

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

Next slide

Practitioner Page

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

Practitioner Page – DO NOT PRINT

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

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	

Organiser

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 [HERE](#) to access these resources

Writing

Click [HERE](#) to access these resources

Listening and Talking

Click on the box above to access these resources

Early Level Tracker 1

Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b	Become aware that there are different types of text. e.g. those that can be read, watched or listened to A	With support start to select texts that can be explored for enjoyment A	With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference. A	Develop vocabulary through listening to and exploring different text forms B	Will take opportunities to select appropriate texts within collaborative play contexts C	Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to D	
	Begin to interact with predictable patterned text through repetition of rhyme and refrain etc. E	Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory E	Begins to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making C	Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes) E	Can hear and segment and identify the number of syllables in familiar words F	Begin to keep a steady beat when exploring familiar stories, rhymes and songs D	Begin to recognise and generate words with the same initial sound starting with own name and friends names G
Tools for listening and talking LIT 0-02a / ENG 0-03a	Begin to listen to others with attention and give a response based on what has been said A	Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact A	Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time B	Begin to take turns when listening and talking in a variety of contexts B	Begin to develop confidence in asking questions based on what they have heard C	Begin to respond appropriately to some questions about what they have said and heard C	Can follow a two part instructions and can give a simple instruction to others e.g. when – mixing paint, baking and ask questions to clarify D
Finding and Using Information LIT 0-04a	Begin to listen/watch with concentration to find useful information e.g. to learn form a visitor about their occupation A	Talk about information that has been interesting to them and/or new information A	Begin to ask and answer questions to demonstrate recall of key information B	Describe and share ideas/thoughts using what has been learned from listening to/watching texts. B	With support begin to make connections between information learned and their own experiences to expand on a topic or theme B	Begin with support to use new vocabulary when talking about information they have learned A	Use what they have learned in order to make simple choices B
UAE LIT 0-07a / LIT 0-16a / ENG 0-17a	With support can draw on prior knowledge and experiences to make connections and talk about a range of texts A	With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines A	Can understand and ask 'what', 'where' and 'who' questions to clarify meaning B	With support can discuss and answer some questions to demonstrate understanding of what they have heard B			
Creating Texts LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a	Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences A	Begin to use sequential language (first, next, now etc.) to describe or recount experiences A	Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb/tense A	Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum A	Explore own and familiar stories through play and role play B	Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support C	Use new vocabulary to which they have had repetitive exposure to B



Listening and Talking – E&C A1



Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b	Become aware that there are different types of text. e.g. those that can be read, watched or listened to	With support start to select texts that can be explored for enjoyment	With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.	Develop vocabulary through listening to and exploring different text forms	Will take opportunities to select appropriate texts within collaborative play contexts	Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to
	Begin to interact with predictable patterned text through repetition of rhyme and refrain etc.	Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory	Begins to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making	Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes)	Can hear and segment and identify the number of syllables in familiar words	Begin to keep a steady beat when exploring familiar stories, rhymes and songs

Task Aim:

The child will be encouraged to talk about and share their preferences of books, TV programmes or films.

Task Descriptor:

The adult will be encouraged to talk to their child during and after reading or listening to a story or watching a TV programme/film.

In particular the child will be encouraged to share their likes or dislikes.

Differentiation:

You may wish to provide an example text e.g. picture book or link to a story being read aloud to meet the needs of your families.

You may wish to signpost an age appropriate programme or film that is available on Freeview.

Resources

- Take home page E&C A1

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

E&C A1 **Let's Talk About It**

Aim: To encourage your child to talk about and share their preferences of books, TV programmes or films

Your child will be exposed to lots of different types of texts, ones that can be read, watched or listened to. Talking about the books, TV programmes and films you share together sends an important message to your child that their interests are valued. Like any conversation, talking about these types of texts can happen anywhere and at any time – over dinner, in the car, walking to the park. A great way to start is to bring up what you and your child have read or watched recently and how it made you feel. Then, invite your child to do the same.

Top tips for talking to your child about books, TV programmes or films

I wonder what might happen next? Why do you think that?

Make predictions – encourage your child to guess what might happen next as you read, listen or watch.

What just happened? Was your prediction right?

Model vocabulary – your child will be exposed to and learn lots of new Words as they read, watch or listen to texts. When you come across a new word take time to talk about it and explain it to help your child understand what it means.

If you could be friends with any of the characters, who would it be? Why?

Make connections – your child will be able to make connections with their own lives and what they read, watch or listen to. Encourage them to think of times they have done something similar. to a character, or visited somewhere similar in the story or programme/films.

This reminds me of how important it is to be kind to others. Can you think of a time when you were?

Share ideas and opinions – talk to your child about what parts you liked or disliked and why. Encourage your child to do the same.

What was the most exciting/favourite part?

Did you like/dislike this story?



E&CA1

Let's Talk About It

Aim: To encourage your child to talk about and share their likes/dislikes of books, TV programmes or films



Your child will be exposed to lots of different **types of texts**, ones that can be **read, watched or listened to**. Talking about the books, TV programmes and films you **share together** sends an important message to your child that their **interests are valued**. Like any **conversation**, talking about these types of texts can **happen anywhere** and at **any time** – over dinner, in the car, walking to the park. A great way to start is to bring up what you and your child have read or watched recently and how it made you feel, then invite your child to do the same.



Top tips for talking to your child about books, TV programmes or films:



I wonder what might happen next? Why do you think that?

Make predictions - encourage your child to guess what might happen next as you read, listen or watch.

What just happened? Was your prediction right?

If you could be friends with any of the characters, who would it be? Why?

Model vocabulary - your child will be exposed to and learn lots of new words as they read, watch or listen to texts. When you come across a new word take time to talk about it and explain it to help your child understand what the word means.

This reminds me of how important it is to be kind to others. Can you think of a time when you were kind?

What was the most exciting/favourite part?

Make connections - your child will be able to make connections with their own lives and what they read, watch or listen to. Encourage them to think of times they have done something similar to a character, or visited somewhere similar in the story or programme/film.

Did you like/dislike this story?

Share ideas and opinions - talk to your child about what parts you liked or disliked and why. Encourage your child to do the same.



Listening and Talking – E&C B1

Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b	Become aware that there are different types of text. e.g. those that can be read, watched or listened to	With support start to select texts that can be explored for enjoyment	With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.	Develop vocabulary through listening to and exploring different text forms	Will take opportunities to select appropriate texts within collaborative play contexts	Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to
	Begin to interact with predictable patterned text through repetition of rhyme and refrain etc.	Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory	Begins to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making	Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes)	Can hear and segment and identify the number of syllables in familiar words	Begin to keep a steady beat when exploring familiar stories, rhymes and songs

Task Aim:

The child will be supported to bring new vocabulary to life.

Task Descriptor:

The adult and child will use knowledge of a popular children's book 'We're Going on a Bear Hunt' to talk about new vocabulary and bring words to life by visiting a local park.

The adult and child will be encouraged to create their own version of the story introducing new vocabulary.

Differentiation:

You could provide prompts to support the creation of children's own version of the story depending on the needs of the family e.g. picture cards of animals with descriptive words, settings for animal hunt with movement and sound words e.g. beach, flipflop, flipflop etc.

Resource:

- Take home page E&C B1
- A copy of 'We're Going on a Bear Hunt' by Michael Rosen, available to purchase from around £6

E&C B1

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

Story Trail
Aim: To bring new vocabulary to life for your child

Talking to and reading with your child are great ways to help them hear new words. Asking questions and talking about interesting and unfamiliar words are easy, non-threatening ways to get new words into everyday talk.

<p style="text-align: center;">We're Going On A Bear Hunt</p> <p>This popular story has lots of interesting and unfamiliar words. Help bring these words to life with an adventure to the park.</p> <p>Use the natural environment to explore new words from the story. </p> <p>Find:</p> <ul style="list-style-type: none"> * some long grass to 'swish' and 'swash' through * a puddle to 'splash' and 'splish' in * some mud to 'squelch' and 'squerch' in * some trees to 'stumble' and 'trip' over * a dark, gloomy space to 'tiptoe' through <p>Support your child to talk about the meaning of each word e.g.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; width: 40%;"> How does the grass move when is 'swishes' and 'swashes'? </div> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; width: 40%;"> What happens when you 'stumble' over a branch? </div> </div>	<p style="text-align: center;">Create your own story trail...</p> <p>Encourage your child to select an animal to 'hunt' for. Invite them to think of a word to describe the animal, you might be able to model a new unfamiliar word with the same meaning e.g. </p> <p style="text-align: center;"><i>'We're going on mouse hunt. We're going to catch a miniscule one.'</i></p> <p>You're hunt might take you to the beach, the back garden or the local high street.</p> <p>Get creative and make up new lines with your child. Encourage your child to think of the sound or movement words.</p> <p style="text-align: center;"><i>'We're running through the autumn leaves, rustle, crunch, rustle, crunch.'</i></p> <p style="text-align: center;"><i>'We're opening up the shop door, twist, turn, twist, turn.'</i></p> <p style="text-align: center;"><i>'We're going in the fast car, beep, toot, beep, toot.'</i></p>
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E&C B1



Story Trail

Aim: To bring new vocabulary to life for your child



Talking to and reading with your child are great ways to help them hear new words. Asking questions and talking about interesting and unfamiliar words are simple ways of introducing new words into everyday talk.

