Who do you think is on the front cover?
I wonder what this story might be about?
Do you think this story is set in a forest?
I like... on the front cover? What do you like?
I wonder what the word... means
I don't like... what do you dislike?

During Reading

Encourage conversations with your child.

Reading Approach
There are several points during reading a book that are good for encouraging discussion:

- Before or after move on to the next page e.g. "I wonder what will happen on the next page?"
- When pointing to an illustration and making a comment e.g. "I like the spots on mummy bear's dress"
- After making a thinking aloud comment e.g. "I wonder if it Goldilocks should have went into the three bears house?"
- After an interesting event in the story e.g. "I wonder how baby bear felt when he found his broken chair?"

How do you think the... feels?
I wonder what will happen next...
Who was your favourite character in the story? Can you tell me why?
Who was not your favourite character? Can you tell me why?
What was your favourite part of the story? Can you tell me why?
Who was your least favourite picture in the story? Can you tell me why?



E&C B1

Book Chat

Aim: To support your child to discuss stories through illustrations, sharing likes and dislikes

*Encouraging a discussion of ideas and information while reading with children involves an on-going conversation with them, it means **stopping, asking, listening, responding and explaining**. This back and forth conversation helps develop understanding, vocabulary and oral language skills. Reading with children stimulates their imagination and helps to connect with their own experiences.*

This experience can be used with any story you have at home. Find a comfortable space where you can both clearly see the text and the pictures.

During the book reading, try to take the lead from your child, giving them time for questions and comments. It is important to give your child enough time to take a turn, this may be as much as 5 or 10 seconds. When you wait, stop and look expectantly at your child to let them know it is their turn to talk.

During Reading

Encourage **conversations** with your child.

When reading a book, use illustrations to encourage discussion, by pointing to the picture and making a comment or asking a question, e.g. **"I wonder why this character looks sad?"**

How do you think
the ... feels?

I wonder what is
happening here?

Before Reading

Talk about the **front** and **back** covers with your child. Encourage them to make predictions.



Who do you think is
on the front cover?

I wonder what this
story might be
about?

Do you think this
story is set in a
forest?

I like... on the
front cover? What
do you like?

I wonder what the
word... means

I don't like... what
do you dislike?

After Reading

Have a discussion encouraging your child to share their likes and dislikes.

Show me your
favourite character
in the story? Can
you tell me why?

Show me your least
favourite
character? Can you
tell me why?

Show me your
favourite
illustration in the
story? Can you tell
me why?

Show me your least
favourite picture in
the story? Can you
tell me why?



Reading – E&C C1

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	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words	Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning

Task Aim:

The adult will be supported to develop vocabulary their child's vocabulary using a poem.

Task Descriptor:

Using the poem, *Monkey Babies*, the adult and child will have fun reciting the poem, discussing any familiar words and exploring the meaning of any new vocabulary. The child will be encouraged to join in/act out the repeated words in the poem e.g. for chomp, chomp, chomp children could pretend they are eating.

Differentiation:

You could provide a different poem to meet the needs of your children and families.

Resources:

- Take home page E&C C1



E&C C1

Monkey Babies

Poems are **another text form** which provide lots of opportunities to **begin to develop** your child's **vocabulary** and are an important way of **extending** young children's early **reading skills**.

The poem below has lots of new words to explore and repetition to support your child's vocabulary development.

Read the poem with your child.

Talk about words that are familiar and highlight new words, discussing what they mean!

I'm looking for the word monkey in the poem. I wonder if you can help me find it?

Can you think of actions to do along to the words of the poem?

I wonder if there are any words you already know in the poem? Can you say them out loud?

Monkey Babies

Don't leave your monkey baby sitting by the swamp, a crocodile might eat him,
Chomp! Chomp! Chomp!

Don't leave you monkey baby sitting under trees, a snake might wrap him up
Squeeze! Squeeze! Squeeze!

Don't leave your monkey baby sitting by the track, a lion might be lurking
Snack! Snack! Snack!

Keep your monkey baby high up in the trees.
 Feed him on bananas

Help pick off his fleas!



What word means to eat noisily?

Building Vocabulary:
 These are some words from the poem - explore them with your child - pointing the word out to them and find out which ones are familiar and which ones need more explaining.

- monkey babies
- crocodile snake lion
- swamp trees track
- lurking bananas fleas
- chomp squeeze snack



E&C C1

Monkey Babies

Aim: To develop your child's vocabulary using a poem



*Poems are another form of text which provide lots of opportunities to **begin to develop** your child's vocabulary and are an important way of **extending** your child's early reading skills.*

The poem below has lots of new words to explore and repetition to support your child's vocabulary development.

Read the poem with your child.

Talk about words that are familiar and highlight new words, discussing what they mean!

I'm looking for the word
monkey in the poem.
I wonder if you can help me
find it?

Can you think of actions to
do along to the words of
the poem?

I wonder if there are any
words you already know in
the poem?
Can you say them out loud?

Monkey Babies

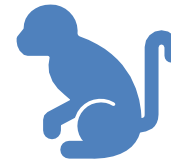
Don't leave your monkey baby sitting by the
swamp, a crocodile might eat him,
Chomp! Chomp! Chomp!

Don't leave your monkey baby sitting under
trees, a snake might wrap him up
Squeeze! Squeeze! Squeeze!

Don't leave your monkey baby sitting by the
track, a lion might be lurking
Snack! Snack! Snack!

Keep your monkey baby high up in the trees.
Feed him on bananas

Help pick off his fleas!



What word means to
eat noisily?

Building Vocabulary:

These are some **words**
from the poem - explore
them with your child -
pointing the word out to
them and find out which
ones are **familiar** and which
ones need more **explaining**.

monkey	babies
crocodile	snake lion
swamp	trees track
lurking	bananas fleas
chomp	squeeze snack



Reading E&C D1

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	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words	Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning

Task Aim:

The child will be supported to explore and recite nursery rhymes, songs and chants.

Task Description:

Adult and child select a song/rhyme to take home and have fun reciting together. The adult is given tips for sharing songs and rhymes, as well as suggestions on how to involve their child in reciting the song/rhyme such as joining in with repeated phrases or with the actions.

If you are aware the adult is not very comfortable sharing songs and rhymes aloud with their child you could direct them to the Scottish Booktrust Song and Rhyme Library via the website or YouTube using the QR codes or to the Bookbug App

Differentiation

You could provide a simple or more complex rhyme to suit the needs of your families and learners.

Resources:

- Take home page E&C D1
- Nursery rhyme book or cards



E&C D1

[Take Home Page](#)

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



Nursery Rhymes

Aim: To explore and recite nursery rhymes, songs and chants with your child.

Songs and rhymes are a good way of having fun with your child - and they are also one of the best ways to support their development. You can find songs and rhymes to suit different moods or times of day. Try different songs and rhymes, including those with actions to discover your child's favourites.

