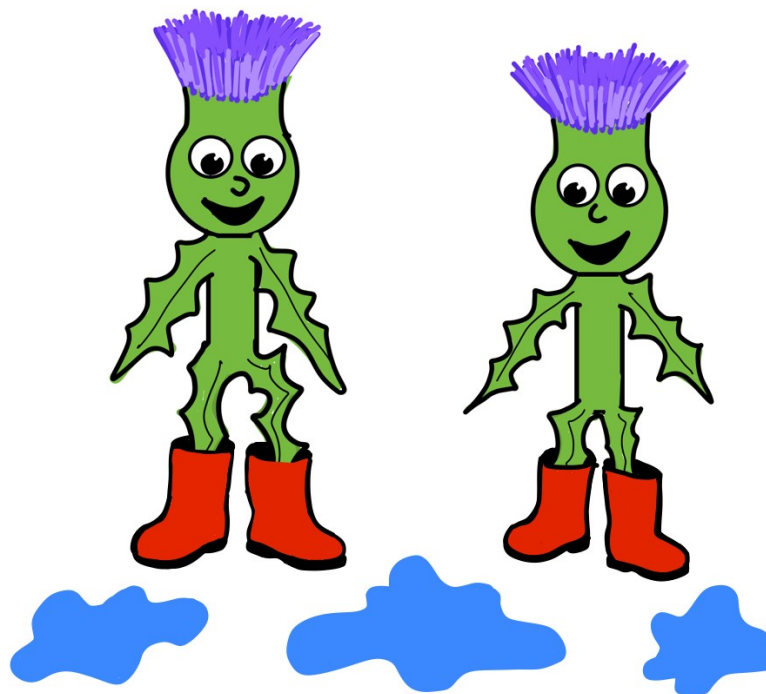




# Glasgow Outdoors: Literacy for ALL



Reading - Early Level



# Glasgow Outdoors: Literacy for ALL

Welcome to Glasgow Outdoors: Literacy for ALL. This resource has been created to support the learning and teaching of literacy outdoors 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 will have around three outdoor learning experiences per bundle. 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 writing experiences for Early Level Tracker 1. Reading experiences are also available via the LEL Blog and Listening and Talking will be launched at a later date.

Also contained within this resource are supporting guidance notes detailing information about literacy strategies and approaches suggested within the experiences. These can be found on slides 26-33.

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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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## Why Glasgow Outdoors?

Within Scotland, children's right to daily opportunities for outdoor play is enshrined in national policy and guidance e.g.

- *Curriculum for Excellence Through Outdoor Learning* – “All staff at every level of involvement with the education of children and young people have a responsibility to make the most of the outdoor environment to support the delivery of the experiences and outcomes of Curriculum for Excellence.”
- *Health and Social Care Standards* – “As a child, I play outdoors every day and regularly explore a natural environment” (HSCS 1.32).
- *Learning for Sustainability Action Plan* – “All learners should have an entitlement to Learning for Sustainability.”

### **Benefits of taking learning outdoors:**

- Rich stimulus for creativity, enquiry and problem solving
- Improved mental, emotional and physical health
- Development of language and communication skills
- Application of literacy and numeracy in meaningful contexts
- Instils a connectedness with, and appreciation of nature



## Why Glasgow Outdoors?

### Risk-benefit analysis - COVID-19:

This resource has been created considering research evidence that suggests:

*“...outdoor environments can limit transmission, as well as more easily allow for appropriate physical distancing between children.”*

[Scottish Government; 21/08/20. Coronavirus \(COVID-19\): guidance on reopening early learning and childcare services](#)

**\*\*\*Please ensure you remain up to date with current COVID-19 guidance and follow your setting's individual risk assessment when engaging with this resource.\*\*\***

### Care Inspectorate statement on risk in play

*“The Care Inspectorate supports care service providers taking a positive approach to risk in order to achieve the best outcomes for children. This means moving away from a traditional deficit model that takes a risk-averse approach, which can unnecessarily restrict children's experiences... to a more holistic risk-benefit model”.*

[30 October 2015, cited in My World Outdoors, p.18](#)

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Early Level Tracker 1

Early Level Tracker 1

Navigate to home slide

Organiser

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

Reading

<b>Enjoyment &amp; Choice</b> 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
<b>Tools for Reading</b> 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	
<b>Understanding Analysing and Evaluating</b> 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		
<b>Finding &amp; Using Information</b> LIT 0-14a	Identify some familiar print from environment A	Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose B	With support, find information in a text to learn new things B		Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts C	Retell some key events from a familiar story D	

Next slide



Organiser

Navigate to other experiences within that bundle

Navigate to home slide

Bundle covered by the experience is highlighted in yellow

Experience code referenced on tracker page

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

Aim of experience and guidance to deliver suggested experience and interactions

Suggested literacy strategies and approaches

Concepts explored from other Literacy organisers

Suggested resources

Click to access additional resources (not on slides with photos)

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

Enjoyment & Choice <a href="#">LIT 0-1a</a> <a href="#">LIT 0-11a</a> <a href="#">LIT 0-20a</a>	Have opportunities to write, inspired by what they have listened to, watched or read	Explore a variety of writing materials for purposeful mark making	Develop mark making in different contexts and share what they have created	Begin to explore creating texts in meaningful contexts through play based and outdoor learning	Begin to explore imitating writing letters and words and use the print in their environment as a stimulus	Begin to develop pride and confidence in writing own name
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**E&C C1 Writing Your Name Outdoors**

*One of the first words children can often write is their own name. Young children will usually recognise the first letter of their name, they might notice and point to the first letter in other places such as; signs in the garden/local environment or in books. As children develop their writing skills they will begin to make symbols and marks which begin to look a bit more like letters. At this stage children are beginning to show their understanding that writing has meaning and purpose.*

**Aim:** To begin to develop confidence in writing their own name.

**Suggested Experience and Interactions:**

- Provide children's name cards to copy if required, these could be laminated and displayed on keyrings so that they are easily accessible . Allow for plenty of discussion around writing names, describing their similarities and differences e.g.,  
*"You have tall letters in your name and I don't."*  
*"You have 3 small letters in your name and look this letter has a tail."*
- Try to incorporate some real life reasons for children to write their name outdoors such as; on a list for a turn of the bikes or to register they are in the outdoor space. You could also draw children's attention to their name labels written on their coat hooks, bags, folders etc. and support them to create their own labels.
- Other opportunities include children:
  - Writing name using various mark making materials e.g., twigs, feathers, pinecones, brushes etc.
  - Writing name in sand/mud – compare the marks made with various sized tools
  - Writing name in chalk on ground/walls/chalk boards/wooden planks
  - Using water to 'paint' names on a fence, wall or ground
  - Using a large sheet of paper and natural elements such as mud to write names

*"I wonder what tools you used here?" "Why have you written your name on this list?" "Can you tell me about the letters you have written?" "I wonder how you made this mark?"*

**Suggested literacy strategies & approaches**


- Observing, waiting and listening
- Extending conversations
- Shooting for the SSTARS

**Other literacy opportunities:**

- Print carries meaning
- Vocabulary development

**Resources**

- Mark making materials
- Sand/mud
- Contact paper/chalkboard
- iPad/camera







# Differentiation

Knowledge and experience of working with children in early years has been used to create this resource. However, the planners are intended as a starting point and are in no way exhaustive. This resource should be adapted to meet the needs of the children in each setting. There are many ways these planners can be differentiated.

## What is meant by differentiated learning?

Differentiated learning is not a single approach, but includes a number of elements involving adapting learning, teaching and assessment to meet individual children's needs. By differentiating learning, practitioners develop multiple starting points and pathways which are tailored to children's individual learning needs.

Adapted from "A Knowledge Into Action resource for practitioners and education staff differentiated learning in numeracy and mathematics" (2015)

The main ways this can be achieved is by considering the following four aspects of learning; **Content, Process, Product and Learning Environment.**

Looking further at these four concepts some examples of way the resource can be differentiated are:

- **Content** - variety of learning materials to support learning, contexts to meet child's interest, relevant to their world around them
- **Process** - provision of different starting points, child led, altering the intended outcome and success criteria in reference to tracker, effective interactions with practitioners
- **Product** - use a variety of questions to ascertain understanding, choice of how to present findings for children
- **Learning Environment** - well planned and organised resources within a safe outdoor space

## Assessment

Assessment is a vital component of differentiated learning as this allows us to build on prior learning and plan for next steps. This resource is aligned with the Literacy for ALL framework and should be used in conjunction with each other.

In some of the experiences and interactions suggestions of challenge are presented. Practitioners are expected to offer elements of challenge or support to these activities with consideration of knowledge of the whole child in their care.

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Next slide



# Literacy for All Early Level Tracker 1

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

## Reading

This section currently features experiences for each organiser.  
[CLICK HERE](#) to access experiences.

## Writing

This section currently features experiences for each organiser.  
[CLICK HERE](#) to access resource..

## Listening and Talking

Coming soon...

## Suggested literacy strategies and approaches

[CLICK HERE](#) to access supporting guidance for the literacy strategies and approaches used within this resource.