We're Going On A Bear Hunt

This popular story has lots of interesting and unfamiliar words. Help bring these words to life with an adventure to the park.

Use the natural environment to explore new words from the story.



Find:

- * some long grass to '**swish**' and '**swash**' through
- * a puddle to '**splash**' and '**splash**' in
- * some mud to '**squelch**' and '**squerch**' in
- * some trees to '**stumble**' and '**trip**' over
- * a dark, gloomy space to '**tiptoe**' through

Support your child to talk about the meaning of each word e.g.

How does the grass move when it '**swishes**' and '**swashes**'?

What happens when you '**stumble**' over a branch?

This example uses 'We're Going on a Bear Hunt' by Michael Rosen, available to buy for around £6.

Create your own story trail...

Encourage your child to select an animal to 'hunt' for. Invite them to think of a word to describe the animal, you might be able to model a new, unfamiliar word with the same meaning e.g.



"We're going on a mouse hunt. We're going to catch a miniscule one."

Your hunt might take you to the beach, the back garden or the local high street.

Get creative and make up new lines with your child. Encourage your child to think of the sound or movement words.

"We're running through the autumn leaves, rustle, crunch, rustle, crunch."

"We're opening up the shop door, twist, turn, twist, turn."

"We're going in the fast car, beep, toot, beep, toot."



Listening and Talking – E&C C1

<p>Enjoyment & Choice</p> <p>LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b</p>	<p>Become aware that there are different types of text. e.g. those that can be read, watched or listened to</p>	<p>With support start to select texts that can be explored for enjoyment</p>	<p>With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.</p>	<p>Develop vocabulary through listening to and exploring different text forms</p>	<p>Will take opportunities to select appropriate texts within collaborative play contexts</p>	<p>Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to</p>	
	<p>Begin to interact with predictable patterned text through repetition of rhyme and refrain etc.</p>	<p>Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory</p>	<p>Begins to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making</p>	<p>Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes)</p>	<p>Can hear and segment and identify the number of syllables in familiar words</p>	<p>Begin to keep a steady beat when exploring familiar stories, rhymes and songs</p>	<p>Begin to recognise and generate words with the same initial sound starting with own name and friends names</p>

Task Aim:

The child will be supported to engage with and respond to a text

Task Descriptor:

The adult will be given some suggestions of how they can encourage their child to engage with a story through role play, puppets or mark making.

Differentiation:

You could provide some additional resource to support children and families to create their own puppets e.g. lollipop sticks, pictures of characters to cut out.

Resources:

- Take home page E&C C1
- A copy of 'Rumble in the Jungle' by Giles Andreae, this can be purchased for around £6
- Small world characters or puppets e.g. stick puppets
- Character masks (printed and laminated)

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

Rumble in the Jungle

Aim: To support your child to engage and respond to a story

Children need lots of opportunities to hear stories. Being part of the story can help children's **understanding** of the story and to **recall events in order**. **Stories** provide lots of **rich opportunities** to talk to your child and engage them in **conversation**. Below are some suggestions of how you can help your child engage with a story.

We have used **Rumble in the Jungle** by Giles Andreae as an example.
This book can also be purchased for around £6.
The Book Trust has made an interactive book which you could access.

Role Play

Encouraging your child to take on the role of characters can help them connect with the story.

- As you read the story encourage your child to think about how each animal might move and sound.


I wonder how the snake would slither. Can you wriggle your body?

- Can your child recall which animal will appear next in the story?

I wonder which animal we will meet next? Can you remember what noise they make?

- The story ends with all the animals sleeping in their dens. Build your own den and roleplay the animals going to sleep.

Scan here to go to the website.



Puppets

Using puppets or small world characters is a great way of getting your child to act out the story.

- Your nursery might provide you with some small world characters or stick puppets.
- You could create your own puppets from household objects e.g. stuffed sock or tights for a snake, toilet tubes slotted together for a giraffe.

Mark Making

Using a book as a stimulus for your child's mark making is great way of engaging them with a story.

- Talk about the illustration in the first pages. Invite your child to draw their ideas.

What can you see in the picture?

I can see a paw with sharp claws I wonder what it could be?

- Encourage your child to draw their favourite part of the story.
- Take your mark making outdoors in the mud- encourage your child to create the patterns of the animals' skin/fur e.g. strips, spots, zigzags. Take turns guessing what animal is being created.



E&C C1



Rumble in the Jungle

Aim: To support your child to engage and respond to a story



Children need lots of opportunities to hear stories. Being part of the story can help your child **understand** and **recall** events within the story. **Stories** provide lots of **rich opportunities** to **talk** to your child and engage them in **conversation**.

Below are some suggestions of how you can help your child engage with a story.

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I wonder how the snake would slither. Can you wriggle your body?

Can your child recall which animal will appear next in the story?

I wonder which animal we will meet next? Can you remember what noise they make?

The story ends with all the animals sleeping in their dens. Build your own den and roleplay the animals going to sleep.

Scan here with a phone or other device to go to the website.



Puppets

Using puppets or small characters/figurines are a great way of getting your child to act out the story.

Your nursery might provide you with some small characters/figurines or stick puppets.

You could create your own puppets from household items e.g. stuffed sock or tights for a snake, toilet tubes slotted together for a giraffe.

Mark Making



Using a book as a prompt for your child's mark making is great way of engaging them with a story.

Talk about the illustration in the first pages. Invite your child to draw their ideas.

What can you see in the picture?

I can see a paw with sharp claws. I wonder what it could be?

Encourage your child to draw their favourite part of the story.

Take your mark making outdoors in the mud - encourage your child to create the patterns of the animals' skin/fur e.g. strips, spots, zigzags. Take turns guessing what animal is being created.



Listening & Talking – E&C D1



<p>Enjoyment & Choice</p> <p>LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b</p>	<p>Become aware that there are different types of text. e.g. those that can be read, watched or listened to</p>	<p>With support start to select texts that can be explored for enjoyment</p>	<p>With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.</p>	<p>Develop vocabulary through listening to and exploring different text forms</p>	<p>Will take opportunities to select appropriate texts within collaborative play contexts</p>	<p>Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to</p>
<p>Begin to interact with predictable patterned text through repetition of rhyme and refrain etc.</p>	<p>Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory</p>	<p>Begins to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making</p>	<p>Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes)</p>	<p>Can hear and segment and identify the number of syllables in familiar words</p>	<p>Begin to keep a steady beat when exploring familiar stories, rhymes and songs</p>	<p>Begin to recognise and generate words with the same initial sound starting with own name and friends names</p>

Task Aim:

The child will be supported to keep a steady beat when repeating a familiar rhyme.

Task Descriptor:

The adult and child will clap out a steady beat whilst repeating two familiar nursery rhymes. The rhymes have been annotated with a heart symbol to signal when the adult and child should clap as they repeat the rhyme. This is quite tricky and can take a lot of practice.

Differentiation :

Try one rhyme at a time, it may require a lot of repetition to clap at the correct place whilst also repeating the rhyme.

Children could be encouraged to clap the beats out while repeating the rhyme without adult support.

You could also provide a copy of *'Brown Bear, Brown Bear', What Do You See?'* by Bill Martin and Eric Carle

Resources :

- Take home page E&C D1
- Instrument e.g. egg shaker, claves
- You may wish to share a video of a practitioner demonstrating this skill via Seesaw or your chosen platform.

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

Keep the Beat

Aim : Keep a steady beat when repeating a familiar rhyme

The **beat** is the **steady pulse** that you feel in a tune, like your heartbeat. It's the beat you'd naturally **clap on** tap your foot to. Performing action rhymes and singing activities involving marching, dancing or skipping to a beat will help your child to **feel the beat** in their bodies. This will help them learn where words break into units of sound, an important skill for reading.

With your child, repeat these rhymes whilst keeping a steady beat. You could then keep the beat by clapping your hands, patting your legs, stamping your feet, beating a drum or shaking a shaker.

Clap, pat, stamp, beat or shake where you see the symbols when you are repeating these example rhymes

Hickory Dickory Dock

♥ ♥ ♥ ♥ ♥

Hickory dickory dock

The mouse ran up the clock

The clock struck one, the mouse ran down

♥ ♥ ♥ ♥ ♥

Ask your child to join in and keep the beat with you. See if they can the beat with the instrument whilst you say the rhyme.

Incy Wincy Spider

♥ ♥ ♥ ♥ ♥

Incy wincy spi-der,

climbed up the water spout.

Down came the rain, and

washed the spider out.

♥ ♥ ♥ ♥ ♥

Out came the sunshine,

and dried up all the rain.

♥ ♥ ♥ ♥ ♥

And incy wincy spi-der,

Climbed up the spout again.

You could always try reading a familiar story such as *'Brown Bear, Brown Bear', What Do You See?'* by Bill Martin and Eric Carle whilst keeping a steady beat.