Tips for sharing songs and rhymes

Making songs and rhymes part of your everyday routine is one of the easiest ways to help your child develop and learn. Here are a few top tips:

- Sing or say the rhyme clearly and slowly - give your child a chance to join in.
- Sing songs and rhymes face to face. Your child will love seeing your expressions! Face to face interaction also supports social and emotional development.
- Children find it easier to sing along to songs that are pitched a bit higher than where most adults sing. Try to sing in the same pitch as if you were talking to a baby.
- You can also try humming different songs and rhymes. This can help to calm and soothe your child to sleep.
- Children love repetition! Mix it up by singing songs or rhymes louder/quieter or faster/slower.
- Create your own silly songs and rhymes by making up your own words or adding your own verses to a familiar song or rhyme.

Involve your child in the songs and rhymes

- Some songs and rhymes may include actions e.g. clapping hands, pointing, marching or jumping. These actions reinforce the words, which helps children to remember them and grasp their meaning more easily. Actions also help to develop gross motor skills and fine motor skills as well as being great fun for little ones!

Some examples of action songs and rhymes are:

- If you're happy and you know it!
- The wheels on the bus
- Heads, shoulders, knees and toes



- The Bookbug Song and Rhyme Library is full of different songs and rhymes that your child may be familiar with from nursery. These can be accessed via the Bookbug Song and Rhyme App, the Scottish Book Trust YouTube channel or from the Scottish Book Trust website.





E&C D1

Nursery Rhymes

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SCAN ME
Scottish Book Trust Website



SCAN ME
YouTube Channel



Reading E&C E1

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	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words	Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning

Task Aim:

The adult will be encouraged to read aloud to their child, encouraging them to join in with predictable, repeated phrases or rhyming words.

Task Descriptor:

The adult and child select a book to take home and read together. The focus is on enjoying and hearing books being read aloud. The adult is given suggestions on how to include their child in the read aloud session, such as joining in with repeated phrases from the book or missing out/making deliberate mistakes of the rhyming. If you are aware the adult is not very comfortable reading aloud with their child you could invite them in to hear a story session being modelled, if appropriate, or direct them to the Booktrust read alouds on Youtube via the QR code at the side



SCAN ME

Differentiation

- You could limit the choice of books to meet the needs of your families and learners.
- The adult could encourage the child to generate rhyming strings to replace the rhyming words in the book.

Resources:

- Take home page E&C E1
- Selection of books with predictable phrasing or repetition of rhyme for child and adult to select from to take home.



E&C E1

Take Home Page

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



Read Aloud

Aim: To engage your child whilst stories are read aloud.

Sharing a book with your child is fun and brings lots of opportunities for you to laugh and talk together. Reading aloud can help foster a lifelong love for reading whilst developing your child's understanding of the world around them and their social and emotional skills. Children are never too young to enjoy the pleasures of hearing a story being read aloud, they will enjoy this quality time with you and looking at the pictures or lifting the flaps and turning the pages no matter what age they are, just 10 minutes a day can make all the difference to your child's early literacy skills.

Top tips for reading aloud with your child

- Allow your child to pick the book - your child will be more motivated to hear the story if it is one that they are interested in. They might pick the same one over and over again - that's ok!
 - Create a cosy, quiet space for reading - turn off the TV or radio, grab your child's favourite teddy and cosy up together in a comfortable spot.
- Have fun as you read - if you feel comfortable put on a character voice, make animal noises and use facial expressions to show your child how the characters are feeling.
- Talk about the pictures - let your child talk about the pictures as you read. This can help support their understanding of the story. They might even be able to 'read' the book to you using the pictures on each page.

Involve your child in the read aloud

- Repeated phrases - A number of books have repeated phrases in them. Your child may enjoy joining in and saying these phrases as you read the book aloud e.g.
 - 'We're Going on a Bear Hunt' - "We're going on a bear hunt. We're going to catch a big. What a beautiful day! We're not scared."
- 'The Gruffalo' - "A gruffalo? What's a gruffalo?" "A gruffalo! Why, didn't you know? He has terrible tusks and terrible claws, terrible teeth in his terrible jaws."
- Rhyming words - Your child may enjoy completing the rhyming words at the end of sentences within a book. You could pause and invite your child to say the rhyming word or you could make a deliberate mistake, your child will love catching you out! e.g.
 - 'A Squash and a Squeeze' - "'Take in your hen' said the wise old man. 'Take in my hen! What a curious plan.' Well, the hen lay an egg on the fireside rug. And flapped round the room knocking over the jug."



E&C E1



Read Aloud

Aim: To read aloud with your child encouraging them to join in with predictable, repeated phrases or rhyming words.



Sharing a book with your child is fun and brings lots of opportunities for you to laugh and talk together. **Reading aloud** can help foster a **lifelong love for reading** whilst developing your child's **understanding of the world** and their **social and emotional skills**. Children are never too young to enjoy the pleasures of hearing a story being read aloud. They will enjoy this quality time with you, just 10 minutes a day can make all the difference to your child's **early literacy skills**.

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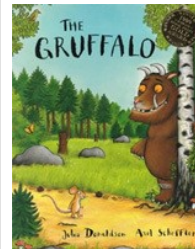
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Involve your child in the read aloud

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We're Going on a Bear Hunt
Michael Rosen Helen Oxenbury

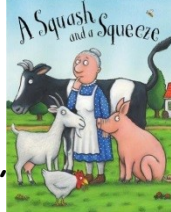


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Julia Donaldson Axel Scheffler





Reading E&C F1

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	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms		Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
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Task Aim:

The child will be supported to tap out the syllables in their name and their families names.

Task Descriptor:

The child and adult will explore objects within their house that make a tapping noise and talk about the sounds they hear.

The adult and child will sing the familiar song 'Ickety Tickety Bumblebee' (ensure the child has heard and joined in with this chant within nursery) and tap out their own and family members names.

Differentiation:

You could provide picture cards with the syllables of the objects broken down e.g. he / li / cop / ter = 4 syllables.

You could provide examples of objects with more syllables e.g. superheroes.

Resources:

- Take home page E&C F1
- Tapping stick e.g. wooden/metal spoon, stick
- 'Drum' e.g. pot, bucket

Take Home Page

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

E&C F1

Ickety Tickety Bumblebee

Aim: To invite your child to tap out the syllables in their own and family names.

Your child will be becoming aware of individual sounds (phonemes) and syllables within words. Syllables are sound chunks within a word e.g. water = wa / ter, elephant = el / e / phant. Being able to identify and count the syllables within a word is an important skill for your child and will help them grow into stronger readers and writers. Breaking down words into syllable chunks will support your child's future ability to spell and decode unfamiliar words as they read and write.

Your child has been exploring and learning to tap out the syllables in their name using the song Ickety Tickety Bumblebee.

Your child will enjoy sharing this song with you and tapping the syllables in their own name and those in their family.

You will need:

- A tapping stick e.g. wooden spoon, metal spoon, stick from your garden or park
- A 'drum' e.g. saucepan, bucket, log in your garden or park

Before you begin:

- Have fun with your child exploring and playing with the tapping stick and drum.
- You could experiment with different tapping sticks and drums - talk to your child about the different sounds they make and the pitch e.g. loud, quiet.

Sing the song with your child and insert family members into the song.