# Early Level Tracker 1

Reading

<b>Enjoyment &amp; Choice</b> <b>LIT 0-01a</b> <b>LIT 0-11a</b> <b>LIT 0-20a</b> <b>LIT 0-01b</b>	<p><u>Become increasingly aware that there are different types of texts e.g., stories, non-fiction</u></p> <p><b>A1</b></p>	<p><u>With support, start to select texts that can be explored for enjoyment</u></p> <p><b>A1</b></p>	<p><u>With support, discuss a story through illustrations and share likes and dislikes</u></p> <p><b>B1</b></p>	<p><u>Begin to develop vocabulary through listening to and exploring different text forms</u></p> <p><b>C1</b></p>	<p><u>Be supported to select appropriate texts within collaborative and play contexts</u></p> <p><b>A1</b></p>	<p><u>Enjoy exploring and reciting nursery rhymes, songs or chants</u></p> <p><b>D1</b></p>	<p><u>Generate a short string of rhyming words (can be nonsense rhymes)</u></p> <p><b>D1</b></p>
	<p><u>Enjoy exploring, identifying and generating rhyme using familiar words e.g., own name</u></p> <p><b>D1</b></p>	<p><u>Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model</u></p> <p><b>E1</b></p>	<p><u>Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistake</u></p> <p><b>E1</b></p>	<p><u>Begin to keep a steady beat along with familiar songs and rhymes</u></p> <p><b>F1</b></p>	<p><u>Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words</u></p> <p><b>F1</b></p>	<p><u>Begin to develop confidence with book handling skills e.g., holding book correctly</u></p> <p><b>G1</b></p>	<p><u>Begin to become aware that print conveys meaning</u></p> <p><b>G1</b></p>
<b>Tools for Reading</b> <b>ENG 0-12a</b> <b>LIT 0-13a</b> <b>LIT 0-21a</b>	<p><u>Can recognise own name and some other familiar words as appropriate</u></p> <p><b>A1</b></p>	<p><u>With support can aurally identify most familiar initial sounds starting with own name and friends' names</u></p> <p><b>B1</b></p>		<p><u>With support begin to generate some words with same initial sound</u></p> <p><b>B1</b></p>	<p><u>Begin to recognise the difference between a letter and a word</u></p> <p><b>C1</b></p>		
	<p><u>Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words</u></p> <p><b>B1</b></p>		<p><u>Begin to use context clues such as illustrations to support understanding of stories.</u></p> <p><b>C1</b></p>		<p><u>Begin to be aware of some basic punctuation when sharing a story</u></p> <p><b>C1</b></p>		
<b>Understanding Analysing and Evaluating</b> <b>LIT 0-07a</b> <b>ENG 0-17a</b> <b>LIT 0-16a</b> <b>LIT 0-19a</b>	<p><u>Explore and discuss features such as title, author, blurb, illustrator and pictures</u></p> <p><b>A1</b></p>		<p><u>Discuss the basic differences between fiction and non-fiction and begin to develop understanding</u></p> <p><b>B1</b></p>	<p><u>With support, use what is known already about subject and text type to help understanding</u></p> <p><b>B1</b></p>	<p><u>Ask and answer simple open-ended questions about events and ideas in a text</u></p> <p><b>C1</b></p>		
	<p><u>Use knowledge of familiar patterns and answer questions to help predict what will happen next</u></p> <p><b>B1</b></p>	<p><u>Shares thoughts and feeling about stories and other texts during and after reading</u></p> <p><b>C1</b></p>		<p><u>Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts</u></p> <p><b>C1</b></p>	<p><u>Retell familiar stories in different way e.g., role play, puppets and drawings</u></p> <p><b>C1</b></p>		
<b>Finding &amp; Using Information</b> <b>LIT 0-14a</b>	<p><u>Identify some familiar print from environment</u></p> <p><b>A1</b></p>	<p><u>Begin to show an awareness of features of fiction and non-fiction texts when choosing texts for a particular purpose</u></p> <p><b>B1</b></p>	<p><u>With support, find information in a text to learn new things</u></p> <p><b>B1</b></p>	<p><u>Begin to answer simple open-ended questions about what has been explicitly stated in specific sections of non-fiction texts</u></p> <p><b>C1</b></p>	<p><u>Retell some key events from a familiar story</u></p> <p><b>D1</b></p>		

<p><a href="#">Enjoyment &amp; Choice</a></p> <p>LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b</p>	<p>Become increasingly aware that there are different types of texts e.g. stories, non fiction</p>	<p>With support, start to select texts that can be explored for enjoyment</p>	<p>With support, discuss a story through illustrations and share likes and dislikes</p>		<p>Begin to develop vocabulary through listening to and exploring different text forms</p>	<p>Be supported to select appropriate texts within collaborative and play contexts</p>	<p>Enjoy exploring and reciting nursery rhymes, songs or chants</p>	<p>Generate a short string of rhyming words (can be nonsense rhymes)</p>
	<p>Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name</p>	<p>Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model</p>	<p>Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes</p>	<p>Begin to keep a steady beat along with familiar songs and rhymes</p>	<p>Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words</p>	<p>Begin to develop confidence with book handling skills e.g. holding book correctly</p>	<p>Begin to become aware that print conveys meaning</p>	

**E&C A1**

**Reading Den**

*Creating a story area outside provides children with the opportunity to engage in reading in a different context. The outdoor space provides ample opportunities to incorporate the multisensory aspects of nature such as smells, sounds and textures into reading sessions. This allows children to become fully absorbed and engaged in the story, inspiring a love of reading.*

**Aim:** To create an inspiring area to promote reading for enjoyment outdoors, with opportunities to retell stories in play contexts.

**Suggestions**

- Create a special den for reading or storytelling outdoors. This could be in a permanent structure, such as a shed, a fold up tepee\tent or a makeshift 'den' with tarpaulin etc. Try to include some 'cosy' elements such as blankets, cushions or comfy mats to sit on that are easy to wash or clean.
- Choose a variety of books that may lend themselves to outdoor experiences e.g., 'Stick Man', 'The Gruffalo', 'Stuck', 'We're Going on a Bear Hunt'. Consider the availability and accessibility of books – is there a diverse range of books with interesting topics? Are there non-fiction books and alternative reading material e.g., magazines and comics?
- Consider if children have enough time to develop a love and enjoyment of reading – do they have the opportunity to engage in reading for longer periods of time?
- Adults should model how to select books for enjoyment - going to look at books, picking a book, choosing between two books and settling down to look at a book, deciding to give attention and time to a book. Encourage children to share their thoughts, feelings and ideas around the texts they have selected e.g.,  

**“Why did you choose this story?” “What did you enjoy about this book?”**  
**“Would you like to read it again?” “What would you tell your friends about the book?”**
- You may also wish to create and include outdoor story sacks with props linked to a few of the books. Handmade\created resources such as story stones, spoons etc. are recommended over expensive resources which don't last long outdoors. Ensure any puppets or soft toys are machine washable.
- Try to ensure that there are not only props for retelling stories but also to engage with the texts in playful contexts e.g., different sized bowls, spoons etc. which could be used to make the three bears porridge in the mud kitchen or bug finders which could be used alongside a non-fiction text to find and identify minibests.

**Suggested literacy strategies and approaches:**

- Observing, waiting and listening
- Extending conversations

**Other literacy opportunities:**

- Listening and talking

**Resources:**

- Variety of fiction and non-fiction books that provide good contexts for outdoor play
- Story bags and props
- Cushions, blankets, mats, tarpaulin etc.



<a href="#">Enjoyment &amp; Choice</a>  <a href="#">LIT 0-01a</a> <a href="#">LIT 0-11a</a> <a href="#">LIT 0-20a</a> <a href="#">LIT 0-01b</a>	<p>Become increasingly aware that there are different types of texts e.g. stories, non fiction</p>	<p>With support, start to select texts that can be explored for enjoyment</p>	<p>With support, discuss a story through illustrations and share likes and dislikes</p>		<p>Begin to develop vocabulary through listening to and exploring different text forms</p>	<p>Be supported to select appropriate texts within collaborative and play contexts</p>	<p>Enjoy exploring and reciting nursery rhymes, songs or chants</p>	<p>Generate a short string of rhyming words (can be nonsense rhymes)</p>
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E&C B1

Story Tree

Illustrations provide provocations for talk around a story's elements; characters, settings, problems, actions and resolutions. Encouraging a discussion of ideas and information while reading with children involves an on-going conversation with them, it means stopping, asking, listening, responding and explaining. This back-and-forth conversation helps develop understanding, vocabulary and oral language skills. Reading with children stimulates their imagination and helps to connect with their own experiences.

**Aim:** To support children to discuss a story using illustrations and share their likes or dislikes.

**Suggested Experience and Interactions:**

- Identify a low tree fence to create your story tree, cut and then attach some lengths of ribbon.
- Read a familiar story with the children using the illustrations as a prompt for discussion around the story elements, e.g., **"What characters can you see on this page?" "I wonder where the setting is?" "Can you remember what problem \_\_\_\_ had?" "How did he/she solve the problem?"**
- Begin to use some of the illustrations as a prompt for discussing likes and dislikes, use think alouds to model your own likes and dislikes from the book e.g.,
  - "My favourite setting is the beach as it reminds me of holidays."**
  - "I dislike the cave as it made me feel a bit scared."**
  - "I don't like the mouse, he tricked the Gruffalo."**
  - "I like the butterfly because he helped monkey find his mum."**
- Inform the children that you are going to create a story tree where we can share our likes and dislikes about the stories we read. Invite each child to share a like or dislike about the story to add to your story tree, giving further prompts e.g.,
  - "Which character did you like?" "Which setting was your least favourite?"**
  - "What part of the story did you like the most?" "What did you dislike in the story?"**
- Scribe a comment from each child on a speech bubble or coloured card e.g., 'likes' could be yellow and 'dislikes' could be blue. Ask the children to attach it to the coloured ribbon on your story tree. Whenever you have read a story outdoors ask children to express their 'likes' or 'dislikes' and attach it to the story tree.