E&C D1



Keep the Beat

Aim: To support your child to keep a steady beat when repeating a familiar rhyme



*The **beat** is the **steady pulse** that you feel in a tune, like the heartbeat in your body. It's the beat you'd naturally clap or tap your foot to. Performing action **rhymes** and **singing** activities involving marching, dancing or skipping to a beat will help your child to **feel the beat** in their bodies. This will help them learn where words break into units of sound, this is an important skill for reading.*

With your child, repeat these rhymes whilst keeping a steady beat. You could keep the beat by clapping your hands, patting your legs, stamping your feet, beating a drum or shaking a shaker.

When you are repeating these rhymes clap, pat, stamp, beat or shake where you see the heart symbol.

Hickory Dickory Dock

Hickory dickory dock
 The mouse ran up the clock
 The clock struck one, the mouse ran down
 Hickory dickory dock

Ask your child to join in and keep the beat with you. Encourage them to keep the beat using an instrument whilst you say the rhyme.

Incy Wincy Spider

Incy wincy spi-der,
 climbed up the water spout.
 Down came the rain, and
 washed the spider out.
 Out came the sunshine,
 and dried up all the rain.
 And incy wincy spi-der,
 Climbed up the spout again.

You could always try reading a familiar story such as 'Brown Bear, Brown Bear', What Do You See? by Bill Martin and Eric Carle whilst keeping a steady beat.



Listening & Talking – E&C E1

<p>Enjoyment & Choice</p>	<p>Become aware that there are different types of text. e.g. those that can be read, watched or listened to</p>	<p>With support start to select texts that can be explored for enjoyment</p>	<p>With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.</p>	<p>Develop vocabulary through listening to and exploring different text forms</p>	<p>Will take opportunities to select appropriate texts within collaborative play contexts</p>	<p>Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to</p>	
<p>LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b</p>	<p>Begin to interact with predictable patterned text through repetition of rhyme and refrain etc.</p>	<p>Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory</p>	<p>Begins to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making</p>	<p>Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes)</p>	<p>Can hear and segment and identify the number of syllables in familiar words</p>	<p>Begin to keep a steady beat when exploring familiar stories, rhymes and songs</p>	<p>Begin to recognise and generate words with the same initial sound starting with own name and friends names</p>

Task Aim:

The child will be encouraged to interact with a repetitive text and identify rhyming words.

Task Descriptor:

The adult is encouraged to read “Shark in the Park’ with their child, supporting them to join in with the repeated phrases. The adult and child will also explore the rhyming words within the story, with the adult asking their child to think of the words that sound the same on the page.

The adult and child will then play the familiar game ‘I Spy’ with a focus on repeating the repetitive phrases from the story and identifying rhyming words by looking through a ‘telescope’.

Differentiation :

The adult should take the first turn to model ‘Shark I Spy’, giving the child a word to find the rhyming partner for. The child could then be encouraged to take a turn of looking through the telescope and giving their parent a word for which they need to find the rhyming partner.

Resources :

- Take home page E&C E1
- A copy of ‘Shark in the Park’, by Nick Sharratt, available to purchase for around £6.

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

Shark Hunt

Aim : Interact with repetitive text and identify rhyming words

Young children particularly enjoy stories that have **repetition** and **rhyme**. Repetitive stories are easier for your child to remember, especially if they rhyme. Rhyme develops children's awareness of sounds, which is a fundamental step in early literacy. Before your child can read and write they must be able to **hear** and play with the sounds in spoken words.

<p style="text-align: center;">Read the Story</p> <p>Read the story 'Shark in the Park' with your child and encourage them to join in with the repetitive phrases.</p> <p style="font-size: 8px;"><i>"Timothy Pope, Timothy Pope is looking through his telescope. He looks at the sky. He looks at the ground He looks left and right. He looks all around. And this is what he sees... THERE'S A SHARK IN THE PARK!"</i></p> <p>Point out the rhyming words with your child e.g. boy and toy, no and crow. Ask your child if they can think of another word that rhymes e.g boy, toy and joy (it could be a nonsense rhyme).</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid gray; border-radius: 50%; padding: 5px; font-size: 8px;">Can you hear a word that rhymes with that?</div> <div style="border: 1px solid gray; border-radius: 50%; padding: 5px; font-size: 8px;">Can you think of another word that sounds like glad and dad?</div> </div> <p style="font-size: 8px; margin-top: 10px;">When you can both remember the repetitive phrases well, go to the park and play 'Shark I Spy' <small>This example uses 'Shark in the Park' by Nick Sharratt, available to buy for around £6.</small></p>	<p style="text-align: center;">Shark I Spy</p> <p>Make a telescope (it could be a simple cardboard tube), take it to the park, and use it to play 'Shark I Spy' with rhyming words.</p> <p>Use the repetitive phrases from the story. Take the first turn to model to your child, look through the telescope and say...</p> <p style="font-size: 8px;"><i>"Timothy Pope, Timothy Pope, what can you see through your telescope? I can see some thing that rhymes with bee."</i></p> <p>Hand the telescope to your child, ask them to look through and say together.</p> <p style="font-size: 8px;"><i>He looks at the sky. He looks at the ground He looks left and right. He looks all around. And this is what he sees...</i></p> <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p style="font-size: 8px;">Example Rhyming Words</p> <p style="font-size: 8px;">Fly - Sky Twirl - Squirrel Muck - Duck Bee - Tree Sleeves - Leaves Ride - Slide</p> </div> <div style="border: 1px solid gray; border-radius: 50%; padding: 5px; font-size: 8px; margin-top: 10px;">Can you see something that rhymes with bee?</div>
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E&C E1



Shark Hunt

Aim: To encourage your child to interact with a repetitive text and identify rhyming words



Young children particularly enjoy stories that have **repetition** and **rhyme**. Repetitive stories are easier for your child to remember, especially if they rhyme. Rhyme develops children's **awareness of sounds**, which is an important skill in early literacy. Before your child can read and write they must be able to **hear** and play with the **sounds** in spoken words.



Read the Story

Read the story 'Shark in the Park' with your child and encourage them to join in with the repetitive phrases,

"Timothy Pope, Timothy Pope is looking through his telescope.

**He looks at the sky. He looks at the ground
He looks left and right. He looks all around.**

And this is what he sees...

THERE'S A SHARK IN THE PARK!"

Point out the rhyming words with your child e.g. boy and toy, no and crow. Ask your child if they can think of another word that rhymes e.g. boy, toy and joy (it could be a nonsense rhyme).

Can you hear a word that rhymes with that?

Can you think of another word that sounds like glad and dad?

When you can both remember the repetitive phrases well, go to the park and play 'Shark I Spy'

This example uses 'Shark in the Park' by Nick Sharratt, available to buy for around £6.



Shark I Spy

Make a telescope (it could be a simple cardboard tube), take it to the park, and use it to play 'Shark I Spy' with rhyming words.

Use the repetitive phrases from the story. Take the first turn to model to your child, look through the telescope and say...

**"Timothy Pope, Timothy Pope,
what can you see through your telescope?
I can see some thing that rhymes with bee."**

Pass the telescope to your child, invite them to look through and say together,

**"He looks at the sky. He looks at the ground
He looks left and right. He looks all around.
And this is what he sees..."**

Example Rhyming Words

Fly - Sky
Twirl - Squirrel
Muck - Duck
Bee - Tree
Sleeves - Leaves
Ride - Slide



Can you see something that rhymes with bee?



Listening & Talking – E&C F1



<p>Enjoyment & Choice</p> <p>LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b</p>	<p>Become aware that there are different types of text. e.g. those that can be read, watched or listened to</p>	<p>With support start to select texts that can be explored for enjoyment</p>	<p>With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.</p>	<p>Develop vocabulary through listening to and exploring different text forms</p>	<p>Will take opportunities to select appropriate texts within collaborative play contexts</p>	<p>Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to</p>	
	<p>Begin to interact with predictable patterned text through repetition of rhyme and refrain etc.</p>	<p>Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory</p>	<p>Begins to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making</p>	<p>Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes)</p>	<p>Can hear and segment and identify the number of syllables in familiar words</p>	<p>Begin to keep a steady beat when exploring familiar stories, rhymes and songs</p>	<p>Begin to recognise and generate words with the same initial sound starting with own name and friends names</p>

Task Aim:

The child will be encouraged to identify the number of syllables in familiar names.

Task Descriptor :

The adult and child will be encouraged to look at photographs of family members and talk about them identifying the names of the people in the photographs.

The child will be encouraged and supported to clap out the syllables in each person's name

Differentiation:

Some children may successfully clap out the syllables and state the number of syllables in each word. You could provide children with numeral cards to match the number of claps/syllables to the numeral.

Resources :

- Take home page E&C F1
- Numerals 1-4 (see differentiation)

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

E&C G1 **Title?**

Aim : To help your child hear, identify and count the number of syllables in familiar 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.

Look at some photographs of your family.

Talk to your child about each person.

Encourage your child to name each person and support them to clap out the syllables in each person's name e.g. 'Martin' would have 2 claps.

How many claps are in Martin's name?

MAR

TIN

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

Encourage your child to clap out the name each time a new photo is shown.

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

Why not try some of these ideas...