"Ickety Tickety Bumblebee can you tap your name for me.."
My name is **Zai / nab**

"Ickety Tickety Bumblebee can you tap dad's name for me.."
His name is **John**

Ickety Tickety Bumblebee can you tap the dog's name for me.."
Her name is **Be / lla**

I wonder what noise the metal spoon will make...

Which one do you think will be the loudest, the plastic bucket or the metal pot?

How many taps are in your name?

Let's use our fingers to count the taps, 1, 2.

I wonder how many syllables are in dad's name?

Top tip:

- Chin bumps - Rest your hand under your chin and say a word slowly. How many times does your chin drop onto your hand? That is the number of syllables within the word.



E&C F1

Ickety Tickety Bumblebee

Aim: To invite your child to tap out the syllables in their own and family names.



Your child will be becoming aware of **individual sounds** (phonemes) and **syllables** within words. **Syllables are sound chunks within a word** e.g. water = wa / ter, elephant = el / e / phant. Being able to identify and count the syllables within a word is an important skill for your child and will help them grow into stronger readers and writers. **Breaking down words into syllable chunks** will support your child's future ability to spell and decode unfamiliar words as they read and write.

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Sing the song with your child and insert family members into the song.

"Ickety Tickety Bumblebee can you tap your name for me..
My name is **Zai / nab"**



"Ickety Tickety Bumblebee can you tap dad's name for me...
His name is **John"**



Ickety Tickety Bumblebee can you tap the dog's name for me...
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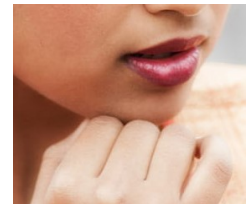
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Reading: E&C G1

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	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
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Task Aim:

The child will be encouraged to use books confidently and develop their understand that print has meaning.

Task Descriptor:

The adult and child will explore a recipe book and select a recipe to follow. The adult will be prompted to point out that the meaning of parts of the text e.g. ingredients tells you what you need to make the recipe.

Differentiation:

You could provide a simple or more complex recipe to suit the needs of your families and learners.

Resources:

- Take home page E&C G1
- Children's recipe book
- Pen / pencil
- Paper



E&C G1

Cooking Together

Aim: To support your child to use books confidently and understand that print has meaning

Awareness that print conveys meaning, or **print knowledge** is an important skill for reading and writing. It is important that adults point out that it is the **words on the page** and not the **illustrations that carry the meaning**, and that print includes **letters, words and punctuation**. Print knowledge also involves learning how to handle and use a book correctly e.g. there is a **correct way to hold a book**, books have a **title, an author, and an illustrator** and the words are **read left to right**.

1. Choose a recipe book with your child, children love pointing out mistakes so you may begin by holding the book upside down. Here are some example questions focusing on book handling skills:

Is this the right way to hold the book?

Can you show me the title of this book?

This is the author's name, do you know what an author does?

1. Open the book and look at the contents page, point out some of the recipes reading the names and page numbers, e.g. fairy cakes - page 12, cookies - page 20. Explain to your child that the contents page is a list all of the recipes and page where you can find them.
2. Choose a recipe that you would like to make and read it together, pointing out that the list of ingredients tells you what you will need and the rest of the text gives you the instructions that you follow in an order to make your chosen food.
3. Write out a shopping list for the ingredients you will need, allow your child to attempt the shopping list themselves (it may just be a mark) and you can write the names beside it. Alternatively write a list for your child to copy. Explain to your child that the list tells you what ingredients you will need.
4. Take the list to the supermarket (or toy kitchen) and ask your child to 'read' each item from the list and collect what you need. Tick off the list as you collect each item.
5. Make your recipe together, re-reading and following the instructions (this could be pretend).

What does the shopping list tell us?

I wonder what we have to add in next?

Can you show me where the list of ingredients is written?



E&C G1



Cooking Together

Aim: To support your child to use books confidently and understand that print has meaning

Awareness that print conveys meaning, or **print knowledge** is an important skill for reading and writing. It is important that adults point out that it is the **words on the page** that tells the story, and that print includes **letters, words and punctuation**. Print knowledge also involves learning how to handle and use a book correctly e.g. there is a **correct way to hold a book**, books have a **title, an author, and an illustrator** and that in English the words are read **left to right**.

1. Choose a recipe book with your child, children love pointing out mistakes so you may begin by holding the book upside down. Here are some example questions focusing on book handling skills;

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Reading - TfR A1

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	

Task Aim: *The child will be encouraged to recognise their own and familiar family names*

Task Descriptor:

- The adult and child will make a name label together for the child's bedroom door. This will enable the child to see and recognise their name in print.
- Adult to print out or encourage child to draw pictures of family members. Together, the adult and child write the names of each person beside their picture. These could then be organised into a book or put on the wall.

Resources:

- Take home page TfR A1
- Pen/pencil/crayons
- Paper
- craft materials
- glue

Differentiation

Begin with only one or two other family names.
 Challenge children to find household items that start with the same initial sound as their name. E.g. Lucy and Lurpak.



Take Home Page

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



TfR A1

What's your name?
 Aim: To support your child to recognise their own and family names

The first stage of learning names is when children start to recognise them. 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 recognise their name at home. Write their name in lots of other places too e.g. on drawings, on their nursery bag, display their name on the fridge door.

I can recognise my name!

Make a name label with your child for their bedroom door. You could use anything you have at home to make the sign. Sequins, coloured paper, letters cut out of a newspaper or magazine or use crayons or pens.

Family name book

Recognising their own name and family names is an important skill. With your child print or draw pictures of family members. Together write the names of each person beside their picture, then organise the pictures into a book or put them on the wall.

Tips for learning:
 Encourage your child to point to the words and read the words together.

What is this word? What letter does your name start with?

How many letters are in your name?

Mark begins with an M. Can you see another word that begins with M? How many letters does it have?

What sound does Lucy start with?

I wonder what would happen if I use the /l/ sound at the beginning of everyone's name? Lummy, Lad, Lark, Lurphy



TfR A1

What's your name?

Aim: To support your child to recognise their own and family names



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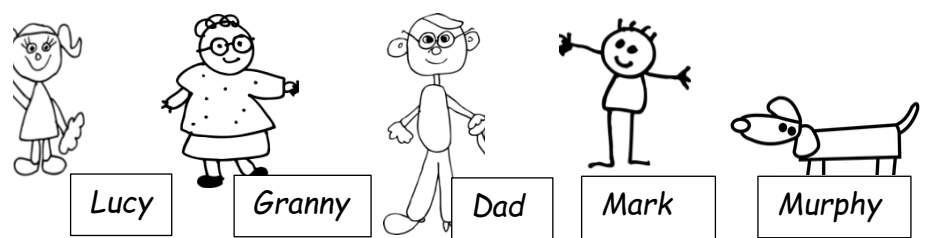
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Tips for learning:

Encourage your child to point to the words and read the words together.

What is this word? What letter does your name start with?

How many letters are in your name?

Mark begins with an M. Can you see another word that begins with M? How many letters does it have?

What sound does Lucy start with?

I wonder what would happen if I use the /l/ sound at the beginning of everyone's name? Lummy, Lad, Lark, Lurphy



Reading - TfR B1

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	

Task Aim:

The child will be encouraged 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

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.