**Suggested literacy strategies and approaches:**

- Interactive Shared Reading
- Story elements
- Observing, waiting and listening

**Other literacy opportunities:**

- Mark making
- Listening and talking
- Vocabulary development

**Resources:**

- Coloured ribbon
- Coloured card/speech bubbles
- Familiar story
- Tree or fenced area



<p><a href="#">Enjoyment &amp; Choice</a></p> <p><a href="#">LIT 0-01a</a>  <a href="#">LIT 0-11a</a>  <a href="#">LIT 0-20a</a>  <a href="#">LIT 0-01b</a></p>	<p>Become increasingly aware that there are different types of texts e.g. stories, non fiction</p>	<p>With support, start to select texts that can be explored for enjoyment</p>	<p>With support, discuss a story through illustrations and share likes and dislikes</p>		<p>Begin to develop vocabulary through listening to and exploring different text forms</p>	<p>Be supported to select appropriate texts within collaborative and play contexts</p>	<p>Enjoy exploring and reciting nursery rhymes, songs or chants</p>	<p>Generate a short string of rhyming words (can be nonsense rhymes)</p>
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E&C C1

**Car, Car, Truck, Jeep**

*Vocabulary is fundamental in learning to read; learners must understand and use the words they hear orally in order to develop their understanding of stories. Different forms of text such as; posters, leaflets, menus and reference books provide lots of opportunities to begin to develop children's vocabulary and are an important way of extending early reading skills.*

**Aim:** To help children develop their vocabulary through creating and exploring different forms of texts

**Suggested Experience and Interactions:**

- Choose a fiction book about 'real life' to match the interests of your learners. This example uses 'Car, Car, Truck, Jeep' by Katrina Charman and Nick Sharratt.
- Read the book and discuss all the different forms of transport, highlighting and introducing any new vocabulary such as, 'hovercraft', 'ambulance', 'carriages', 'motorbike', 'jeep'.
- Discuss with the children where you might find more information about different forms of transport and have a non-fiction text about transport handy. Talk about the differences between the two forms of text – non-fiction has facts whereas fiction is a story.
- Ask the children where they would normally see the different types of transport e.g.,  
 "Can you see any from the window?" "Where might you see a helicopter?"  
 "I wonder where you would see a hovercraft?"
- Go on a local walk and use the iPad/camera to take photographs of the different forms of transport you see.
- Encourage the children to think of ways they could share their transport pictures with their peers. Print out the pictures to make a poster about the different forms of transport in your local area, encourage children to use their new vocabulary to share their poster with friends. This could be laminated and displayed in the outdoor area as a reference text.
- You could also use your transport pictures to create a transport survey, use this text form to find out how many of each different type of transport can be spotted in your local area over a 10-15 minute period of time.

**Suggested literacy strategies and approaches:**

- Extending conversations
- Observing, waiting and listening
- Shooting for the SSTARS





**Other Literacy opportunities:**

- Mark making
- Listening and talking

**Resources:**

- Fiction book about 'real life' and related non fiction book
- iPad/camera and access to a printer
- Paper and pens

**Transport**

	
bus	train
	
car	helicopter

<p><a href="#">Enjoyment &amp; Choice</a></p> <p><a href="#">LIT 0-01a</a> <a href="#">LIT 0-11a</a> <a href="#">LIT 0-20a</a> <a href="#">LIT 0-01b</a></p>	<p>Become increasingly aware that there are different types of texts e.g. stories, non fiction</p>	<p>With support, start to select texts that can be explored for enjoyment</p>	<p>With support, discuss a story through illustrations and share likes and dislikes</p>		<p>Begin to develop vocabulary through listening to and exploring different text forms</p>	<p>Be supported to select appropriate texts within collaborative and play contexts</p>	<p>Enjoy exploring and reciting nursery rhymes, songs or chants</p>	<p>Generate a short string of rhyming words (can be nonsense rhymes)</p>
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E&C D1

Rhymes in the Outdoors

Exploring and reciting nursery rhymes, songs and chants with children can help develop important early language and communication skills such as, vocabulary and awareness of sounds. The rhythmic and repetitive nature of songs, rhymes and chants makes it easier for children to remember and repeat. Using your environment and outdoor space to 'act out' songs and rhymes enables children to use big actions in a big space and provide fun contexts for learning in.

**Aim:** To explore and recite nursery rhymes, songs or chants by acting them out.

**Suggested Experience and Interactions:**

- Consider the features of your landscape within your outdoor space that would compliment the acting out of familiar nursery rhymes and songs e.g.,
  - Jack and Jill - a small mound
  - 5 Little Speckled Frogs/Row, Row, Row Your Boat - an area with frequent puddles
  - Humpty Dumpty - construction area
  - Incy Wincy Spider - beside a drainpipe
  - Leaves Are Falling - under a tree
- Encourage and support children to 'act out' the rhyme or song by modelling actions and prompting children to think of appropriate actions. You may need to gather additional props for some songs and rhymes.

**“Where did Jack and Jill get a pail of water? Let’s climb the hill and say the rhyme.”**

**“Humpty Dumpty sat on a \_\_\_\_? What could we use to build a wall?”**

**“Look there is a big puddle today, we could make some boats for our song Row, Row, Row Your Boat. I wonder if they will make it down the stream...”**

- Emphasise the rhyming words by pausing before you say them, this gives children the opportunity to fill in the missing word e.g.,
  - “Incy Wincy spider climbed up the water...SPOUT, Down came the rain and washed the spider...OUT.”
- You could talk about the rhyming words as you play and act out the songs and rhymes e.g., **“I heard two words that sound similar, ‘spout’ and ‘out’.** (emphasise the rhyming parts of the word with your voice). **These word rhyme.”**

**Suggested literacy strategies and approaches:**

- Phonological awareness

**Other literacy opportunities**

- Listening and talking

**Resources:**

- Additional props and materials to support acting out songs and rhymes e.g., blocks, character puppets, character masks



<a href="#">Enjoyment &amp; Choice</a>  <a href="#">LIT 0-01a</a> <a href="#">LIT 0-11a</a> <a href="#">LIT 0-20a</a> <a href="#">LIT 0-01b</a>	<p>Become increasingly aware that there are different types of texts e.g. stories, non fiction</p>	<p>With support, start to select texts that can be explored for enjoyment</p>	<p>With support, discuss a story through illustrations and share likes and dislikes</p>	<p>Begin to develop vocabulary through listening to and exploring different text forms</p>	<p>Be supported to select appropriate texts within collaborative and play contexts</p>	<p>Enjoy exploring and reciting nursery rhymes, songs or chants</p>	<p>Generate a short string of rhyming words (can be nonsense rhymes)</p>
	<p>Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name</p>	<p>Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model</p>	<p>Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes</p>	<p>Begin to keep a steady beat along with familiar songs and rhymes</p>	<p>Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words</p>	<p>Begin to develop confidence with book handling skills e.g. holding book correctly</p>	<p>Begin to become aware that print conveys meaning</p>

E&C E1

**Shark in the Park**



Young children particularly enjoy stories that have repetition and rhyme. Repetitive refrains are easier for children to remember, especially if they rhyme. Predictable refrains can make children feel like a 'reader' as they say them aloud as the story is read to them. Rhyme also helps to develop children's awareness of sounds, which is an important early literacy skill. Before a child can read and write they must be able to hear and play with the sounds in spoken words.

**Aim:** To join in with predictable patterns in stories including rhyme and refrain.

**Suggested Experience and Interactions:**

This experience uses the book 'Shark in the Park' by Nick Sharatt, to illustrate using repetitive refrain and rhyme within a text.

- To ensure the children are familiar with the story you should read it a couple of times, children love to hear the same story over and over again.
- As you read encourage children to join in with the repeated refrain throughout the book;  
**"Timothy Pope, Timothy Pope is looking through his telescope.  
 He looks at the sky. He looks at the ground..." etc.**
- Invite children to act out using a telescope to look high, low and all around. The use of actions along with the repeated refrain ensures all children can 'join in'.
- Take opportunities to pause towards the end of some sentences to encourage children to fill in the rhyming words.
- After reading the book support children to create their own telescopes. Use the telescope to play a rhyming game on your next trip to the park or woods, or simply use them in your outdoor space. Say the rhyme and encourage children to look for something around them that rhymes with the object;  
**"Timothy Pope, Timothy Pope what can you see through your telescope?  
 I can see something rhyming with bee."** (encourage children to look for something that rhymes with bee e.g., tree, knee, three)
- Other examples for outdoor rhyming words – high – fly/sky/thigh, twirl – squirrel/girl, ride – slide, power – flower/tower, bond – pond, luck – muck/duck, stud – mud/bud, cuddle - puddle

**Suggested literacy strategies and approaches:**

- Phonological awareness
- Interactive shared reading

**Other literacy opportunities:**

- Listening and talking

**Resources:**

- 'Shark in the Park' by Nick Sharatt or another story with repetitive refrain and rhyme.
- Cardboard tubes
- Natural materials to decorate 'telescope' e.g., grass, flowers, leaves
- Glue/Sellotape



<p><a href="#">Enjoyment &amp; Choice</a></p> <p>LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b</p>	<p>Become increasingly aware that there are different types of texts e.g. stories, non fiction</p>	<p>With support, start to select texts that can be explored for enjoyment</p>	<p>With support, discuss a story through illustrations and share likes and dislikes</p>	<p>Begin to develop vocabulary through listening to and exploring different text forms</p>	<p>Be supported to select appropriate texts within collaborative and play contexts</p>	<p>Enjoy exploring and reciting nursery rhymes, songs or chants</p>	<p>Generate a short string of rhyming words (can be nonsense rhymes)</p>
	<p>Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name</p>	<p>Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model</p>	<p>Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes</p>	<p>Begin to keep a steady beat along with familiar songs and rhymes</p>	<p>Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words</p>	<p>Begin to develop confidence with book handling skills e.g. holding book correctly</p>	<p>Begin to become aware that print conveys meaning</p>

E&C F1

**Walking Through the Jungle**

Syllables are sound chunks within words 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 children to develop and will help them grow into stronger readers and writers. Breaking down words into syllable chunks supports children in their future ability to spell and decode words as they read and write.

**Aim:** To begin to develop confidence to clap out syllables in familiar 1-3 syllable words.

**Suggested Experience and Interactions:**

This experience is based on the call and response chant 'Walking through the Jungle' and may be a nice follow up from the story 'Rumble in the Jungle' by Giles Andreae.

- Hide a selection of small world jungle animals around the outdoor space and take children on a hunt to find the animals. As you move through your outdoor space use the call and response chant to engage children. The adult says the line first and then the children repeat. You may wish to provide each child with claves or two sticks so they can keep the beat of the chant by tapping them together.

Adult - "Walking through the jungle."

Children - "Walking through the jungle"

Adult - "What do you see?"

Children - "What do you see?"

Adult - "I see a mon / key." (tap the syllables)

Children - "I see a mon / key." (tap the syllables)

Adult - "Chasing after me."

Children - "Chasing after me."

- As you move through your outdoor space locating the animals, collect them and place them in a 'safari' bag.
- Once you have collected all the animals come together as a group and recall the animals you found in the 'jungle'. Invite children to select an animal out of the bag.

"Can you remember what animal this is?"

"Let's the count the syllables together."

Provide a multi-sensory approach for counting syllables by using instruments, tapping on the body e.g., head, shoulder, knees, hands or jumping/hopping the number of syllables)

"Mon / key, mon / key, mon / key. 1, 2. There are 2 syllables."