STAMP OUT

Street names

TAP ON YOUR BODY

Shops you go to

BOUNCE A BALL

Characters from favourite film or TV show



E&C F1

Counting Syllables

Aim: To help your child hear, identify and count the number of syllables in familiar names

*Your child will be becoming aware of **syllables** within words. **Syllables** are sound chunks within a word, e.g. water = wa / ter, elephant = el / e / phant.*

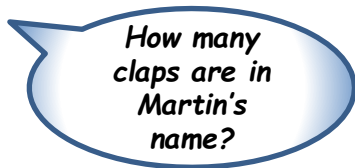
*Being able to identify and count the syllables within a word is an important skill for your child and will help them grow into stronger readers and writers. **Breaking down** words into **syllable chunks** will support your child's future ability to spell and decode unfamiliar words as they read and write.*



Look at some photographs of your family.

Talk to your child about each person.

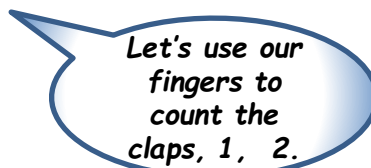
Encourage your child to name each person and support them to clap out the syllables in each person's name e.g. 'Martin' would have 2 claps.



MAR



TIN



Encourage your child to clap out the name each time a new photo is shown.

Top tip:

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



Why not try some of these ideas...

STAMP OUT



Street names

TAP ON YOUR BODY

Shops you go to



BOUNCE A BALL



Characters from favourite film or TV show



Listening & Talking – E&C G1



<p>Enjoyment & Choice</p> <p>LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b</p>	<p>Become aware that there are different types of text. e.g. those that can be read, watched or listened to</p>	<p>With support start to select texts that can be explored for enjoyment</p>	<p>With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.</p>	<p>Develop vocabulary through listening to and exploring different text forms</p>	<p>Will take opportunities to select appropriate texts within collaborative play contexts</p>	<p>Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to</p>	
	<p>Begin to interact with predictable patterned text through repetition of rhyme and refrain etc.</p>	<p>Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory</p>	<p>Begins to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making</p>	<p>Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes)</p>	<p>Can hear and segment and identify the number of syllables in familiar words</p>	<p>Begin to keep a steady beat when exploring familiar stories, rhymes and songs</p>	<p>Begin to recognise and generate words with the same initial sound starting with own name and friends names</p>

Task Aim:

The child will be supported to recognise objects with the same initial (beginning) sound.

Task Descriptor:

The adult is encouraged to help their child listen to and identify the initial sound in their name. The adult will then support their child to listen for and identify other items with the same initial sound as their name. Together the adult and child will then create an Initial Sound Bag by adding items with the same initial sound as the child's name to a bag.

Differentiation :

If the child can identify items with the same initial sound as their name easily, they could create an initial sound bag for other members of their family or friends

Resources :

- Take home page E&C G1
- Information sheet on phonological awareness

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

E&C G1

My name begins with...
Aim : To help your child recognise objects with the same initial (beginning) sound.

Your child hears sounds every time you interact together whether it is through songs, rhymes or speech. 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 an idea that will help your child hear and identify the **beginning sounds** in words.

Initial Sound Bag

With your child, discuss the initial 'beginning' sound in their name. Remember to focus on the sound e.g. /f/ and not the letter e.g. F.

Ask your child if they can think of objects or items that have the same beginning sound as their name.

Go on a hunt around the house to find some objects with the same initial sound as your child's name, put these into a bag to create your child's own *'Initial Sound Bag'*

What sound is at the beginning of your name?

Can you think of an animal that has the same initial sound as you?

Can you think of something else that starts with f?

Initial Sound Bag example

Can you make initial sound bags for other family members? E.g. Mum, Dad, brothers/sisters



E&C G1

My name begins with...

Aim: To help your child recognise objects with the same initial (beginning) sound



Your child hears sounds every time you interact together whether it is through songs, rhymes or speech. 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 an idea that will help your child hear and identify the **beginning sounds** in words. Remember to focus on the sound at the beginning of the word and not the letter name e.g. **Shahid** - initial sound /**sh**/ not S, or **Charlie** - initial sound /**ch**/ not C.

Initial Sound Bag

With your child, discuss the initial, 'beginning' sound in their name. Remember to focus on the sound and not the letter e.g. /f/ not F.

Ask your child if they can think of objects or items that have the same beginning sound as their name.

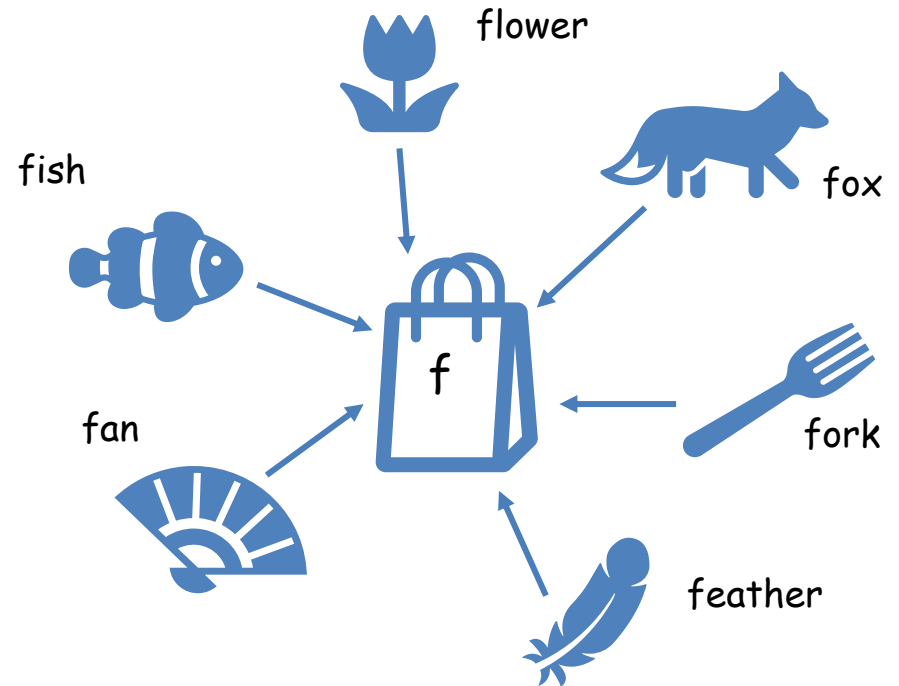
Go on a hunt around the house to find some objects with the same initial sound as your child's name, put these into a bag to create your child's own 'Initial Sound Bag'

What sound is at the beginning of your name?

Can you think of an animal that has the same initial sound as you?

Can you think of something else that starts with f?

Initial Sound Bag example



Can you make initial sound bags for other family members? e.g. Mum, Dad, brothers/sisters



Listening and Talking – Tfl&T A1

<p>Tools for listening and talking LIT 0-02a / ENG 0-03a</p>	<p>Begin to listen to others with attention and give a response based on what has been said</p>	<p>Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact</p>	<p>Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time</p>	<p>Begin to take turns when listening and talking in a variety of contexts</p>	<p>Begin to develop confidence in asking questions based on what they have heard</p>	<p>Begin to respond appropriately to some questions about what they have said and heard</p>	<p>Can follow a two part instructions and can give a simple instruction to others e.g. when – mixing paint, baking and ask questions to clarify</p>
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Task Aim:

The child will be encouraged to begin to listen to others and give a response based on what has been said.

Task Descriptor:

The adult and child look at photographs of a few people e.g. immediate family members/significant people in their child's life and discuss them e.g. name, physical appearance, interests etc.

Game: The adult chooses a picture of a family member/significant person/ in their child's life and hides it in their hand/under a cloth.

The adult starts to give clues about this person based on what they have previously talked about e.g. 'This person likes to wear the colour red', 'This person loves playing football' etc.

The child listens carefully and makes a sensible guess as to who the hidden person is then the picture is revealed.

Differentiation

As the child becomes more confident with this game, extend the pictures to include extended family/friends, favourite TV/film/book characters.

The adult can swap roles with the child, allowing the child to hide the picture and give relevant clues to the adult.

Resources:

- Take home page Tfl&T A1
- Photographs of family members/significant people in child's life.
- Child's favourite character in films/T.V. programmes/books

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

Tfl&T A1

Guess Who

Aim: To encourage your child to listen to others and give a response based on what has been said.



Language skills begin with listening. Adults need to model good listening skills so that children can copy these skills. A quiet environment and giving your child your full attention are important. Listening games/activities can help to build up your child's attention to tuning in with their ears.

- With your child, look at and discuss a few photographs of some immediate family members or significant people in your child's life. You might have some photographs in the house or you could view pictures on a device such as an iPad or phone.
- Talk about each person: their name, appearance, hobbies/interests (if known). You could share a favourite memory or recall the last time you seen them.

Game: Guess Who

- Choose one of the photographs from the bundle you have been discussing and hide it in your hand/under a cloth.
- Give your child clues about the person in the photograph. Encourage them to guess who you are describing.
- Can your child think of another clue to describe that person.

You could play a similar game using characters from your child's favourite books or TV programmes.

This person loves to play football.

We went on the swings. Can you remember what else we did?

The last time I saw this person was at the park.