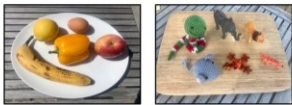

English may not be the child's first language, use the language they know best to develop their awareness of beginning sounds in words.

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?"
 

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
- 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?

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.



TfR B1

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.

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?

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.



Reading - TfR C1



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	

Task Aim:

The child will be supported to begin to use context clues such as illustrations to support understanding of a story.

Task Descriptor:

The adult and child look at and discuss the illustration, to discuss and explore what the story might be about.

Resources:

- Take home page TfR C1

In the best picture books, illustrations work closely together with words to create meanings. Children love to look at the pictures in their favourite story books and are often much more observant than an adult reader. Children need time and opportunities to enjoy and talk together about what the illustrations add to their understanding of the story.

Have fun looking at and talking about what the story might be in this illustration. Try asking some of the questions.



Teddy was so surprised, he couldn't quite believe his eyes.

Have fun creating a story together and then let your child retell the story to another family member.

- I wonder who this is?
I wonder where he came from?
- What is he doing? What has he found?
I wonder what is in the chest?
- I wonder how the chest got there?
I wonder who the chest belongs to?
- I wonder who is watching from behind the plants?
I wonder what they want?
What do you think they will do?
- I wonder how he will open the chest?
What happens next?
What else can you see?

Differentiation:

Send home a photograph of the child in nursery for them to discuss with their family.

You could also highlight the questions you would like them to focus on.



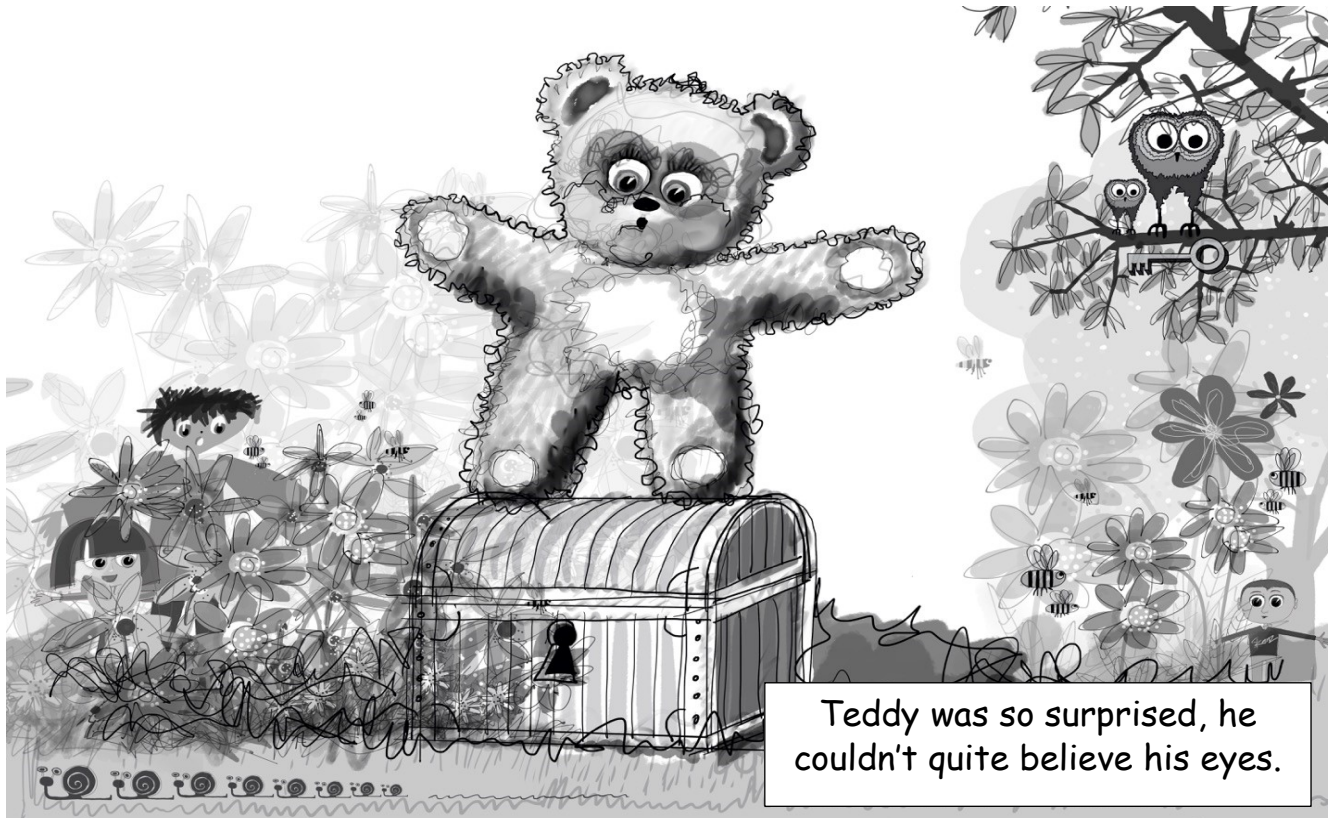
TfR C1

What's the story?

Aim: To support your child to use a picture to create a story.

In the best picture books, illustrations work closely together with words to **create meaning**. Children love to look at the pictures in their favourite story books and are often much more observant than an adult reader. Children need time and opportunities to enjoy and talk together about what the illustrations add to their understanding of the story.

Have fun looking at and talking about what the story might be in this illustration. Try asking some of the questions.



Teddy was so surprised, he couldn't quite believe his eyes.

Have fun creating a story together and then let your child retell the story to another family member.

I wonder who this is?
I wonder where he came from?

What is he doing?
What has he found?
I wonder what is in the chest?

I wonder how the chest got there?
I wonder who the chest belongs to?

I wonder who is watching from behind the plants?
I wonder what they want?
What do you think they will do?

I wonder how he will open the chest?
What happens next?
What else can you see?



Reading - UAE A1

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		Discuss the basic differences between fiction and non fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppets and drawings	

Task Aim:

The child will be encouraged to locate and talk about the front cover, title and illustration.

Task Descriptor:

The adult and child look at the front cover shown on the page and talk about what they can see in the illustration. Using clues from the illustration the adult should encourage their child to think of a title for the book. This can be repeated with a selection of books available at home.

Resources:

- Take home page UAE A1
- Pens/pencils
- If limited books available at home provide a small selection for child to borrow.

Differentiation

The adult could provide the child with a few different titles and invite the child to select the one they think fits best. Encourage the child to give reasons for their choice.

Take Home Page

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

What's the title?

Aim: To support your child to create a title for a book using clues from the front cover illustration.

When children start reading they look for clues within a book to help them work out what a new word might be or mean. Sharing a book will improve your child's vocabulary and support the development of early reading skills. The front cover has lots of clues to help your child understand what you are reading. Features such as the title, picture and blurb (found on the back cover) all provide valuable clues. But what if one of those features is missing? Can your child use the other clues to help them work out what the book is about?

With your child, spend some time looking at the picture of the front cover of this book. Something is missing. Can you spot what it is?

I wonder if you can think of a title for the book using the picture as a clue?

There's a picture of a witch and a cat on the cover, maybe the book is about them and can help us to think about the title.