- Try to have a selection of animals with different numbers of syllables e.g., snake (1), gir / affe (2), el / e / phant (3), hipp / o / pot / a / mus (5).
- This experience could be adapted to suit other contexts and familiar books e.g. 'Swimming in the ocean' – 'Commotion in the Ocean' by Giles Andreae, 'Marching the forest' – 'The Gruffalo' by Julia Donaldson.

**Suggested literacy strategies and approaches:**

- Phonological awareness through music

**Other literacy opportunities:**

- Listening and talking

**Resources:**

- Claves (or sticks) for tapping the beat and tapping out syllables
- Small world jungle animals (or other animals related to children's interests/book of the month)
- 'Rumble in the Jungle' by Giles Andreae



<p><b>Enjoyment &amp; Choice</b></p> <p>LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b</p>	<p><b>Become increasingly aware that there are different types of texts e.g. stories, non fiction</b></p>	<p><b>With support, start to select texts that can be explored for enjoyment</b></p>	<p><b>With support, discuss a story through illustrations and share likes and dislikes</b></p>	<p><b>Begin to develop vocabulary through listening to and exploring different text forms</b></p>	<p><b>Be supported to select appropriate texts within collaborative and play contexts</b></p>	<p><b>Enjoy exploring and reciting nursery rhymes, songs or chants</b></p>	<p><b>Generate a short string of rhyming words (can be nonsense rhymes)</b></p>
	<p>Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name</p>	<p>Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model</p>	<p>Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes</p>	<p>Begin to keep a steady beat along with familiar songs and rhymes</p>	<p>Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words</p>	<p>Begin to develop confidence with book handling skills e.g. holding book correctly</p>	<p>Begin to become aware that print conveys meaning</p>

**E&C G1**

**Walk Around the Block**

*Children's ability to understand that print conveys different meanings depending on the context in which it appears is important — for example, timetables at a bus stop tell us when the bus will arrive, some signs around us help to keep us safe and tell us what to do e.g., 'stop', 'fire exit', 'litter please', menus list food choices and books tell a story or provide us with information.*

**Aim:** To make children aware that print in the environment conveys meaning.

**Suggested Experience and Interactions:**

- Before going on your 'walk around the block' find incidental opportunities to talk to the children about the different print they see around the nursery: their name label to hang up their coats, labels for returning resources to the correct place, posters with information e.g., hand washing and signs for areas such as 'welcome to our mud kitchen'. Children will be familiar with these forms of print and although may not be able to read them will likely know the purpose of them. Use questions and think alouds to draw attention to these examples e.g.,  

**"I wonder where we should hang your coat today?" "How do you know to hang it on this peg?"**  
 (You could point out the child's name label to reinforce that the printed letters/word make up their name.)  
**"I'm not sure where this goes, can you help me?" "How do you know it belongs on this shelf?"**  
 (Draw attention to the printed words under the picture of the resources that must be returned there.)
- Share some examples of environmental print with the children (you could use your own photographs of environmental print within your local area). Talk about what each photograph/example is.  

**"What can you see in the picture?" "Where might you see this?"**  
**"Have you seen this near our nursery?" "I wonder what it means/tells us?"**
- Go on a walk in your local area. Using a camera/iPad capture or record examples of environmental print. Spend time talking about the examples of print that the children discover. Encourage children to consider the different meaning/purpose that each of these have. Talk about the illustrations/pictures that go alongside the print and how they help us to understand the meaning of some print.  

**"Look at this sign. I can see a person walking through a door."**  
**"What do you think this sign is telling us?"**
- Seek incidental opportunities to reinforce that print has meaning through child-led play.

**Suggested literacy strategies and approaches:**

- Observing, waiting and listening
- Extending conversations
- Think alouds

**Other literacy opportunities:**

- Awareness of print

**Resources:**

- Camera or iPad to capture photographs  
 (Ensure there is appropriate permission and risk assessment in place for an off-site experience in your local area)





<b>Tools for Reading</b>  <a href="#">ENG 0-12a</a> <a href="#">LIT 0-13a</a> <a href="#">LIT 0-21a</a>	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	

**TfR A1**

## Spray it Away!

*A child's own name is important to them and is often one of the first words children will learn to 'read'. Children will often recognise the shape of the first letter in their name and point to this letter in other places when they see it. Having name labels around your environment, including the outdoors, can help provide opportunities for children to find and identify their name in various places. Some children may benefit from having their picture alongside their name to support them in recognising and claiming ownership over this important word for them.*

**Aim:** To support children to recognise their own name and the initial letter of their name.

**Suggested Experience and Interactions:**

- Gather a small group of children and give them each a spray bottle filled with some water.
- Give each child a copy of their name written clearly on a laminated card. The names should begin with a **capital letter** with the rest of the letters in **lower case**. Pay attention to tall (e.g., d, h) and trailing (e.g., g, j) letters making sure that you can see the difference.
- Talk to the children about their names.
  - “Does anyone else have tall letters in their name?”
  - “Whose name is the longest/shortest?”
  - “I wonder how many names have trailing letters?”
  - “What sound does your name begin with?”
  - “How many letters are in your name?”
- Write the children's names (more than once for each child) in chalk around the outdoor area on the ground or a wall.
- Ask the children to find their name and spray it away with their spray bottle.
  - “Ready to play? Spray it away!”

(You could play the same game using only the first letter of the children's names.)
- There are lots of other opportunities for children to identify their names in the outdoors: labelling their creations, organising resources such as wellies and jackets, playing name games, using natural materials to make the first letter of their name. Children's names could be written on stones, scraps of wood or plant pots.
- Draw attention to the shape of the names to help the children identify them e.g.,
  - “Is it a long or short word?”
  - “Are the letters tall?”
  - “How is it different from your friend's name?”

**Suggested literacy strategies and approaches:**

- Phonological awareness

**Other literacy opportunities:**

- Mark making

**Resources:**

- Laminated cards with children's names printed
- Spray bottle filled with water
- Chalk



<b>Tools for Reading</b>  <a href="#">ENG 0-12a</a> <a href="#">LIT 0-13a</a> <a href="#">LIT 0-21a</a>	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
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**TfW B1**

**Sort the Sounds**

Before children can learn to read and write they must be able to **hear** and play with sounds in spoken words. It is all about using your ears! This game involves recognition of words starting with the same initial sounds. e.g., **“Do apple and arm begin with the same sound?”**

**Aim:** To recognise the same initial sounds in familiar words.

**Suggested Experience and Interactions:**

- Seat the children in a circle.
- Give each child in the group an object to represent the initial sounds you want to focus on; such as /s/, /a/, /t/ or /p/.
- You could use objects with only two different initial sounds to begin with. e.g., /f/ and /s/. (As children get more confident with the game you could try using objects with three or four different initial sounds.)
- Ask each child to say the name of the object which they are holding and the sound that it begins with, some children will need help with this e.g.,  
**“Stone - /s/ /s/ /s/.”**
- Ask the children to find other children who have an object that starts with the same sound as theirs.  
**“I wonder if you can find someone else who has the same sound as you?”**  
**Ready, steady, GO!”**
- When all the children have found their group, ask each child to say what their item is and the initial sound that it begins with.  
**“Let's see if we have found our initial sounds friends.”**  
**“Spoon /s/ /s/ /s/.”**  
**“Stone /s/ /s/ /s/.”**
- Ask questions or use think alouds to further provoke children's thinking e.g.,  
**“Who else has a name that starts with the sound /s/?”**  
**“I wonder what other words start with /s/? Can you find anything in our outdoor space?”**  
**“Can you think of an animal that starts with the sound /s/?”**  
**“Can you think of a food that starts with/s/?”**

**Suggested literacy strategies and approaches:**

- Phonological awareness

**Other literacy opportunities:**

**Resources:**

- Small objects beginning with the same sound e.g., sock, spider, spoon, stone  
pot, pinecone, pen, pear  
frog, fan, feather, fork



<b>Tools for Reading</b>  <a href="#">ENG 0-12a</a> <a href="#">LIT 0-13a</a> <a href="#">LIT 0-21a</a>	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
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**TfR C1**

**Rosie's Walk**

Illustrations within picture books give 'readers' lots of information that the text might not include for example, what a character looks like and how they are feeling or where the story is set, they also provide vital clues to support children in understanding the story. When reading aloud with children it is important that we model using illustrations to search for meaning and support their understanding of the storyline using think alouds.

**Aim:** To develop children's ability to gain meaning through illustrations.

**Suggested Experience and Interactions:**

- In the book, 'Rosie's Walk' by Pat Hutchins, there is no mention of the fox in the text. Instead, the illustrations are telling a completely different and far more interesting story than that of Rosie's walk around the farmyard. By using some of the following think alouds you can support children to gain a better understanding of the story through interpreting the illustrations.

- Tell the children that there are very few words in the book because the author wanted the pictures to tell the story. Introduce the story by looking at the front cover and making predictions.

**"What do you see on the front cover?" "I wonder which animal is Rosie?"**

Look at the title page to see a bigger picture of where Rosie lives.

**"What can you see on Rosie's farm?"** (notice the mill, haystack, beehives, wagon)

**"I wonder where Rosie will go on her walk."**

- As you read the story, encourage the children to consider why the fox is stalking Rosie and use questions and think alouds to encourage children to try and predict what might happen to the fox as Rosie continues on her walk e.g., **"Does Rosie know she is being followed?"**

**"Why do you think the fox is following Rosie?"**

**"Oh look, I can see a big long rake. I wonder why that is in the picture."**

**"Oh oh! Now there is a piece of string attached to Rosie's foot, it is holding up a bag of flour. I wonder what might happen to the fox."**

- Encourage children to act out the story. Within your outdoor space recreate Rosie's farm with the children, identify where the henhouse, haystack, beehives and mill will be and find some props that could be used for the rake, wagon and flour bag. Let the children retell the story in their own words using the illustrations from the story as a prompt if needed.

**Suggested literacy strategies and approaches:**

- Interactive share reading
- OWL
- Extending conversations
- Story elements

**Other literacy opportunities:**

- Mark making

**Resources:**

- 'Rosie's Walk' by Pat Hutchins (A copy can be purchased for around £6)
- Any other picture book with good illustrations and very little text.