TfL&T A1

Guess Who

Aim: To encourage your child to listen to others and give a response based on what has been said

Language skills begin with listening. Adults need to model good listening skills so that children can copy these. A quiet environment and giving your child your full attention are important. Listening games/activities can help to build up your child's attention to tuning in with their ears.

With your child, look at and discuss a few photographs of some immediate family members or significant people in your child's life. You might have some photographs in the house or you could view pictures on a device such as an iPad or phone.



Talk about each person: their name, appearance, hobbies/interests (if known). You could share a favourite memory or recall the last time you saw them.

Game: Guess Who

- 1 Choose one of the photographs from the bundle you have been discussing and hide it in your hand/under a cloth.
- 2 Give your child clues about the person in the photograph. Encourage them to guess who you are describing.
- 3 Can your child think of another clue to describe that person.

This person loves to play football.

We went on the swings. Can you remember what else we did?

The last time I saw this person was at the park.

You could play a similar game using characters from your child's favourite books or TV programmes.





Listening and Talking – Tfl&T B1

<p>Tools for listening and talking LIT 0-02a / ENG 0-03a</p>	<p>Begin to listen to others with attention and give a response based on what has been said</p>	<p>Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact</p>	<p>Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time</p>	<p>Begin to take turns when listening and talking in a variety of contexts</p>	<p>Begin to develop confidence in asking questions based on what they have heard</p>	<p>Begin to respond appropriately to some questions about what they have said and heard</p>	<p>Can follow a two part instructions and can give a simple instruction to others e.g. when – mixing paint, baking and ask questions to clarify</p>
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Task Aim:

The child will be encouraged to begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time.

Task Descriptor:

The adult is encouraged to use the strategy ‘Strive for 5’ to sustain conversations with their child. A small selection of images is provided to engage their child in a focused conversation. Using the book ‘You Choose’ provides ample opportunity for conversation between the adult and the child to be fostered.

Differentiation:

An interaction or turn take in conversation could be following the child’s eye gaze with adult/child pointing to the picture that shows the child’s choice.

Resources:

- Take home pages Tfl&T B1
- A copy of ‘You Choose’ by Pippa Goodhart and Nick Sharratt, this can be purchased for around £6



TfL&T B1



You Choose

Aim: To begin to hold a conversation on a topic of your child's choosing



*Encouraging **sustained**, back and forth **conversations** with your child, gives them the opportunity and time to engage, understand and practice the **use of language** and **communication skills**. This includes **turn taking**, **pausing**, **listening** and **responding**. Below is a simple and effective strategy that can be used to help keep the conversation going.*

Strive for **5**

Strive for 5 involves you and your child engaging in 5 or more back and forth interactions. These interactions may be **verbal** or **non-verbal** such as **gestures**, **pointing**, **facial expressions** or **vocalisations**. It is important that you give your child time to respond. Try counting to 10 before you take another turn.

You can use Strive for 5 with your child during everyday conversations and during their play. Books can also be a great way to stimulate conversation with your child.

Everyday Conversations - Bath time

- 1 It's bath time, what do we have to do first?
- 2 Plug in!
- 3 Of course, what might happen if we forget to put the plug in?
- 4 No water!
- 5 We can't have a bath without water. Shall we put anything else in the bath?

During play - Lego building

- 1 Look! I've made a boat.
- 2 That's an amazing boat, where are you going to go in it?
- 3 I'm going to the North Pole to see penguins.
- 4 All the way to the North Pole, that's very far. I think you might see some other animals on your journey.
- 5 Maybe I'll see a polar bear.



TfL&T B1

The book **'You Choose'** by Pippa Goodhart and Nick Sharratt, is great for stimulating conversation. In this story children are invited to select their own choices on transport, houses, clothes, shoes, beds, pets etc. A similar example can be seen below using pictures.

Use Strive for 5 and remember to give your child time to respond, even though it might feel like a long time to wait.

I wonder what you might see and hear?



I wonder how you would feel?



I wonder what you could do there?



Where would you like to visit?

If you could go with someone, who would it be? Why?





Listening and Talking – Tfl&T C1

<p>Tools for listening and talking LIT 0-02a / ENG 0-03a</p>	<p>Begin to listen to others with attention and give a response based on what has been said</p>	<p>Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact</p>	<p>Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time</p>	<p>Begin to take turns when listening and talking in a variety of contexts</p>	<p>Begin to develop confidence in asking questions based on what they have heard</p>	<p>Begin to respond appropriately to some questions about what they have said and heard</p>	<p>Can follow a two part instructions and can give a simple instruction to others e.g. when – mixing paint, baking and ask questions to clarify</p>
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Task Aim:

The child will be encouraged to ask and answer questions.

Task Descriptor:

In this game the adult and child select a few favourite toys and a puppet, teddy, soft toy.

The adult explains that the puppet has come from a different planet and doesn't understand what the toys are. The adult pretends to make the puppet talk and asks the child questions about a toy/household object – what it's called, what it does, why it's fun etc.


Then the child takes a turn to hold the puppet and make the puppet talk.

Differentiation:

You could provide pictures of things the child likes to play with in nursery. This may allow the child to reflect on their day within your setting.


Resources:

- Take home page Tfl&T C1
- A puppet, teddy or soft toy
- A selection of toys/household objects


Tfl&T C1

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

What's This For?
Aim: To encourage your child to ask and answer questions



Young children are naturally curious about the world around them and ask lots of 'why' questions. Asking questions provides opportunities for your child to interact with their environment. When you ask your child questions you help stimulate their thinking. It is important to give your child 'thinking time' - 10 seconds at least!


You will need:

- A puppet, teddy or soft toy and a selection of toys

With your child, gather a small selection of their favourite toys and a puppet/teddy/soft toy.

Explain to your child that the puppet has come from another planet and does not understand what any of the selected toys are called or what they are for.

Be playful and pretend to make the puppet/teddy talk and asks questions e.g.



Encourage your child to respond to the questions.

Your child can take a turn to hold the puppet and ask questions about a toy the puppet has selected to find out about.

Seek other opportunities to model and encourage your child to ask and respond to questions...

Ask your child about what they are doing e.g.
"You are working very hard, tell me about what you are doing."

Ask your child to provide an explanation e.g.
"Why do you think that happened?"
 Ask your child to make a prediction e.g.
"What do you think might happen next?"

Ask your child to connect learning to their own lives e.g.
"What does this remind you of?"



TfL&T C1



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Aim: To encourage your child to ask and answer questions



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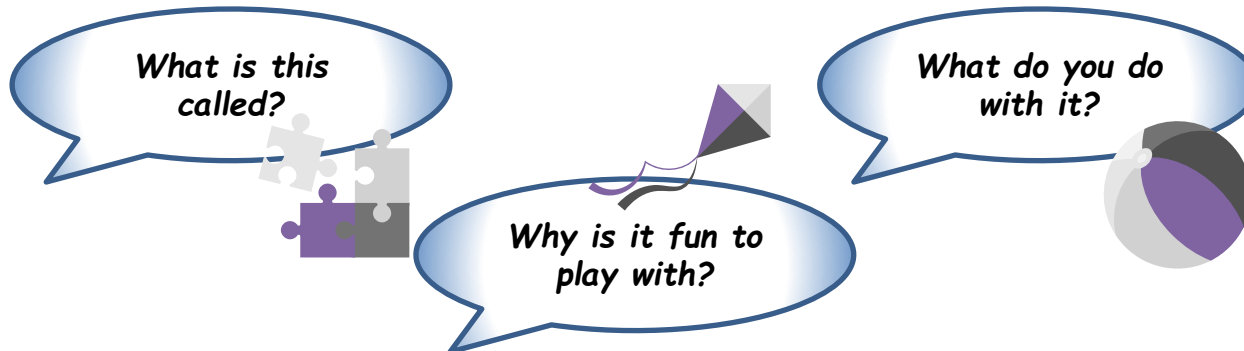
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Be playful and pretend to make the puppet/teddy talk and asks questions e.g.



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Ask your child about what they are doing e.g.

"You are working very hard, tell me about what you are doing."

Ask your child to provide an explanation e.g.

"Why do you think that happened?"

Ask your child to make a prediction e.g.

"What do you think might happen next?"

Ask your child to connect learning to their own lives e.g.

"What does this remind you of?"



Listening and Talking – TfL&T D1

<p>Tools for listening and talking LIT 0-02a / ENG 0-03a</p>	<p>Begin to listen to others with attention and give a response based on what has been said</p>	<p>Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact</p>	<p>Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time</p>	<p>Begin to take turns when listening and talking in a variety of contexts</p>	<p>Begin to develop confidence in asking questions based on what they have heard</p>	<p>Begin to respond appropriately to some questions about what they have said and heard</p>	<p>Can follow a two part instructions and can give a simple instruction to others e.g. when – mixing paint, baking and ask questions to clarify</p>
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Task Aim:

The child will be encouraged to follow a two part instruction.

Task Descriptor:

The adult is given suggestions around ways to improve listening skills through following two part instructions. Suggestions are given as to how this can be achieved through daily, incidental opportunities e.g. asking the child to get their jacket and put it on, as well as through movement games such as ‘Simon says’.

Resources:

- Take home page TfL&T D1

Differentiation:

Start with one instruction at a time, then two at a time e.g. touch your head, progressing to, touch your head and then your toes.