What else can you see that may help?

With your child, look at other books you have at home.

- Hide the title e.g. cover with paper on sticky notes, and encourage your child to use the clues from the picture to help solve the mystery of the missing title.
- Be creative and explore lots of options for a title.
- You could write the ideas on the paper covering the title.
- Talk about how the title must link to the picture on the front cover to help the reader understand what the story will be about.

Be creative and record your title options here:



UAE A1

What's the title?

Aim: To support your child to create a title for a book using clues from the front cover illustration.

When children start reading they look for **clues** within a book to help them work out what a **new word** means. Sharing a book will improve your child's **vocabulary** and support the development of **early reading skills**.
The **front cover** has lots of **clues** to help your child understand what you are reading. Features such as the **title**, **picture** and **blurb** (found on the back cover) all provide valuable **clues**. But what if one of those **features** is missing? Can your child use the other **clues** to help them work out what the **book is about**?

With your child, spend some time looking at the **picture** of the **front cover** of this book. Something is missing. Can you spot what it is?

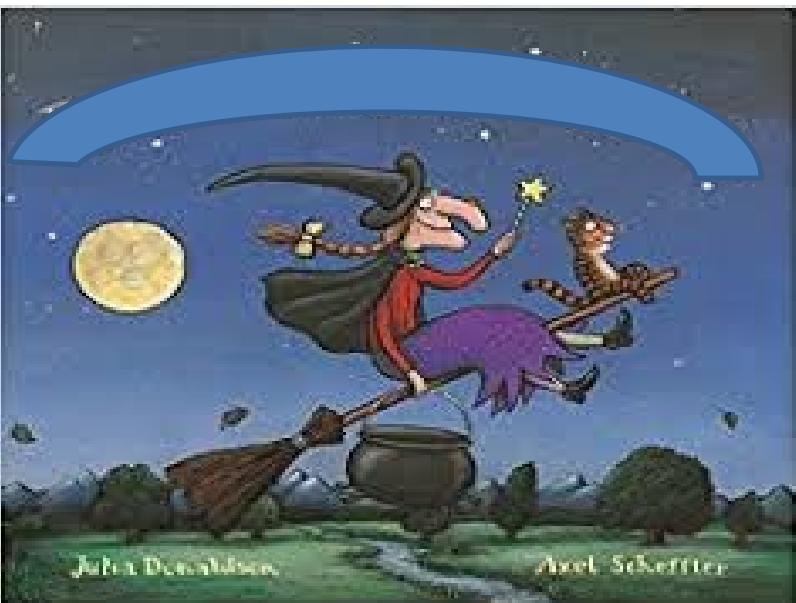
I wonder if you can think of a new **title** for the book using the **picture** as a clue?

There's a **picture** of a **witch** and a **cat** on the **cover**, maybe the **book** is about them and can help us to **think** about the **title**.

What else can you see that may help?

With your child, look at other books you have at home.

- Hide the **title** e.g. cover with paper or sticky notes, and encourage your child to use the **clues** from the **picture** to help solve the mystery of the missing **title**. Be creative and explore lots of options for a **title**. You could write the ideas on the paper covering the **title**.
- **Talk** about how the **title** must **link** to the **picture** on the **front cover** to help the reader understand what the story will be about.



Be **creative** and support your child to record their **title** options here:





Reading - UAE A2



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		Discuss the basic differences between fiction and non fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppets and drawings	

Task Aim:

The child will be encouraged to locate and talk about the front cover, title and illustration.

Task Descriptor:

The adult and child look at the front cover shown on the page and talk about the title. Using clues from the title the adult should encourage their child to think of an illustration for the book. The child should draw their picture in the space available. This can be repeated for a selection of books available at home.

Differentiation

Adult could draw or talk about what they would illustrate on the front cover.
 Select a book the child is familiar with
 Try to select a book the child has not encountered before.

Resources:

- Take home page UAE A2
- Coloured pens/pencils/crayons
- If limited books available at home provide a small selection for child to borrow.

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

UAE A2

Be the illustrator
 Aim: To support your child to draw a picture to illustrate the front cover of a book.

When children start reading they look for clues as to what a new word might mean - sharing a book will improve your child's vocabulary and support the early stages of acquiring reading skills.
 The front cover has lots of clues to help your child understand what you are reading - features such as the title, picture and blurb all provide valuable clues. But what if one of those features is missing? Can you use the other clues to help you work out what the book is about?

With your child, spend some time looking at the front cover of the book *The Tiger Who Came to Tea*.
 Something is missing... Can you spot what it is?

I wonder if you can draw a picture for the book using the title as a clue?

The words tiger and tea are in the title maybe this will help us to think about a picture.

I wonder where the tiger is having tea? Do you think it is in a forest or a house?

Draw your ideas on the back of this piece of paper.

With your child, look at other books you have at home.

- Hide the picture e.g. cover with paper or sticky notes and use the clues from the title to help solve the mystery of the missing picture. Encourage your child to be creative and explore lots of options for a picture. You can draw the ideas on the paper covering the picture.
- Talk about how the picture must link to the title on the front cover to help the reader understand what the story is about.

The Tiger Who Came to Tea

Judith Kerr





UAE A2

Be the illustrator

Aim: To support your child to draw a picture to illustrate the front cover of a book.

When children start reading they look for **clues** as to what a **new word** might mean - sharing a book will improve your child's **vocabulary** and support the early stages of acquiring **reading skills**.

The **front cover** has lots of **clues** to help your child understand what you are reading - **features** such as the **title, picture** and **blurb** all provide valuable **clues**. But what if one of those **features is missing**? Can you use the other **clues** to help you work out what the **book is about**?

With your child, spend some time looking at the front cover of the book 'The Tiger Who Came to Tea'.
Something is **missing** ... Can you spot what it is?

I wonder if you can **draw a picture** for the book using the **title** as a **clue**?

The words **tiger** and **tea** are in the title maybe this will help us to think about a **picture**.

I wonder where the tiger is having tea? Do you think it is in a forest or a house?

Draw your ideas on the back of this piece of paper.



With your child, look at other books you have at home.

- Hide the **picture** e.g. cover with paper or sticky notes and use the **clues** from the **title** to help solve the mystery of the missing picture. Encourage your child to be creative and explore lots of options for a **picture**. You can draw the ideas on the paper covering the picture.
- **Talk** about how the **picture** must link to the **title** on the **front cover** to help the reader understand what the story is about.

The Tiger Who Came to Tea

Judith Kerr



Reading - UAE B1

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	Discuss the basic differences between fiction and non fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppets and drawings

Task Aim:

The adult will be supported to help their child identify and talk about the difference between fiction and non-fiction texts.

Task Descriptor:

Adult and their child should spend time exploring and enjoying the books. They should talk about the differences between the books and use the information poster to support their child to look for clues to work out which is fiction and non-fiction. The adult and their child could explore their home looking for other examples of fiction and non-fiction texts and use the poster to help them explain and sort the examples.

Differentiation:

Some children might need longer to explore the books before comparing the similarities and differences.