<b>Understanding Analysing and Evaluating</b> <a href="#">LIT 0-07a</a> <a href="#">ENG 0-17a</a> <a href="#">LIT 0-16a</a> <a href="#">LIT 0-19a</a>	Explore and discuss features such as title, author, blurb, illustrator and pictures	Discuss the basic differences between fiction and non fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppets and drawings

**UA&E A1**

**Illustrations**

*The words 'illustrator' and 'illustrations' are fairly abstract concepts for young children. Routine use of this vocabulary during storytelling sessions will be beneficial in order to embed these, together with opportunities to take on these bookmaking roles when creating their own texts.*

**Aim:** To consolidate children's understanding of the terms 'illustrator' and 'illustration'.

**Suggested Experience and Interactions:**

Before reading - Choose a book to read and discuss the title and author of the book, then draw children's attention to the *illustrator*. Help children to understand that the *illustrator draws the pictures which help to tell the story.*

**"The illustrator of this book is \_\_\_\_."** **"What job does an illustrator do?"**

**"What is an illustration?"** **"Can you find any illustrations in the story?"**

**"How do you think the illustrator made these?"** (e.g., drawing, painting, on an iPad?)

**"Where else can you see illustrations/drawings?"** **"Do you ever create illustrations?"**

- Try to find a photo of the illustrator or have examples of other books they have worked on. This will bring the 'illustrator' to life, consolidating the idea that 'illustrator' is a job done by a 'real' person.

During reading - Encourage children to look for clues to questions in the illustrations e.g.,

**"How do you think this character is feeling? What makes you think that?"** **"Where is this story set?"**

**"What do you think might be in the illustration on the next page?"** **"Which illustration is your favourite?"**

- Try copying some of the illustrations or acting them out e.g., pull a funny face like the character in the picture, invite children to join in too.

After reading - In your outdoors space, invite children to recreate any illustrations from the book using a different medium e.g., using loose parts, found objects or chalk on the ground. Take photos of these new pictures and use them to make up children's own version of the story. The illustrations will act as prompts for children reading their stories.

- Children could also be encouraged to try out some of the techniques/illustration styles used by the illustrator e.g., drawing an outline with black pen, then painting with watercolours.

**Suggested literacy strategies and approaches:**

- Shooting for the SSTARS
- Interactive share reading
- Story elements

**Other literacy opportunities:**

- Listening and talking

**Resources:**

- Variety of fiction and non-fiction texts of your choice
- Loose parts or pens, crayons, paper, chalk
- Camera or iPad



<b>Understanding Analysing and Evaluating</b> <a href="#">LIT 0-07a</a> <a href="#">ENG 0-17a</a> <a href="#">LIT 0-16a</a> <a href="#">LIT 0-19a</a>	Explore and discuss features such as title, author, blurb, illustrator and pictures	Discuss the basic differences between fiction and non fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppets and drawings

**UA&E B1**

**Fiction/Non-fiction – The Very Hungry Caterpillar**



*Young children need regular exposure to and conversations about different types of texts to help them differentiate between fiction, 'a made-up story', and non-fiction, 'real life'/'information'. Whilst we share fiction texts regularly with children, non-fiction is often not shared as routinely. It is important to engage children in and draw their attention to non-fiction texts during book sharing sessions, free play, or by referencing environmental print.*

*This example uses caterpillars as its main theme, but could be adapted to suit any topic which children are interested in. Select a theme for which you have both fiction and non-fiction texts available in order to highlight the differences between the two.*

**Aim:** To emphasise key differences between fiction and non-fiction and the different uses of both.

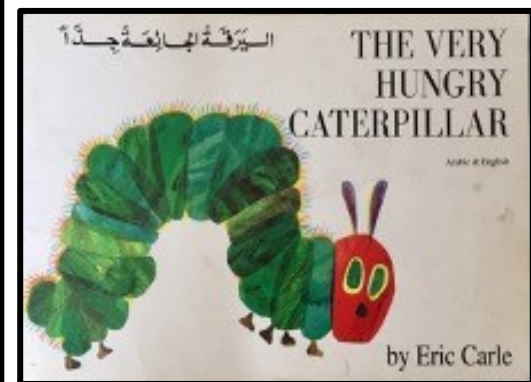
**Suggested Experience and Interactions:**

- Read the story 'The Very Hungry Caterpillar' by Eric Carle. Encourage children to consider if this book is factual or not.  
**"Is this about a real caterpillar or is it a made-up story?"**
- Help the children develop an understanding that this is 'fiction' – it is a *made-up story* about a caterpillar who grows up to become a butterfly.
- Draw children's attention to the *illustrations*.  
**"The illustrator drew these. What do you think he used to draw them?"**
- Now show photographs/books with 'real' caterpillars.  
**"Do the illustrations look the same/different as they do in the Hungry Caterpillar story?"**  
Discuss/highlight differences between *illustrations* and *photos*. (Be aware that some non-fiction texts have illustrations.)
- Support and encourage children to create questions that they would like to investigate or find out about caterpillars e.g.,  
**"What questions do you have about caterpillars?" "I wonder where you would find a real caterpillar?"**  
**"I wonder what they eat?" "I wonder where they go when it gets cold?"**  
Facilitate and support the use of the non-fiction books to help children find out answers to their questions, remembering to consolidate the concept with vocabulary such as *real, information, find out, facts*.
- You may be able to go on a caterpillar or butterfly hunt at certain times of the year, if not, hide some [butterfly lifecycle photos](#) around your outdoor area for the children to find. Can they use information from a non-fiction book to help them put the butterfly lifecycle pictures in the correct order?
- Make up your own caterpillar information book or video for the children to share what they have learned. Children could include pictures using loose parts, transient art or drawings etc. to document their learning. Use non-fiction texts to identify key vocabulary e.g., *egg, cocoon, chrysalis, segments, antennae, wings, abdomen*.

- Suggested literacy strategies and approaches:**
- Shooting for the SSTARs
  - HOTS
  - Interactive shared reading
  - Story elements

- Other literacy opportunities:**
- Listening and talking
  - Mark-making/emergent writing

- Resources:**
- Copy of "The Very Hungry Caterpillar" by Eric Carle (or text on the theme of your choice)
  - Caterpillar photos and/or non-fiction books with insects and caterpillars (or theme of your choice)
  - "Lifecycle of a Butterfly" pictures (next page)
  - Loose parts, found objects, paper, pens etc. if you wish to make your own lifecycle pictures



*Use non-fiction texts to help identify/name different parts of the caterpillar or lifecycle, reinforcing this vocabulary as the children create or arrange the pictures.*

## Lifecycle of a Butterfly



**eggs**



**caterpillar**



**butterfly**



**COCOON**

<b>Understanding Analysing and Evaluating</b> <a href="#">LIT 0-07a</a> <a href="#">ENG 0-17a</a> <a href="#">LIT 0-16a</a> <a href="#">LIT 0-19a</a>	Explore and discuss features such as title, author, blurb, illustrator and pictures	Discuss the basic differences between fiction and non fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppets and drawings

**UA&E C1**

**Story Gardens**

*Retelling familiar stories encourages children to use their imagination as they create visual images in their head to support the recall of events, characters and actions. The use of open-ended questions, inviting children to make predictions, elaborate or provide alternatives, for example how the story ends, supports children to contribute and expand on their ideas.*

*This activity supports children to create small world play spaces which will stimulate their creativity, provide a context for talk and create a deeper connection with stories and texts that they are exploring. They can replay the story, extend it or create a new one.*

**Aim:** To support children to retell a story and contribute their ideas, thoughts and feelings through small world play.

**Suggested Experience and Interactions:**

- Select a book which has captured the children's interest. Read the book aloud ensuring children have a good understanding of story elements e.g., character, setting, actions etc.
- Encourage children to share their thoughts and feelings about the events, characters and setting in the story e.g.,  
*"What would you have done to help the wee lion?"*  
*"How do you think you would feel if you were sitting in a rocket about to blast off into space?"*  
*"What do you think it sounds like in a rainforest?"*
- Invite children to recreate a setting, 'story garden', from the book. Children may wish to select their favourite illustration in the book or the part of the story they thought was most important/enjoyable. Encourage children to use loose parts or found objects to recreate features of the setting. The 'story garden' could be any size but take into consideration the space available or the number of children you envisage using it at any one time  
*"What will you put in it?" "What could you use to make the.....?"*
- Allow children to play freely with their 'garden' creations, observe and give plenty of time for the children to explore, re-tell the story and create new stories, *without adult intervention.*
- After observing children's free exploration use think alouds or skilled questioning to sensitively interact to extend and elaborate on their ideas.  
*"I wonder where this path leads to?" "I wonder what the wee lion is thinking to himself?"*  
*"It would be fun to live here! I wonder what we would do all day?"*
- Caution should be taken not to over-question, otherwise children can lose engagement and flow. It is often more helpful to observe the play and dialogue. A child may invite you to join in and take the role of one of the characters. As a skilled practitioner, use this as an opportunity to extend learning *subtly.*

**Suggested literacy strategies and approaches:**

- Interactive shared reading
- Story elements
- Story acting

**Other literacy opportunities:**

- Emergent writing/storytelling

**Resources:**

- Focus fiction or non-fiction book of your choice
- Variety of loose parts, found objects or small world resources relevant to text
- Tuff spot, container or small outdoor area where children can build their 'garden' or setting



Finding & Using Information  LIT 0-14a	Identify some familiar print from environment	Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose	With support, find information in a text to learn new things	Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts	Retell some key events from a familiar story
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F&UI A1

## Bird Spotting

*Settings should endeavour to create an environment which is rich in meaningful print. There are many opportunities both indoors and outdoors, but it is important that it is carefully selected, relevant and accessible to the children. Careful observations will help practitioners identify children's key interests. By responding to these and enhancing your spaces accordingly you will maximise engagement and therefore promote deeper learning. We want children to see themselves as readers and writers, so give them lots of clues to help them 'read' the text 'by themselves' to build confidence and self-esteem. The following is an example of how you could enhance your spaces to encourage print rich play.*