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

TfL&T D1

Following Instructions
Aim: To help your child follow two or more instructions at a time.

Language skills begin with listening. Adults need to model good listening skills so that children can copy these skills. A quiet environment and giving your child your full attention are important. Listening games/activities can help to build up your child's attention to tuning in with their ears.

There are lots of opportunities to use two part instructions with your child particularly during familiar daily routines e.g. leaving the house to go to nursery, "Find your shoes, and put them on."

Use these top tips when giving your child two part instructions:

- Get your child's attention by using their name before giving the instruction and encourage them to make eye contact with you.
- Keep your language simple and direct.
- Use first and then e.g. "first find your shoes, then put them on". This will help your child know the order they have to do each part of the instruction.
- Use gestures to support your child's understanding e.g. point to your shoes on your feet.

Below are some examples

Ali, first get a bowl, then get a spoon.

Lucy, first put on your socks, then put on your shoes.

Jack, pick up a bag of bananas, then put it in the basket.

Zainab, first put soap on your hands, then rub them together.

Have fun with movement games e.g. 'Simon says...'

First turn around, then touch the ground.

First run to the wall, then hop on the leg.

First hop on one leg, then hop on the other leg.

First tap your head, then rub your tummy.



TfL&T D1

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Aim: To help your child follow two or more instructions at a time

Language skills begin with listening. Adults need to model good listening skills so that children can copy these. A quiet environment and giving your child your full is important. Listening games/activities can help to build up your child's attention to tuning in with their ears.

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Use these top tips when giving your child two part instructions:

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- Keep your language simple and direct.
- Use first and then e.g. **"first find your shoes, then put them on"**. This will help your child know the order they have to do each part of the instruction.
- Use gestures to support your child's understanding e.g. point to your shoes on your feet.

Below are some examples



Ali, first get a bowl, then get a spoon.



Lucy, first put on your socks, then put on your shoes.



Jack, pick up a bag of bananas, then put it in the basket.



Zainab, first put soap on your hands, then rub them together.

Have fun with movement games e.g. 'Simon says...'

First turn around, then touch the ground.

First run to the wall, then jump on the log.

First hop on one leg, then hop on the other leg.

First tap your head, then rub your tummy.



Listening and Talking – F&UI A1



<p>Finding and Using Information <u>LIT 0-04a</u></p>	<p>Begin to listen/watch with concentration to find useful information e.g. to learn form a visitor about their occupation</p>	<p>Talk about information that has been interesting to them and/or new information</p>	<p>Begin to ask and answer questions to demonstrate recall of key information</p>	<p>Describe and share ideas/thoughts using what has been learned from listening to/watching texts.</p>	<p>With support begin to make connections between information learned and their own experiences to expand on a topic or theme</p>	<p>Begin with support to use new vocabulary when talking about information they have learned</p>	<p>Use what they have learned in order to make simple choices</p>
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Task Aim:

The child will be supported to use new vocabulary they have been exposed to.

Task Descriptor:

The adult will be encouraged to access their local library with their child and enjoy the experience of selecting books to read aloud.

The adult will be encouraged to develop the child's understanding of unfamiliar words through using illustrations, acting it out or using an alternative word.

The adult will also be given tips for ways to introduce new vocabulary in daily interactions.

Differentiation:

You may need to support some families to identify and access their local library. Having forms available for applying for a library card could be helpful.

Resources:

- Take home page F&UI A1

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

A Visit to the Library
Aim: To help your child use new vocabulary they have heard.

Your **local library** is a great place to start **building** your child's **vocabulary** and **early reading skills**. There is evidence that suggests a strong link between children's literacy skills and frequent library use. Just being around books could help your child feel comfortable about 'reading'. Children's libraries often have **events** and **fun activities** going on which may give your child the chance to socialise with other children and help **expose** them to **new words**.
If you don't have a library card ask one of the librarians, they will be more than happy to help you.

Reading books aloud with your child is a great way to spend quality time together, it is also a great way of exposing your child to new words.

During your library visit, let your child choose books that are of interest to them.

As you read the story aloud be aware of words your child might not know. Help them think about what the words mean.
You could:

Look at the pictures in the book

Tell your child a familiar word that means the same.

Act out the word or use facial expressions and gestures

Another simple way to give your child exposure to new words is to use them yourself, you are your child's first and best role model.

Try to substitute words your child is familiar with for another word which means the same e.g. instead of saying 'small', say 'tiny' 'miniscule'

Here are some other suggestions:

- **Big:** giant, enormous, massive, vast
- **Fun:** entertaining, exciting, enjoyable, amusing
- **Sad:** miserable, gloomy, down, unhappy
- **Happy:** cheerful, delighted, pleased, ecstatic

Hearing language is great way for your child to absorb and learn new words and then use them in their own conversations. Try to use descriptive words in your daily conversations.

For example, if your child passes you a ball, say **Look at the large, bouncy, colourful ball!**



F&UI A1

A Visit to the Library

Aim: To help your child use new vocabulary they have heard.

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As you read the story aloud be aware of words your child might not know. To help them think about what the words mean you could:

Look at the pictures in the book.



Tell your child a familiar word that means the same.



Act out the word or use facial expressions and gestures.



Try to use some of the new words in conversations with your child during the week. Repetition is key, your child will need to hear new words being used over and over again.

Another simple way to give your child exposure to new words is to use them yourself, you are your child's first and best role model.

Try to substitute words your child is familiar with, for another word which means the same e.g. instead of saying 'small', say 'tiny' or 'miniscule'

Here are some other suggestions:

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Hearing language is great way for your child to absorb and learn new words and then use them in their own conversations. Try to use descriptive words in your daily conversations.

For example, if your child passes you a ball say, '**Look at the large, bouncy, colourful ball**'.



Listening and Talking – F&UI B1



<p>Finding and Using Information <u>LIT 0-04a</u></p>	<p>Begin to listen/watch with concentration to find useful information e.g. to learn form a visitor about their occupation</p>	<p>Talk about information that has been interesting to them and/or new information</p>	<p>Begin to ask and answer questions to demonstrate recall of key information</p>	<p>Describe and share ideas/thoughts using what has been learned from listening to/watching texts.</p>	<p>With support begin to make connections between information learned and their own experiences to expand on a topic or theme</p>	<p>Begin with support to use new vocabulary when talking about information they have learned</p>	<p>Use what they have learned in order to make simple choices</p>
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Task Aim:

The child will be encouraged to listen for keywords and instructions on how to play a game.

Task Descriptor:

The child is encouraged to imagine that the equipment set up in the living room is a rainforest and to pretend to be some rainforest creatures. The adult must warn them there is a hungry crocodile on the loose waiting to gobble them up.

The adult will explain to the child they must listen carefully as they move around and when the adult says **"Snap!"** the child must curl up small. The child can move again only when the adult says, **"Croc's gone"**.

Differentiation:

Give your child a helping hand by reducing the number of pieces of equipment they have to use.
Use a teddy or soft toy to move through the rainforest first.

Resources:

- Take home page F&UI B1
- Large equipment in house such as a chair, stools, mat, play tunnel or blanket

(It is important to choose the best and safest space for your indoor Croc's game)

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

Croc's Game

Aim: To encourage your child to listen for key words and instructions to play croc's game.

The ability to talk and listen carefully will allow your child to better understand their world and how to communicate with others. They will learn that to become a confident talker they have to be an active listener and will begin to make a connection between their choices and the consequences of them.

You will need:
Large equipment available around the house e.g. a bench, stool, mat, play tunnel or blanket. (It is important to choose the safest space for croc's game and ensure the equipment is safe as well as fun!)

Instructions:

- Tell your child to imagine the equipment is a rainforest and encourage them to pretend to be some of the rainforest creatures.
- Warn them there is a hungry crocodile on the loose waiting for it's dinner.
- Invite them to move on, over and through the 'rainforest' as if the animals are playing happily.
- Tell your child that they must listen carefully and when you say "Snap!" they must curl up small on the floor and be very still, to avoid being gobbled up by the croc.
- They can only move again when you give the release command "Croc's gone!".
- Keep repeating this, encouraging your child to be a different animal each time. Give your child more specific movements to do before the "Snap!" command, such as, crawling, sliding, or pulling themselves along the floor.
- Encourage your child to recall the instructions of the game as you play.

How would these animals move?

When can you move again?

I wonder how the ... would move?

When do you have to stop?



F&UI B1

Crocs Game

Aim: To encourage your child to listen for key words and instructions to play a game



The ability to talk and listen carefully will allow your child to better understand their world and how to communicate with others. They will learn that to become a confident talker they have to be an **active listener** and will begin to make a connection between their choices and the consequences of them.

Croc's Game

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Large equipment available around the house e.g. a bench, stool, play tunnel or blanket.
(It is important to choose the safest space for Croc's game and ensure the equipment is safe as well as fun!)