Resources:

- Take home page UAE B1
- 2 books (1 fiction and 1 non-fiction)

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



Non-fiction Texts Poster



UAE B1

Spot the Difference

Aim: To talk to your child about the differences between fiction and non-fiction texts



Fiction and non-fiction texts

Your child will have experienced a range of **fiction** and **non-fiction** texts incidentally within your home. **Non-fiction** texts are those which provide **factual information** such as **reference books, leaflets, newspapers, menus, and timetables** etc. **Fiction** texts contain **stories**, made up and created by an **author**.

With your child explore both books in your pack. You could read the books across a couple of days and point out that one is fiction and one is non-fiction. Once your child has enjoyed exploring the books you can compare them and talk about the similarities and differences.

- Use the poster card to help you talk to your child about the differences between **fiction** and **non-fiction** texts.
- **The clues are colour-coded to help in identifying the differences.**

I wonder what the **differences** are between both of these books?

One of these books will tell us **information**. Can you find the one that is about **real** tigers?

I think one of these books is a **story**. Which one do you think it is? Can you tell me why?

I wonder if you and your child can put your detective skills to work.

- Have a look around your house, can you find anymore examples of **fiction** and **non-fiction** texts to talk about?

You might be able to find: a newspaper
take away menu
a leaflet
food packaging

Oh look this one has **photographs**... this is **non-fiction**.

Look you found a newspaper. I wonder if this is **fiction** or **non-fiction**... Do you think it gives us **information** or is it a **story**?

Can we sort these into two groups, fiction and non-fiction?





UAE B1

Fiction and Non-fiction Texts Poster



Fiction

'The Tiger Who Came to Tea' is a Fiction Book

Story

Not real

Read to enjoy

The Tiger Who Came to Tea

Beginning, middle and end

Read in order



Judith Kerr

Illustrations

Non-fiction

'Tigers' is a Non-fiction Book

Facts

Real

Read to learn

Tigers

Table of Contents

Read in any order



Photographs, drawings, charts, graphs and labels



Reading – UAE C1

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	Discuss the basic differences between fiction and non fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppets and drawings

Task Aim:

The child will be supported to engage in conversation about a text by asking questions, sharing thoughts and feelings and retelling the story using props.

Task Descriptor: The adult and their child will engage with the same book on a number of occasions. The adult can refer to the take home page for question prompts and guidance for each read:

1st read – make predictions and hear the story read aloud in full

2nd read – talk about some of the new vocabulary, characters, the problem in the story and the main character's actions

3rd read – retell story using props and make connections to their child's own experiences

Differentiation:

You may want to change the text to meet the needs of your families and learners e.g. dual language text.

Resources:

- Take home page UAE C1
- 'The Smartest Giant in Town' by Julia Donaldson

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

Three Read
Aim: To revisit the same book to increase your child's understanding of the story and introduce new vocabulary

Engaging your child in interactive storytelling sessions supports their reading skills. Asking questions, predicting what happens next and connecting to their own experiences is an important way of extending young children's vocabulary and early reading skills. Outlined below is a 'three read approach' which allows your child to revisit the same story to increase their depth of understanding and knowledge of the story and helps build vocabulary.

1

Reading Approach

- Talk about the **front** and **back** covers with your child. Encourage them to make predictions
- Read the whole story to your child.

I wonder what this story might be about?

2

Second Read

Encourage **conversations** with your child.

Talk about **new words** you discover in the story:

- smartest
- scruffiest
- kindest

Reading Approach

- Read the story again, this time stop and have **conversations** with your child about what you are reading. Discuss **characters, setting, problem** etc.
- Encourage your child to look at the words as you read and help to turn the pages
- Take time to discuss **new vocabulary** and **explain** meaning.

How do you think the giant feels when he started wearing the new clothes?

I wonder what will happen when the giant gives his belt to help the dog?

Who was your favourite character in the story? Tell me why.

Can you think of three words to describe the giant?

Can you remember a time when you were kind to someone?

3

Reading Approach

- Bring the story to life and provide **props** for your child to **act out** the story.
- Have fun collecting clothes from around the house for the 'giant' to wear as they **act out** the story.
- Enjoy the performance!
- You could video the performance and then watch it again together.

*What happened at the **beginning/middle/end** of the story?*

*I'm trying to remember who **George** helped first?*

id

tanding of the story and introduce new vocabulary

Create a prop box with your child. Encourage your child to name the giant's new clothes.



UAE C1



Three Read

Aim: To revisit the same book with your child to increase their understanding of the story and introduce new vocabulary

Engaging your child in **interactive storytelling** sessions supports their reading skills.

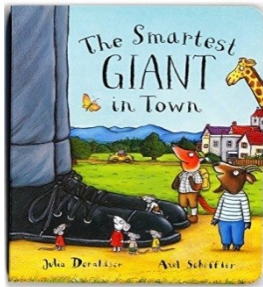
Asking questions, predicting what happens next and connecting to their **own experiences** is an important way of extending your child's **early reading skills**.

Outlined below is an approach which allows your child to revisit the same story over a few days, this helps to increase their understanding and build their vocabulary.

This home learning experience uses 'The Smartest Giant in Town' by Julia Donaldson.

If you don't have this book at home you could:

- Use the QR code to access a read aloud on YouTube.
- Or use any book you have at home and follow the guidance for each of the reads.



2

Second Read

Encourage **conversations** with your child.

- Talk about **new words** you discover in the story.
- Take time to discuss **new vocabulary** and **explain** the meaning e.g.
 - smartest
 - scruffiest
 - kindest
- Read the story again, this time stop and have **conversations** with your child about what you are reading. Discuss the **characters, setting** and the **problem**.
- Encourage your child to look at the words as you read and help to turn the pages.

1

First Read

- Talk about the **front** and **back** covers with your child. Encourage them to make **predictions**.

I wonder what this story might be about?

- Read the whole story to your child.

How did the giant feel when he started wearing the new clothes?

I wonder what will happen when the giant gives his belt to help the dog?

Who was your favourite character in the story? Tell me why.

Can you think of three words to describe the giant?



UAE C1

Three Read
Aim: To revisit the same book to increase your child's understanding of the story and introduce new vocabulary

3

Third Read

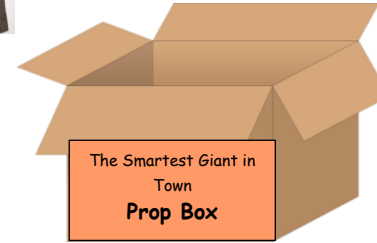
- Encourage your child to **retell** the story in their own words.
- Make **predictions** about the story - "what will happen next?"
- Make **connections** to their own experiences.

I wonder which of your clothes are the **scruffiest**?

When do you wear your **smartest** clothes?

Can you remember a time when you were **kind** to someone?

Create a prop box with your child.
Encourage your child to name the giant's new clothes.



Bring the story to life and provide **props** for your child to **act out** the story.

Have fun collecting clothes from around the house for the 'giant' to wear as they **act out** the story.

Enjoy the performance!

You could video the performance and then watch it again together.

Support your child to sequence the events of the story by referring back to the illustrations.

What happened at the **beginning/ middle/end** of the story?

I'm trying to remember who **George** helped first?