**Aim:** To reinforce the link between the written and spoken word – print carries meaning.

**Suggested Experiences and Interactions:**

- Read the story 'Owl Babies' by Martin Waddell. Talk about things the children might like to find out about birds and create 'thinking bubbles' or a mind map in a floorbook or on a learning wall. Children's contributions could be enhanced by their drawings, emergent writing and adult scribing.  
 "What would we like to find out?" "What questions do we have?"  
 "Where could we find out about \_\_\_\_?"
- Books and websites to support learning should be introduced e.g., children could observe birds they see outside, take photos, make drawings, then use books/websites to identify them.
- Model relevant vocabulary – *feathers, tail, beak, plumage, colours, long, short, big, small, nest, eggs, chicks* etc. Write these words beside the appropriate pictures, encouraging children to help you. Run your finger under the words in a left-right direction as you read them.
- Loose parts and playdough can be used to make 3D and transient art birds, reinforcing vocabulary:  
 "My bird has lots of fluffy feathers and a long tail!"  
 "His beak is sharp and pointy."
- Simple instructions and resources could be provided to make binoculars and notebooks, which the children could use during their bird-spotting expeditions.
- Make a chart with photos of common birds, together with child-written labels for each bird: children can record a tally mark every time they see a particular bird.
- An old cardboard box can be made into a 'hide' for bird-spotting and decorated by the children using drawings and photographs of birds, together with labels of the birds' names.
- Research designs for making bird feeders and create bird food recipe cards, offering children free access to resources to make their own feeders during play. The RSPB has some simple recipes you could adapt.  
<https://community.rspb.org.uk/ourwork/b/natureshomemagazine/posts/3-easy-homemade-bird-feeders>

**Suggested literacy strategies and approaches:**

- Shooting for the SSTARS
- Extending conversations

**Other literacy opportunities:**

- Listening and talking
- Mark making
- Digital literacy
- Sequencing

**Resources:**

- Fiction and non-fiction texts of your choice (This example uses 'Owl Babies' by Martin Waddell)
- Access to websites (*remember, not all reading has to come from a book!*)
- Mark-making and creative resources: card, paper, luggage tags, pens, crayons, sticks, mud, sand, playdough etc.
- Laminator and pouches (*double laminating is more durable*)
- Cable ties or string
- Camera or iPad





Finding & Using Information  LIT 0-14a	Identify some familiar print from environment	Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose	With support, find information in a text to learn new things	Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts	Retell some key events from a familiar story
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F&UI B1

## Weather Weather

*This activity provides a daily opportunity for children to use their 'reading' skills, providing ample opportunities to link listening and talking to simple text and develop an understanding that 'print carries meaning'. We should endeavour to capitalise on the rich opportunities that different types of weather provide for learning.*

**Aim:** To make links between text and information.

**Suggested Experience and Interactions:**

- There are many commercially produced weather charts for sale, but you can easily make a simple one for your outdoor space. Ask the children to help you with pictures, either hand drawn or selected from online images, and written labels. The children's own chart is likely to be far more engaging than one you have bought! Be inventive with how you display this, perhaps you could hang your cards on the branches of a tree or on sticks pushed into a flowerpot.
- Read the weather words on the cards as you introduce them, running your finger underneath each word from left to right as you say it, modelling reading technique. If necessary, explain what each word means, reinforcing these regularly throughout the day.
- Reinforce which day of the week it is, highlighting the correct word if you have this on your chart. Establish what the weather is like today, encouraging children to select the most appropriate weather card/s.

**"Which card has the word sunny on it?" "How do you know?" "Does the picture give us a clue?"**

**"Does the sunny card's word look like the rainy card's word?" "Yes, this card says sss-unny!"**

**"Can you see anything which looks the same in our weather/day of the week words?"**

- Seek daily opportunities to discuss the weather, extending and supporting vocabulary –

**"What can you see in the sky?" "Are the clouds thin and wispy or do they look dark and heavy?"**

**"When the clouds are dark and heavy, what kind of weather do you think we will get?"**

**"Is the weather the same today as yesterday?"**

- Further extend the children's vocabulary by introducing alternative weather words, such as **sleety, blowy, stormy, drizzly, blustery, dreich**, making new weather cards to add to your chart.
- Sing some happy weather songs to celebrate our variable weather in all its glorious forms!

**Suggested literacy strategies and approaches:**

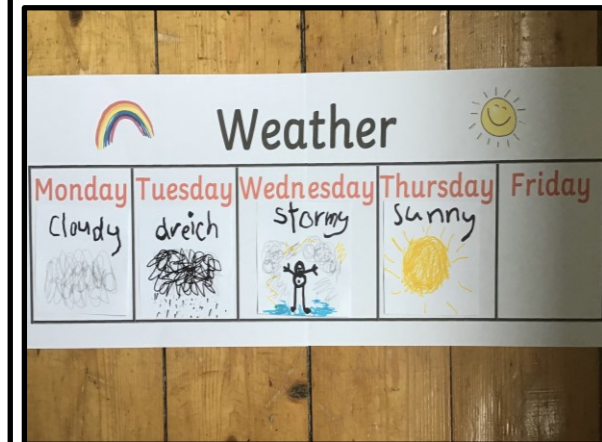
- Shooting for the SSTARS
- Observing, waiting and listening

**Other literacy opportunities:**

- Phonological Awareness
- Print carries meaning
- Mark making

**Resources:**

- Weather chart, or materials to make your own
- Weather songs and rhymes (*see next page*)
- 'Days of the Week' song (*see next page*)



# Weather Weather - Songs and Rhymes

*With grateful thanks to Evergreen Outdoor Nursery, Glasgow, for their input.*



## You are my Sunshine (traditional)



You are my sunshine, my only sunshine  
 You make me happy when skies are grey.  
 You'll never know dear  
 How much I love you,  
 Please don't take my sunshine away!

## Rain Rain

*(to the traditional Rain Rain Go Away tune)*

Rain, rain  
 Stay all day  
 And in the puddles we will play!



## I Can Sing a Rainbow (traditional)

Red and yellow and pink and green,  
 Orange and purple and blue.  
 I can sing a rainbow, sing a rainbow,  
 You can sing one too!

Listen with your eyes, listen with your eyes,  
 And sing everything you see.  
 You can sing a rainbow, sing a rainbow,  
 Sing a long with me...

*(Repeat first verse)*



## What's the Weather?

*(to the tune of Darling Clementine)*

What's the weather? What's the weather?  
 What's the weather like today?  
 Is it sunny?  
 Is it snowy?  
 What's the weather like today?



*(alter the weather words as you like)*

## It's Raining, it's Pouring

*(traditional)*

It's raining it's pouring,  
 The old man is snoring.  
 He went to bed  
 and bumped his head  
 and couldn't get up in the morning!



## The North Wind

*(traditional)*

The north wind doth blow,  
 And we shall have snow,  
 And what will poor robin do then,  
 Poor thing?  
 He'll sit in a barn,  
 And keep himself warm,  
 And hide his head under his wing,  
 Poor thing.



## Days of the Week

*(to the tune of the Addams Family)*

There's Monday and there's Tuesday,  
 There's Wednesday and there's Thursday  
 There's Friday and there's Saturday,  
 And Sunday ends the week!

Days of the week... Days of the week,  
 Days of the week... Days of the week,  
 Days of the week.

## I Hear Thunder

*(traditional)*

I hear thunder, I hear thunder,  
 Hark don't you, hark don't you.  
 Pitter patter raindrops,  
 Pitter patter raindrops.  
 I'm wet through,  
 SO ARE YOU!



## Doctor Foster

*(traditional rhyme)*

Doctor Foster went to Gloucester,  
 In a shower of rain.  
 He stepped in a puddle,  
 right up to his middle.  
 And never went there again!



<p>Finding &amp; Using Information LIT 0-14a</p>	<p>Identify some familiar print from environment</p>	<p>Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose</p>	<p>With support, find information in a text to learn new things</p>	<p>Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts</p>	<p>Retell some key events from a familiar story</p>
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F&UI C1

Potion Making



*This activity is a lovely, hands-on way to encourage children to engage with non-fiction texts for a meaningful purpose. Recipe cards can be used in a variety of ways and are an excellent addition to any mud kitchen.*

**Aim:** To use text to follow instructions, answering simple, related questions.

**Suggested Experience and Interactions:**

- Print, cut and laminate the instruction cards, available on the next slide, or your own alternatives.
- These could be displayed as individual cards or made into a booklet attached with a key ring.
- Encourage children to look at the sequence cards, use open-ended questions which encourage 'reading' and provoke thinking:

*"What is the first thing you need to find? How do you know?"*

*"What will you need next?" "What else will you add?"*

*"I wonder what you're going to call your potion?" "What could you mix it with?"*

- Seek opportunities to extend children's vocabulary:

*"The mud is so gloopy!" "Did you hear that schlurpy sound?"*

*"Wow, you've nearly filled/emptied your bowl!"*

*"I see you've found some oak leaves for your potion."*

*"Stir it round and round... Can you stir in the opposite direction?"*

Recipe cards are an excellent means for children to engage with non-fiction text. Once the children have experience of what a recipe card is you can enhance the learning:

- Sit with children and write down their own recipes on a white board, chalkboard or card.
- 'First', 'Next' and 'Finally' cards could be left blank next to writing materials for the children to make marks on. (You could perhaps also add the numbers 1, 2, 3 to these as an aid for putting them in order.)
- Using an iPad, support children to take photos of the 'ingredients' they use to make a potion. If possible, print these photographs to enable children to make their own sequence cards from the photos.
- Further challenge could be incorporated into recipes e.g.,

*"Add something green/brown."*

*"Add something wet/dry."*

*"Add 2 spiky/smooth things." etc.*

**Suggested literacy strategies and approaches**

- Extending conversations
- Shooting for the SSTARS
- HOTS/effective questioning

**Other literacy opportunities:**

- Mark making/emergent writing
- Sequencing

**Resources:**

- Potion sequencing cards (as following sheets or your own)
- Containers for mixing
- Spoons, sticks etc
- Mud, leaves, grass – whatever you have to hand
- iPad or camera if you wish to take photos/videos



# Potion Making

## Sequencing Cards



**First**, get a  
saucepan of  
mud.



**Next**, add  
some  
flowers.



**Then**, add  
some grass.

# Potion Making

## Sequencing Cards



**Then**, add  
some leaves.

**Then**, add  
some pine  
cones.

**Finally**, give  
your magic  
potion a name.

Finding & Using Information  LIT 0-14a	Identify some familiar print from environment	Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose	With support, find information in a text to learn new things	Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts	Retell some key events from a familiar story
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F&UI D1

Washing Line Stories

In order for young children to be able to retell key events of a familiar story they need to understand what they have 'read' or listened to. Facilitating opportunities for children to recall characters, setting and events can help to support this. Children can be encouraged to sequence events of a story by considering what happens at the beginning, middle and end of a story. This experience can be used by adults and children to re-tell stories (or make up new ones.) One of the advantages of using washing line stories is that children can easily see previous elements of the story in front of them, whereas in a storybook the pages are hidden when a page is turned. Children can see the story unfold as a series of events which link together, which is particularly useful to support recall and sequencing.