Instructions:

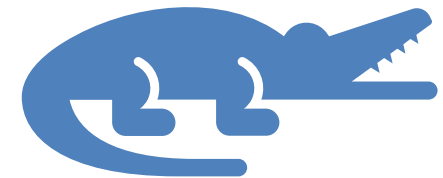
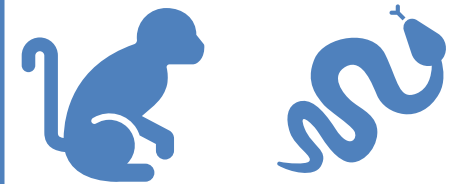
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- Tell your child that they must listen carefully and when you say "**Snap!**" they must curl up small on the floor and be very still, to avoid being gobbled up by the croc.
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- Keep repeating this, encouraging your child to be a different animal each time. Give your child more specific movements to do before the "**Snap!**" command, such as, crawling, sliding, or pulling themselves along the floor.
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When can you move again?

I wonder how the ... would move?

When do you have to stop?

How would these animals move?





Listening and Talking – UAE A1

<p>UAE LIT 0-07a / LIT 0-16a / ENG 0-17a</p>	<p>With support can draw on prior knowledge and experiences to make connections and talk about a range of texts</p>	<p>With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines</p>	<p>Can understand and ask 'what', 'where' and 'who' questions to clarify meaning</p>	<p>With support can discuss and answer some questions to demonstrate understanding of what they have heard</p>
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Task Aim:

With support the child will begin to make predictions based on prior knowledge and experiences e.g. repetition of storylines.

Task Descriptor:

The adult is encouraged to notice and use 'think alouds' to highlight repetition of phrases, actions and structure in stories. The example illustrated on the take home page features 'Room On The Broom' by Julia Donaldson. The adult is encouraged to support their child to join in/predict repeated phrases. Predicting repeated actions (such as the witch landing each time she loses something) is also encouraged.

Differentiation:

For children who are reluctant to say repeated phrases, making up simple actions will enhance engagement, participation and enjoyment.

Resources:

- Take home page UAE A1
- A copy of 'Room On The Broom' by Julia Donaldson can be purchased for around £6

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

Room On The Broom
Aim: To help your child begin to make predictions about what happens or what is said next in a familiar story

F&UI B1

Stories have a 'shape' or structure which they follow. They have a **beginning, middle and end**, they also have a theme such as acting bravely, making journeys, feeling afraid etc. **Repetition of phrases, actions and structure** in stories helps your child to join in and make predictions about the stories.

Choose a story your child is familiar with and enjoys.

As you read the story to your child make 'think aloud' comments to model to your child the repeated actions and phrases within the book. Use these comments to point out predictable patterns in the story and encourage your child to join in with telling the story.

Below are some 'think alouds' to support reading the story, 'Room on the Broom' by Julia Donaldson.

When there is a problem, I see the witch always wants down and always says the same thing...

The dog, bird and frog all ask the witch the same question, let's say it with them.

Does the witch always give the same answer?

I wonder which animal they meet next...

Your child might be able to make connections from one story to another:

Does your child know another story about a witch?

Have they read another book where a character has lost something?

Have they read a different book by the same author?



UAE A1

Room On The Broom

Aim: To help your child begin to make predictions about what happens or what is said next in a familiar story

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*The dog, bird and frog all
ask the witch the same
question, let's say it with
them.*



*Does the witch always
give the same
answer?*



*I wonder which animal
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Your child might be able to make connections from one story to another:

*Does your child know another
story about a witch?*

*Have they read another book where a
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*Have they read a different
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Listening and Talking – UAE B1

<p>UAE LIT 0-07a / LIT 0-16a / ENG 0-17a</p>	<p>With support can draw on prior knowledge and experiences to make connections and talk about a range of texts</p>	<p>With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines</p>	<p>Can understand and ask 'what', 'where' and 'who' questions to clarify meaning</p>	<p>With support can discuss and answer some questions to demonstrate understanding of what they have heard</p>
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Task Aim:

The child will be supported to share their understanding by responding to and asking questions.

Task Descriptor:

The adult is given suggestions on how to develop their child's understanding of what has been heard through the use of effective questioning.

Resources:

- Take home page UAE B1
- Selection of books (if books are not readily available in the home)

Differentiation:

You could provide specific questions for texts appropriate to the child and families needs.



UAE B1



Who, What, Where?

Aim: To support your child to share their understanding by responding to and asking questions.

Understanding is key to talking and learning. Children need to understand what single words mean and when words are joined together into sentences, conversations, instructions and stories. Adults play an important role in answering the many questions children have and in checking out whether children understand.

<p>Share a familiar story with your child, ask some questions to check your child's understanding and encourage them to ask their own questions to clarify the meaning of the story.</p> <p>Children can learn a lot from the front cover, look at the picture and ask:</p> <p>I wonder what this story is about?</p> <p>What do you think the story is called?</p> <p>Where do you think the story is set?</p>	<p>During the read aloud of the story with your child, stop and ask a few questions e.g.</p> <p>I wonder how... is feeling?</p> <p>What do you think might happen next?</p> <p>What would you do if you were...?</p> <p>Why not ask your child if they have any <u>questions</u> they would like to ask you.</p>	<p>After reading the story, ask a few questions to help your child understand and reflect on the story e.g.</p> <p>Who was your favourite character, why?</p> <p>Can you tell me what the story was about?</p> <p>Where was the story set?</p> <p>Top Tips:</p> <ul style="list-style-type: none"> • Don't ask too many questions, the story should be fun. • When you have asked a question wait 5-10seconds to give your child time to think. • Listen with interest to your child's answer.
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UAE B1

Who, What, Where?

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Children can learn a lot from the front cover. **Before** reading, look at the picture and ask:

I wonder what this story is about?



What do you think the story is called?

Where do you think the story is set?



During the read aloud of the story with your child, stop and ask a few questions e.g.



I wonder how... is feeling?

What do you think might happen next?



What would you do if you were...?

Why not ask your child if they have any questions they would like to ask you.

After reading the story, ask a few questions to help your child understand and reflect on the story e.g.



Who was your favourite character? Why?

Can you tell me what the story was about?

Where was the story set?

Top Tips:

- Don't ask too many questions, the story should be fun.
- When you have asked a question wait 5-10seconds to give your child time to think.
- Listen with interest to your child's answer.



Practitioner Page: DO NOT PRINT

Listening & Talking – CT A1

<p>Creating Texts LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a</p>	<p>Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences</p>	<p>Begin to use sequential language (first, next, now etc.) to describe or recount experiences</p>	<p>Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb/tense</p>	<p>Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum</p>	<p>Explore own and familiar stories through play and role play</p>	<p>Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support</p>	<p>Use new vocabulary to which they have had repetitive exposure to</p>
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Task Aim:

The child will be supported to develop the use of a range of prepositions through games, daily routines and stories.

Task Descriptor:

The child is asked to choose a toy and the adult and child take turns 'hiding' (positioning) the toy somewhere within a room in their home. The adult models the use of prepositional language to identify where the toy is. The child is encouraged to describe where the toy is hidden.

Differentiation:

Some children will need specific instructions with a very limited number of prepositions. The adult could give the child instructions – 'Put teddy bear under the table', then asks where teddy bear is.

Resources:

- Take home page CT A1
- Favourite Toy
- Suggested stories to support the use of prepositions:
 - 'WHERE, oh where is baby bear?' by Ashley Wolff
 - 'We're Going on a Bear Hunt' by Michael Rosen and Helen Oxenbury
 - 'Where's Spot?' by Eric Hill
 - 'Guess How Much I Love You' by Sam McBratney



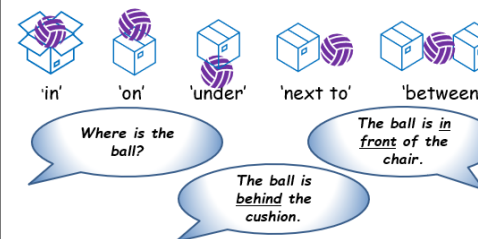
CT B1

Hide n Seek

Aim: To help develop your child's use of prepositional language e.g. positioning - in, on, under, beside

Prepositions (positional language) can be challenging for children to understand. They need to hear a lot of repetition of this language. The more actively engaged your child is the more they will understand prepositions.

- Play a game of Hide n Seek with your child's favourite toy.
- Take turns to hide the toy some where within a chosen room in your home. When it is your turn to 'seek' for the toy, model the use of prepositional language e.g.



- Encourage your child to describe where the toy is hidden using positional language.

Other opportunities...

Daily routines offer lots of opportunities to use prepositions e.g.

"Put the juice in the fridge please."
 "Your shoes are next to the door."

Books are a fun way to help your child become familiar with prepositions e.g.

'We're Going on a Bear Hunt' by Michael Rosen and Helen Oxenbury
 'WHERE, oh where is baby bear?' by Ashley Wolff
 'Where's Spot?' by Eric Hill
 'Guess How Much I Love You' by Sam McBratney



CT A1

Hide 'n Seek

Aim: To help develop your child's use of prepositional language e.g. positioning - in, on, under, beside



Prepositions (positional language) can be challenging for children to understand. They need to hear a lot of **repetition** of this language. The more actively engaged your child is the more they will understand prepositions.

Play a game of Hide 'n Seek with your child's favourite toy.

Take turns to hide the toy some where within a chosen room in your home. When it is your turn to 'seek' for the toy, model the use of prepositional language e.g.