Reading: F&UI A1



<p>Finding & Using Information</p> <p>LIT 0-14a</p>	<p>Identify some familiar print from environment</p>	<p>Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose</p>	<p>With support, find information in a text to learn new things</p>	<p>Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts</p>	<p>Retell some key events from a familiar story</p>
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Task Aim:

The child will be encouraged to identify and talk about familiar environmental print.

Task Descriptor:

With support from the adult the child is encouraged to look for and identify familiar print within their environment. This may include common shop names e.g. ASDA, Lidl, Morrisons and common signs e.g. road signs, bus stops, litter bins, street names, house numbers, care registration plates.

Differentiation:

Tell children the purpose for each of the signs, labels or logos. Invite children to identify the purpose of each sign, label or logo e.g. 'what does the sign at the bus stop tell us?' 'This is where you have to stand and wait for the bus.'

Resources:

- Take home page F&UI A1
- Possible access to a digital camera to capture images



F&UI A1

[Take Home Page](#)

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



Walk around the block

Aim: To look for and talk about environmental print with your child e.g. bus stop, road sign etc.

Environmental print is the name given to the types of print that you and your child come across every day. Road and shop signs, food labels and logos such as the golden arch 'M' for McDonalds are all examples of environmental print. Awareness of environmental print helps your child's understanding that print/words convey meaning and supports them in their first efforts to 'read'.

When out and about with your child take the opportunity to look for and talk about **environmental print** e.g.

- Choose a simple **sign** to focus on during an outing or local walk e.g. stop sign, one way, bus stop). Support your child to count the number of times they see the sign along the way.
- If you have a camera on your phone support your child to capture images of different signs within your local area e.g. the local park sign, their favourite shop, bus stop, etc. Use the pictures to talk about and remember the walk you went on. Support your child to identify what each of the signs means.

Can you remember where we seen this sign?

I wonder what these words say...

These words say 'no entry'. I wonder what that means?

I think this mean that no cars have to drive down the road, what do you think?

When out and about with your child can you find any of these examples of **environmental print**? Numbers and symbols can also be environmental such as car registration plates and house numbers.





F&UI A1

Walk around the block

Aim: To look for and talk about environmental print with your child e.g. bus stop, road sign etc.



Environmental print is the name given to the types of print that you and your child come across every day. Road and shop **signs**, food **labels** and **logos** such as the golden arch 'M' for McDonalds are all examples of environmental print. Awareness of environmental print helps your child's understanding that print/words convey meaning and supports them in their first efforts to 'read'.

When out and about with your child take the opportunity to look for and talk about **environmental print** e.g.

- Choose a simple **sign** to focus on during an outing or local walk e.g. stop sign, one way, bus stop). Support your child to count the number of times they see the same sign along the way.
- If you have a camera on your phone support your child to capture images of different signs within your local area e.g. the local park sign, their favourite shop, bus stop, etc. Use the pictures to talk about and remember the walk you went on. Support your child to identify what each sign means.

Can you remember where we saw this sign?

I wonder what these words say...

These words say 'no entry', I wonder what that means?

I think this means that no cars have to drive down the road, what do you think?

When out and about with your child can you find any of these examples of **environmental print**? **Numbers** and **symbols** are also environmental print e.g. car registration plates and house numbers.





Reading – F&UI B1

<p>Finding & Using Information <u>LIT 0-14a</u></p>	<p>Identify some familiar print from environment</p>	<p>Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose</p>	<p>With support, find information in a text to learn new things</p>	<p>Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts</p>	<p>Retell some key events from a familiar story</p>
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Task Aim:

The adult will be supported to encourage their child to find and use information to follow instructions.

Task Descriptor:

1. The adult and child watch or read instructions (using either video or written instructions).
2. The adults supports the child to recall the resources and instructions, following the steps to make a musical instrument.

Resources:

- Various depending on the instrument families choose to make.
- A bottle or tub with a lid
 - rice or lentils
 - a spoon
 - 1 cardboard box
 - A selection of rubber bands in a selection of different thickness
 - 1 cardboard tube
 - 2 squares of paper
 - 2 elastic bands
 - rice or lentils

Differentiation/Challenge:

Start with the easiest to follow instructions, support and model recalling the information. First I... then...

Make the rain stick (more complex instructions) and prompt the child to recall the steps in order.

The screenshot shows a home learning page titled "Making Musical Instruments" with the aim: "To support your child to find information and follow instructions." It includes three activity cards:

- Making a shaker:**
 - You will need:** A bottle or tub with a lid, rice or lentils, a spoon.
 - Let's get started:** First, add the lentils to the tub. Next put on the lid. Test that it works. Finally, decorate your shaker.
- Making a guitar:**
 - You will need:** 1 cardboard box, a selection of rubber bands in a selection of different thicknesses.
 - Let's Get Started!** First, put the rubber bands around the box. Next, test that it works. Finally, decorate your guitar.
- Making a rain stick:**
 - You will need:** 1 cardboard tube, 2 squares of paper, 2 elastic bands, rice or lentils.
 - Let's Get Started!** First, secure one square of paper over an end of the cardboard tube with an elastic band. Next pour in the lentils or rice. Then secure the second square of paper over the other end of the cardboard tube using the second elastic band. Next, test that it works. Finally, decorate your rain stick.



F&UI B1

Making Musical Instruments

Aim: To support your child to find information and follow instructions.



Listening is an important skill in order to find **information** and follow **instructions**. When developing these skills, it is important that your child becomes an **active listener**, this means they **use what they hear** when you read aloud to **follow instructions** or **ask and answer questions**.

- With your child decide which instrument they would like to make.
- Using the videos or instruction on the back of this sheet, watch or read aloud the instructions of your child's chosen instrument.
- Ask your child, "**can you remember what we need?**" You may need to re-watch or reread the instructions with your child to find the information.
- Start to gather the resources and say, "**I wonder where we will find...**"
- Once you have the resources, refer back to the instructions and/or the video and ask, "**Can you remember what we need to do first?**"
- Use the instructions and/or the video to make your chosen instrument, asking questions e.g.

Watch the videos



What do we need to do next?

Then what do we do?

What do we do after that?

- Once you have completed your chosen instrument-
 - play it along with your favourite song or rhyme.
 - Make another instrument together and make a band.
 - Play a rhythm and ask your child to copy it.





F&UI B1

Making a Shaker

You will need -

- A bottle or tub with a lid
- rice or lentils
- a spoon.



Let's get started!

First, add the lentils to the tub.

Next put on the lid.

Test that it works.

Finally, decorate your shaker.



Making a Guitar

You will need -

- 1 cardboard box
- A selection of rubber bands in a selection of different thicknesses



Let's Get Started!

First, put the rubber bands around the box.

Next, test that it works.

Finally, decorate your guitar.

Making a Rain Stick

You will need -

- 1 cardboard tube
- 2 squares of paper
- 2 elastic bands
- rice or lentils



Let's Get Started!

First, secure one square of paper over an end of the cardboard tube with an elastic band.

Next pour in the lentils or rice.

Then secure the second square of paper over the other end of the cardboard tube using the second elastic band.

Next, test that it works.