**Aim:** To use a text to retell key events from a familiar story.

**Suggested Experience and Interactions:**

- Select a story the children are familiar with. Remove the staples and laminate pages individually. Be mindful of breaching copyright by photocopying pages of the book.
  - \*\*reduce the number of pages for practicality – choosing only key parts of the story\*\***
- Fix your washing line between 2 points, ideally at the children's eye level to enable a clear view and allow the children to peg up the pictures themselves.
- Peg up the front cover of the book and discuss *title, author, illustrator and illustration*.
- Re-tell the story *together*, pegging the pages up on the washing line as you go. Make sure you 'tell the story', adding your own words, facial expressions, sound effects etc. to engage the children.
- Check children's understanding of the story by asking simple questions about events and ideas in the text, giving the children plenty of time to think before responding by using the observing, waiting and listening technique.
  - "Who are the main characters in the story?" "What happened at the beginning?"**
  - "Can you remember what problem they had?" "What did they do about it?"**
  - "What would you have done?"**
- Encourage children to share their thoughts and feelings about the story. Can they relate any parts of the story to their own experiences or other texts?
- Facilitate children in re-telling the story using the illustrations from the extracts on the washing line to help them. Try to encourage children to add detail and elaborate on their recall of events e.g.,
  - "What's happening in this picture?"**
  - "How do you think the character is feeling? What makes you think that?"**
  - "Why do you think the character did that?" "If you were that character, what would you do?"**
  - "Is there another way the story could end?"**
- Leave the cards readily available for children to re-tell the story at a later point.

**Suggested literacy strategies and approaches:**

- Extending conversations
- Observing, waiting and listening
- Story elements
- Shooting for the SSTARS

**Other literacy opportunities:**

- Sequencing
- Listening and talking

**Resources:**

- Text of your choice – laminate key pages from the story.
- Washing line or string
- Clothes pegs





## Supporting Guidance: Suggested Literacy Strategies and Approaches

You can use the supporting guidance on the following pages to familiarise yourself with the suggested literacy strategies and approaches used within this resource.

- [Observing, Waiting and Listening](#)
- [Extending Conversations](#)
- [Sparkle Words](#)
- [Shooting for the SSTARS](#)
- [Interactive Shared Reading](#)
- [Story Elements](#)
- [Effective Questioning and Think Alouds](#)
- [Story Mapping](#)
- [Deconstructed Role Play](#)
- [Story Acting](#)

## Observing, Waiting and Listening

The strategy observing, waiting and listening can be used to support and encourage children to communicate and interact with you. Using observing, waiting and listening helps children to initiate and take turns within interactions and enables you to be a good conversation partner.

### **Observing**

- Pay close attention to what the child is interested in or attending to.
- Tune in to both verbal and non-verbal communication, what the child says and does (facial expression, body position, actions, gestures, sounds and words).

### **Waiting**

- Give the child time to initiate or to get involved in an activity. This enables the child to take control in the interaction and gives the message that you are interested in what they have to 'say'.
- Stop talking, look expectant and lean forward to indicate to the child that you are inviting them to begin to interact or take a turn in a back-and-forth interaction.
- Follow the child's lead (remember pointing and/or making a noise may be a child's way of initiating an interaction) and respond.
- Count to 10 – after you have responded to ensure you give enough time for the child to respond back to you.

### **Listening**

- Pay close attention to the sounds and words used by the child. This lets the child know that what they are saying is important.
- Refrain from interrupting the child and don't assume that you understand what they are trying to say before they have finished speaking.

Observing, waiting and listening is a strategy that should be used in interactive shared reading sessions and all verbal interactions. It can be used throughout your interactions, not just at the beginning!

## Extending Conversations

Extending conversations is a strategy that you can use to facilitate sustained interactions with children and support vocabulary development. This strategy enables children to practice, understand and engage in language and communication with a responsive conversational partner.

- Move conversation back and forth between the child and adult or the child and peers by striving for at least five turns within an interaction.
- Use the child's interest, eye contact, facial expressions and careful questioning to engage them in conversation.
- Remember, a child with a reluctant conversational style may take turns using gesture, pointing or making sounds. Interactive books (e.g., lift the flap) can be a useful resource to encourage this turn taking behaviour.
- When asking questions, ask ones which are sincere and genuine, and that the child can and wants to answer. Use think alouds to provoke thinking and encourage the child to share their opinions. Testing questions are not useful because they are usually too simple to encourage thinking.
- Try to use some alternatives to questions such as, recapping or clarifying ideas, sharing your experience and offering suggestions or alternatives.

Extending conversations can work within a group setting.

Strive for five, or more, back and forth interactions:

- if a child asks a question, throw it back to the group
- if a child raises a topic, ask the other children what they think
- if a child talks about their experience, ask other children if they have had similar experiences
- if a child makes a comment, wait to see if the other children will respond before you do
- ask children to contribute ideas on a particular topic



## Sparkle Words

Supporting and building vocabulary are key to developing children's language and communication skills. Sparkle words is an approach for making the exploration of vocabulary a natural part of book sharing sessions and everyday conversation.

When planning a book sharing session (see interactive shared reading session):

- Review the book and select the best sparkle words (focus vocabulary) you wish to draw children's attention to. These may be words of interest or important words children need to know in order to understand the text.
- Select no more than five focus words per book.
- Ensure that there are a variety of words; nouns, adjectives, verbs and adverbs.
- Consider the three-step approach to introduce children to more complex and subject specific vocabulary.



- Plan how you will explain and bring the sparkle words to life to ensure children understand their meaning.
- Encourage children to highlight words interested them or are new to them.
- Seek opportunities to use and reinforce the sparkle words in a range of different contexts.

## Shooting for the SSTARS

Vocabulary development is essential in the early years, but it is not just the number of words a child knows that is important but how well a child understands these words.

Shooting for the SSTARS is a strategy you can use to support children's understanding of new vocabulary.

- Stress** a new word before, during and after reading to focus children's attention.
- Show** children what the word means by pointing to an illustration, using your facial expressions, acting it out or altering how you say the word.
- Tell** children what the word means by giving a simple definition, using other words which mean the same or talking about the group or category the word belongs to, if appropriate.
- and Relate** the word to children's own knowledge, experiences or familiar situations and talk about other words with a similar meaning or an opposite meaning.
- Say it again** Read the book again and again allowing for more conversation relating to the new word and use the 'sparkle word' throughout the setting in different contexts. Hearing the word repeated is essential for children to be able to adopt and use this vocabulary in their own interactions.

**Example:** Sparkle word – *feast*

- Show** Pictures of a feast e.g., buffet at a birthday/wedding/celebration
- Tell** A special meal with delicious food or a large meal for lots people
- Relate** recall a time when there has been a 'feast' in nursery, e.g., Christmas lunch. Share a time when you have had a 'feast' at a celebration. Ask children, "have you ever had a feast?"
- Say it again** Seek opportunities to use the word through play e.g., house corner, "shall we make a feast for the family" or whilst exploring other stories e.g., "The Very Hungry Caterpillar had a feasts on Saturday."

## Interactive Shared Reading 1

### Interactive Shared Reading

Interactive shared reading is an approach intended to support children's engagement and understanding of stories. These sessions should be planned and include multisensory opportunities for children to interact with a text.

In small groups, children should have the chance to revisit and hear the same story on several occasions. Adults should use think alouds and effective questions to encourage thinking and conversation whilst remembering to follow the child's lead to enable sustained interactions.

Through interactive shared reading children will develop awareness of book handling skills and concepts of print whilst exploring story elements and story structure to support their comprehension.



### First read strategies and approaches

**Purpose:** To introduce the book and enable children to hear the whole story. Conversations should not affect the story's 'flow'.

#### Before reading:

- You may wish to draw children's attention to **some key features** of the book e.g., title, author, illustrator, front/back cover cover, blurb.  
*"Let's read the blurb. What does it tell us about the story?"*
- Use the front cover/title to encourage children to make predictions about the book.  
*"Tell me about the front cover. What do you see?"*  
*"What do you think the story might be about?"*
- Children may be able to identify who the main character might be, the problem that may arise or the setting of the story e.g.,  
*"I am trying to visualise where this story might take place, I wonder if anyone else can..."*
- To reinforce book handling skills you may wish to point to the word where you will start reading.

#### During reading:

#### Flow of story

- Read aloud to group (use comments and questions at natural breaks)
- Trace finger under some words
- Shorter conversations
- Encourage predictions *"I'm wondering about..."*
- Emphasise new vocabulary

#### After reading:

#### Develop Understanding

- Talk about the book using story elements (character, setting, problem, actions, resolution) and story structure (beginning, middle and end).
- Ask 'why' questions - Who (character)? Where (setting)? What (action/**big problem/resolution**)? Why (explaining/understanding)? E.g.,  
*"I'm trying to understand why (insert scenario) happened?"*  
*"I'm wondering why (insert character's name) did that?"*
- Leave a copy of text in library with story props to reinforce the story.



## Interactive Shared Reading 2

### Subsequent reads strategies and approaches

**Purpose:** To develop comprehension and extend thinking skills by engaging children in longer conversations.

#### **Before reading:**

#### **Prior knowledge**

- Recap story elements from last session and discuss any new vocabulary.
- To reinforce book handling skills you may wish to point to the word where you will start reading.