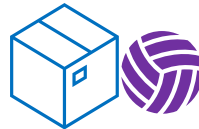
'in'



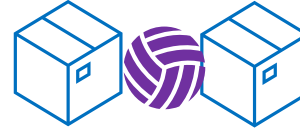
'on'



'under'



'next to'



'between'

Where is the ball?

The ball is in front of the chair.

The ball is behind the cushion.

Encourage your child to describe where the toy is hidden using positional language.

Other opportunities...

Daily routines offer lots of opportunities to use prepositions e.g.

"Put the juice in the fridge please."

"Your shoes are next to the door."

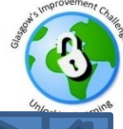
Books are also a fun way to help your child become familiar with prepositions e.g.

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by Michael Rosen and Helen Oxenbury

'WHERE, oh where is baby bear?' by Ashley Wolff

'Where's Spot?' by Eric Hill

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Practitioner Page: DO NOT PRINT

Listening & Talking – CT B1

<p>Creating Texts LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a</p>	<p>Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences</p>	<p>Begin to use sequential language (first, next, now etc.) to describe or recount experiences</p>	<p>Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb/tense</p>	<p>Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum</p>	<p>Explore own and familiar stories through play and role play</p>	<p>Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support</p>	<p>Use new vocabulary to which they have had repetitive exposure to</p>
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Task Aim:

The child will be supported to develop spoken language skills through engaging imaginatively with characters and ideas in a story.

Task Descriptor:

The adult is given an example of how they can use props to support further exploration of characters and ideas in a well known, traditional tale, 'Goldilocks and the Three Bears'. The use of role play will also support the development of spoken language skills.

There is a props ideas list to illustrate how simple it is to source/make props using household objects.

Differentiation:

Some children might only take on a small role in the story, watching the adult modelling how to role-play. Props, masks, puppets and toys all give a child something to 'hide behind'. Some children will relish every aspect of acting out a story.

Resources:

- Taken home page CT B1
- Bowls(optional- porridge oats), spoons, chairs (or cardboard boxes), a duvet, blanket and a towel, paper, coloured pencils.

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

CT A1

Act it Out

Aim: To help your child develop spoken language skills through role-play

Imaginative play is very important in the development of spoken language and in your child's ability to engage with stories. One of the most powerful things you can do is role-play stories with your child. Finding and making props together is great fun!

With your child:

- select a favourite story and talk about how you could role-play the story, act it out.
- gather some props from around the house

Here are some ideas you could use for role-playing the traditional tale, 'Goldilocks and the Three Bears'...

I wonder how we should order the bowls on the table...

Imagine you could smell delicious food and you felt hungry, what would you do?

What kind of voice could you do for daddy bear?

Show me how you would feel if you woke up to see three bears staring at you?

Try some of these ideas for props with 'Goldilocks and the Three Bears'

3 different sized bowls (add porridge oats if you have them)

3 different sized chairs or cardboard boxes

3 different sized beds - a duvet, a blanket and a towel

3 bears - draw 3 different sized faces and stick each to the back of a spoon
Yellow paper hair (or doll) for Goldilocks



Act it Out

Aim: To help your child develop spoken language skills through role-play

CT B1

Imaginative play is very important in the development of spoken language and in your child's ability to **engage** with stories. One of the most powerful things you can do is **role-play** stories with your child. Finding and making **props** together is great fun!

With your child:

- select a favourite story and talk about how you could role-play and act it out.
 - gather some props from around the house.
- Here are some ideas you could use for role-playing the traditional tale, 'Goldilocks and the Three Bears'...

I wonder how we should order the bowls on the table...

Imagine you could smell delicious food and you felt hungry, what would you do?

What kind of voice could you do for daddy bear?

Show me how you would feel if you woke up to see three bears staring at you?'

Try some of these ideas for props for 'Goldilocks and the Three Bears'

3 different sized bowls (add porridge oats if you have them)



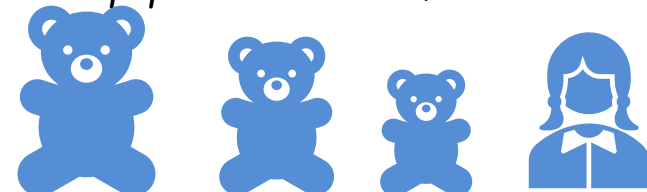
3 different sized chairs or cardboard boxes



3 different sized beds - a duvet, a blanket and a towel



3 bears - draw 3 different sized faces and stick each to the back of a spoon or collect 3 soft toys
 Yellow paper hair or doll for Goldilocks





Practitioner Page: DO NOT PRINT

Listening & Talking – CT C1

<p>Creating Texts LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a</p>	<p>Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences</p>	<p>Begin to use sequential language (first, next, now etc.) to describe or recount experiences</p>	<p>Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb/tense</p>	<p>Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum</p>	<p>Explore own and familiar stories through play and role play</p>	<p>Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support</p>	<p>Use new vocabulary to which they have had repetitive exposure to</p>
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Task Aim:

The child will be encouraged to begin to ascribe meaning to what has been created, specifically structures and discuss, ask/answer questions with support.

Task Descriptor:

Following their child's interests, the adult is invited to encourage the child's creativity through building, using materials in creative ways. Ideas are suggested to support children who don't know what to build. These suggestions use different contexts – books, superheroes, nature. These are intended to inspire ideas. Conversation and creativity are key, as is exploring the properties of materials.

Differentiation:

At the early stages many children may build and not know what they are building at the start of the build. Focusing on the structure and materials could help the child engage in conversation about their creation.

Resources:

- Take home page CT C1
- Items from around the home:
 - Building blocks/Lego
 - Cushions/blankets
 - Cardboard boxes/recycled packaging
- You may wish to supply:
 - Sellotape/masking tape
 - Scissors

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

CT C1

Act it Out
Aim: To encourage your child to talk about their constructions.

Your child will express their thoughts and ideas not only through words or vocalisations but also through their marks, drawings and models. Encouraging your child to talk about their creations by ascribing meaning to their marks or models may give you an insight into their thinking.

Your child will use a variety of materials in a creative and imaginative way to create models and structures. Here are some suggestions:
cardboard boxes, recycled packaging blankets, cushions, furniture, blocks, Lego, straws, paper cups, Sellotape, masking tape, scissors etc.

Some other suggestions...

- Encourage your child to build a model or structure, it could be a building from a favourite T.V. programme, story or film e.g. grandma's cottage for 'Little Red Riding Hood'.
- Gather materials that might be useful then start exploring them and talking about them.

Oh no! The cushion walls are falling down again... I wonder why?

Yes we do need something firmer for the walls...what else could we try?

Remember your child is the architect so limit your instruction! Have fun!

Build a house for a mouse outside

Build a skyline for Spiderman to climb! He climbed the Empire State Building in New York.

Your child may not be ready to give meaning to their creation. Alternatively you can encourage and make comments on:

- their choice of material - "You have used Duplo bricks"
- the arrangement - "You have turned the bricks around, it looks like balcony's"
- the number of objects used - "You have used 3 blue bricks and 2 red bricks."
- similarities and differences - "Your building is very tall, just like the Empire State Building"



Act it Out

Aim: To encourage your child to talk about their constructions

CT C1

Your child will express their **thoughts** and **ideas** not only through words or vocalisations but also through their **marks, drawings and models**. Encouraging your child to talk about their creations by **ascribing meaning** to their marks or models may give you an **insight** into their **thinking**.

Your child will use a variety of materials in a creative and imaginative way to create models and structures.

Here are some suggestions:

cardboard boxes, recycled packaging
blankets, cushions, furniture,
blocks, Lego,
straws, paper cups,
Sellotape, masking tape, scissors etc.

Encourage your child to build a model or structure, it could be a building from a favourite TV programme, story or film e.g. grandma's cottage for 'Little Red Riding Hood'.

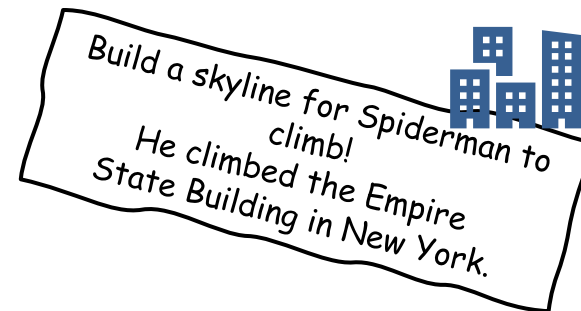
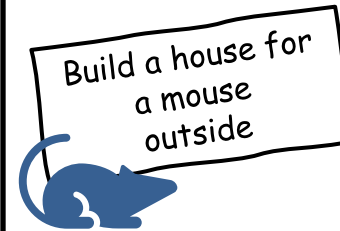
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Some other suggestions...



Your child may not be ready to give meaning to their creation. Alternatively you can encourage and make comments on:

- their choice of materials - **"You have used Duplo bricks"**
- the arrangement - **"You have turned the bricks around, it looks like there are balconies"**
- the number of objects used - **"You have used 3 blue bricks and 2 red bricks."**
- any similarities and differences - **"Your building is very tall, just like the Empire State Building."**