Finally, decorate your rain stick



Reading F&UI C1



<p>Finding & Using Information LIT 0-14a</p>	<p>Identify some familiar print from environment</p>	<p>Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose</p>	<p>With support, find information in a text to learn new things</p>	<p>Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts</p>	<p>Retell some key events from a familiar story</p>
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Task Aim:

The child will be supported to begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction text.

Task Descriptor:

After planting, discuss the following with your child:
 I wonder why the soil needs to be damp?
 How often do the seeds need watered?
 I wonder how long it will take the seeds to grow? Do you think the seeds need to be placed in darkness or sunlight?
 What do you think the seeds will look like when they grow?
 What new words have you learned?

Differentiation:

Scan the QR code to access a range of more complex instructions for growing a range of plants, including cress and sunflower seeds. These are free to download and send home with children



Resources:

- Take home page F&UI C1

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

F&UI C1

Planting Seeds

Aim: To support your child to answer questions around a non-fiction text.

Listening is an important skill in order to find information and follow instructions. When developing these skills, it is important that your child become an active listener, which means that they use what they hear when you read aloud to follow instructions or ask and answer questions.

- Discuss with your child where you might find information on planting seeds. This might be in a non-fiction book with facts about plants, the instructions written below or scanning the QR codes on this page.
- Where possible choose a text with clear, colourful photographs. Read the instructions with your child, pointing out specific details and instructions.
- Afterwards, ask your child, 'can you remember what we need?'
- Start to gather the resources and ask, 'I wonder where we will find...?'
- Once you have the resources, refer back to the instructions on planting seeds and ask, 'Can you remember what we need to do first?', 'what do we do with the seeds?' 'what do you fill with compost?' 'What do we do with the water?'
- Follow the instructions to plant your seeds.

You will need:

- A planter/ tub
- Compost
- Seeds
- Watering can or jug
- Water

Planting Seeds

1. First, fill a planter with compost.

2. Then spread the seeds out evenly.

3. Finally, cover the seeds with more compost and water.

Scan the QR code to watch a video on growing cress seeds

SCAN ME



F&UI C1

Planting Seeds

Aim: To support your child to answer questions around a non-fiction text.



Listening is an important skill in order to find **information** and follow **instructions**. When developing these skills, it is important that your child become an **active listener**, which means that they **use what they hear** when you read aloud to **follow instructions** or **ask and answer questions**.

- Discuss with your child where you might find information on planting seeds. This might be in a non-fiction book with facts about plants, the instructions written below or scanning the QR codes on this page.
- Where possible choose a text with clear, colourful photographs. Read the instructions with your child, pointing out specific details and instructions.
- Afterwards, ask your child, '*can you remember what we need?*'
- Start to gather the resources and ask, '*I wonder where we will find...?*'
- Once you have the resources, refer back to the instructions on planting seeds and ask, '*Can you remember what we need to do first?*', '*what do we do with the seeds?*' '*what do you fill with compost?*' '*What do we do with the water?*'
- Follow the instructions to plant your seeds.

Planting Seeds

You will need:

- A planter/ tub
- Compost
- Seeds
- Watering can or jug
- Water



1. First, fill a planter with compost.



2. Then spread the seeds out evenly.



3. Finally, cover the seeds with more compost and water.

Scan the QR code to watch a video on growing cress seeds



SCAN ME



Reading – F&UI D1

<p>Finding & Using Information LIT 0-14a</p>	<p>Identify some familiar print from environment</p>	<p>Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose</p>	<p>With support, find information in a text to learn new things</p>	<p>Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts</p>	<p>Retell some key events from a familiar story</p>
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Task Aim:

The child will be supported to retell a familiar story

Task Descriptor:

This experience uses 'Goldilocks and the Three Bears' to illustrate how the adult can support their child to retell a familiar story. You could provide props or other resources for an other familiar story the child has enjoyed within nursery.

Differentiation:

You could provide a simple text that families and children know well.

You could provide a more complex text that the child has had less exposure to.

Resources:

- Take home page F&UI D1
- Props to support story telling e.g. small world, masks, finger puppets, material etc.
- Sequencing cards



Take Home Page

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



F&UI D1

What happened next?

Aim: To support your child to retell the main events of a familiar story.

Encouraging your child to **retell** a story is a great way of sparking their **imagination** and supporting them to show their **understanding** of the story. Your child will have to picture what the character looks like and what happened to them throughout the story. **Connecting** with your child through stories is a great way of showing your child you are interested in what they have to say. Retelling familiar stories will help your child become aware of **story structure** (beginning, middle and end) and use this structure as they begin to **create their own imaginative stories**.

Have fun with your child by getting creative and make or find props from around your home that could be used to help retell a familiar story.

For this experience we are going to use the story 'Goldilocks and the Three Bears.'
 If you and your child are not familiar with this story you could watch and listen to it being read aloud on YouTube. Use a mobile phone or tablet to scan the QR code.



- 1 Encourage your child to think of the characters in the story.
 Do you have some teddy bears in the house?



- Or, could family members role play the characters? Use clothes or different materials to make costumes or create character masks with paper and pens.



- 2 Support your child to find props to help retell the story.

I wonder if we can find some things in the house to help us retell the story.

What is the first thing Goldilocks did in the story?

Can we find a big bowl for daddy bear, a medium sized bowl for mummy bear and a small bowl for baby bear?

- 3 Encourage your child to think of where the story is set.

I wonder where Goldilocks goes first? The kitchen or the bedroom?

After Goldilocks eats porridge in the kitchen what room did she go into next?

Have fun bringing the story to life, encouraging your child to recall the story in order - beginning, middle and end.



F&UI D1

What happened next?

Aim: To support your child to retell the main events of a familiar story.

Encouraging your child to **retell** a story is a great way of sparking their **imagination** and supporting them to show their **understanding** of the story. Your child will have to picture what the character looks like and what happened to them throughout the story. **Connecting** with your child through stories is a great way of showing your child you are interested in what they have to say. Retelling familiar stories will help your child become aware of **story structure** (beginning, middle and end) and use this structure as they begin to **create** their own **imaginative stories**.

Have fun with your child by getting creative and making or finding props from around your home that could be used to help retell a familiar story.

For this experience we are going to use the story '*Goldilocks and the Three Bears*.' If you and your child are not familiar with this story you could watch and listen to it being read aloud on YouTube. Use a mobile phone or tablet to scan the QR code.



SCAN ME

1 Encourage your child to think of the characters in the story.

- Do you have some teddy bears in the house to act as the characters?



- Or, could family members pretend they are the characters? Use clothes or different materials to make costumes or create character masks with paper and pens.



2 Support your child to find props to help retell the story.

I wonder if we can find some things in the house to help us retell the story...

Can we find a big bowl for daddy bear, a medium sized bowl for mummy bear and a small bowl for baby bear?

What was the first thing Goldilocks did in the story?

3 Encourage your child to think of where the story is set.

I wonder where Goldilocks goes first? The kitchen or the bedroom?

After Goldilocks eats porridge in the kitchen what room did she go into next?

Have **fun** bringing the story to life, encouraging your child to **recall** the story in **order** - **beginning, middle** and **end**.