#### **During reading:**

#### **Comprehension**

- Ask more questions to develop understanding.
- Use think alouds **followed by** questions e.g.  
*"I'm wondering if..."*  
*"What would you...?"*
- Strive for 5 turns in conversations. Discuss characters' thoughts and feelings, refer to illustrations to provide clues for children.
- Encourage children to make connections with the story and their own experiences, thoughts and feelings e.g.,  
*"What does this story remind you of?"*  
*"Has anything in the story ever happened to you? Would you like to share it?"*  
*"What might you have done in \_\_\_\_\_'s situation?"*
- Use 'shooting for the SSTARS' to make words 'sparkle'.

#### **After reading:**

#### **Develop thinking**

- Have conversations about the **resolution** to the **problem**. Continue to ask **why** questions e.g.,  
*"What do you think about...? Why?"*
- Encourage children to explore characters' **thoughts** and **feelings**, imagine and project e.g.,  
*"What would you say if you were...? Why?"*  
*"Why do you think the character has been drawn like this?"*
- Ask about secondary characters' thoughts and feelings, encouraging children to explain their ideas.

### Final read strategies and approaches

**Purpose:** To help children retell or read the story using illustrations and/or props as an aid.

#### **Before reading:**

#### **Prior knowledge**

- Ask children to recall the title, characters and setting and ask about the big problem in the story.
- Review any new 'sparkle words'.
- Explain that the children are going to 'read' the story. You won't read all the text, just the parts of it that children need help with.

#### **During reading:**

#### **Encourage details**

- Support children to retell the story (events, reasons why, thoughts, feelings) with think alouds, question prompts and illustrations/props e.g.,  
*"What happened on this page?"* *"What's happening here?"*  
*"Why did this happen?"* *"What is she thinking/feeling here?"*  
*"What will he do next?"*
- Encourage use of details – names, objects, feelings and reasons.
- Observe and encourage children to use new 'sparkle words'.
- Reread parts of the text if needed to secure understanding.

#### **After reading:**

#### **Encourage thinking**

- Develop conversations by following the children's lead.
- Continue to expand understanding by asking children to make connections, use their imagination (e.g., alternative ending) and make predictions e.g.,  
*"Think of a time when you... What would have happened if you...?"*
- Encourage all children to contribute by striving for five interactions. Invite children to comment on others children's suggestions.

## Story Elements

For children to comprehend a story it is essential for them to understand the key story elements; character, actions, setting, problem, and resolution. Exploring these elements with children encourages them to look more closely at a story in order to recall, retell, analyse and evaluate the text. Using the story elements approach during interactive shared reading sessions will support children becoming more engaged with the story.

**Characters** – what we learn about the characters personalities and how they think and feel

**Actions** – consequences of a characters' actions and how this builds excitement

**Setting** – identify and describe setting

**Problem** – support children to identify the problem and motivate them to think how the problem could be resolved

**Resolution** – how the problem/situation comes to an end.

Engaging in extended conversations can help children learn about story elements. There are five strategies which can be used to highlight story elements during read alouds:

- Use think alouds to model searching for meaning that is not explicitly stated in the text e.g., “I am wondering why...” “I am thinking that...”
- Use effective questioning relating to the ‘story elements’ to deepen children’s understanding of the story e.g., “Why did \_\_\_ do that?” “What is happening now?” “How does \_\_\_ solve their problem?”
- Encourage children to explain or expand on their comments or responses. Probing questions help children to clarify their thinking e.g., “Why do you think that?” “What made you say that?”
- If children appear to be having difficulty understanding part of the story reread that part again e.g., “Let’s read that page again, it might help us understand what has happened in the story.”
- Use visual supports to aide children’s understanding e.g., look at the illustrations, use props to retell the story and facial expressions, gestures and actions to reinforce what is happening in the text.

## Effective Questioning and Think Alouds

Using questions can support children to turn take and continue a conversation however, we must be mindful of over questioning children. Using questions that are sincere and genuine, follow the child’s interest and encourage children to think and give their opinions are essential in achieving extended conversations.

### Continue the conversation with:

- Comments that build on the child’s interest (often followed by a question)
- Questions that:
  - Match the child’s language stage
  - Ask about the child’s focus or interest
  - Stimulate children’s creative thinking - use of open ended and higher order questions
  - Show your interest
  - Request information you don’t know
  - Use alternatives to questions e.g., recap, clarify ideas, offer suggestions/alternatives, share personal experience

### Avoid stopping the conversation with:

- Questions that are:
  - Too complex
  - Too simple or concrete
  - Intended to test the child’s knowledge,
  - Rhetorical and don’t really require a response

**When adults use think alouds they are modelling putting their thoughts into words. This approach can be particularly useful when engaging in interactive share reading as adults can model searching for deeper meaning from what is explicitly stated in a text e.g., “I wonder what this book is going to be about? I am going to look at the front cover to find clues to help me predict what the story will be about.**

Questions stems to support the use of HOTS questioning is available on the LEL blog – Literacy for All Year 2.

## Story Mapping

### What is story mapping?

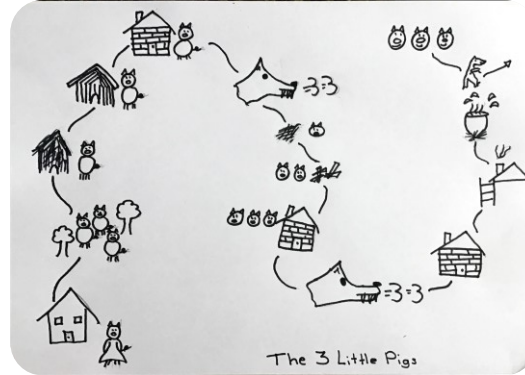
Story Mapping is a way to illustrate the settings, characters and sequence of events from familiar stories. This strategy can be used to support and scaffold children's retelling of stories and the creation of their own storylines. It can also be used to support children's 'story writing' through involving them in the creation of the story map, by adding their own drawings, marks and 'writing'.

### Why is story mapping important?

Story mapping is an important strategy as it allows a child to picture the characters, events and settings when retelling or creating stories. This strategy supports children to understand storylines, organise their thoughts and sequence events. It also develops children's knowledge of story elements and gives them the opportunity to begin using sequential language to describe and retell familiar stories.

### Creating story maps

- It may be beneficial to introduce story mapping by recalling recent events or using non-fiction texts e.g. the lifecycle of a butterfly, to demonstrate the story mapping process.
- It is important that children have had a lot of exposure to a text and have had experience of retelling the story through acting out/role play before they can engage in the story mapping process.
- When creating story maps for familiar texts it is useful to have the book or story sequence cards alongside the map you are creating, to allow children to reflect back on the characters, settings and sequence of events.
- Model creating story maps, thinking aloud as you organise your thoughts and use sequential language. You should also ask questions (e.g., Who? What? and Where?) to help children recall story elements. You can involve children in creating story maps as a group or individually, encouraging them to share their thoughts through drawing and mark making.



## Deconstructed Roleplay

Traditional role play areas are often inspired or themed by adults, meaning they may not be as enabling as once thought. This is because they are based on the prior experience and knowledge of adults and therefore are often more adult-led. Children may not have experienced visiting a beach or a vet, which can limit their imagination as they do not have the real-life experience to draw upon during their play.

Deconstructed role play is an approach that allows children to fully engage in the experience of role play without a limit on their imagination. It creates an environment that is rich in language learning with children interacting with one another, sharing ideas and developing their own play scenarios. This enables children to create and investigate role play scenarios that are relevant and interesting to them, allowing them to make sense of the world around them.

### How to create a deconstructed role play area

Identify a space and fill it with open-ended resources with potential for the development of imagination and creativity, with adult support, such as; cardboard boxes/tubes, crates, large sheets/fabrics, string/pegs/ sticky tape etc. Children can use these resources to create their own role play spaces and resources. Ensure there are mark making materials available to encourage children to incorporate marks, signs and labels into their creations. The space can change almost by the minute depending on who is playing in it, and there can often multiple role play scenarios happening at once based on what the children want to play.



For more detailed notes on deconstructed role play please see the handout available on the LEL blog – Literacy for All Year 2.

## Story Acting

When adults model telling stories they support children in becoming aware of story structure/sequence and using their imagination to create characters and interesting storylines. Hearing adults share stories regularly helps to create a culture of storytelling and inspires children to tell their own stories. At the heart of story acting is story telling, where adults listen to children and children listen to adults and their peers. Story acting is a strategy that promotes the development of children's language and communication, creativity and social and emotional skills.

To introduce children to the routines of story acting you can begin by acting out familiar stories using illustrations to support children's recall of events, characters and actions. Providing a marked-out stage area is an important step in the story acting experience. As children sit around the perimeter of the stage they will be invited to step onto the stage and act out a character from the familiar story.

Children then progress from acting out familiar stories to acting out their own stories, which may be imaginative or a recount of personal experience. It is important that adults model storytelling to scaffold and inspire children to tell their own stories. Your oral storytelling may centre around personal experiences, traditional tales, recounting a shared experience with the children or inventing your own imaginative story.

Invite and encourage children to become storytellers.

Story acting has 3 defined stages:

1. Story scribing – adults listen carefully to the words of the child and scribe them word for word, reading them back to the child as you write.

### Expectations about children's oral storytelling:

- Approx. 3 years old – they appear to jump from one event to another e.g., "I went to the park. I ate breakfast. James came to play."
- Approx. 4 years old – often tell chronologies with no clear beginning or end e.g., "I had an apple for breakfast, and then I went to the park, and then I went home, and then James came to play."
- Approx. 5-6 years old – begin telling narratives with beginning, middle and end, usually with a problem that is solved.

2. Retelling the child's story – read the story back to child, identifying which character they would like to 'act out' and seeking clarification of any details essential for the story acting stage e.g., how a character moves, what a character says.

3. Acting out the child's story – invite a small group of children to sit around the stage. Read aloud the child's story inviting characters onto the stage. Prompt and guide children how to 'act' out a character but refrain from directing them.

For more detailed notes on each of these stages please see the handout available on the LEL blog – Literacy for All Year 2.