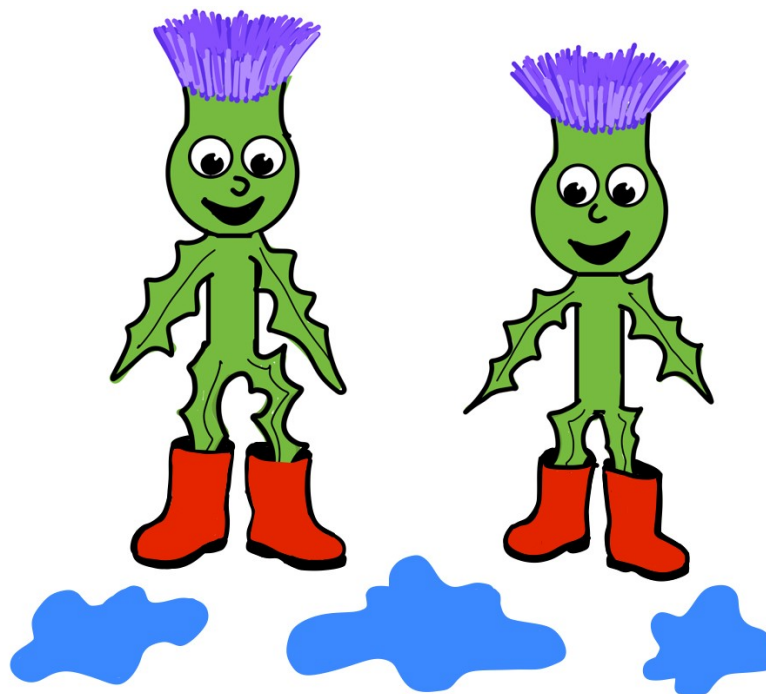




Glasgow Outdoors: Literacy for ALL



Listening and Talking - 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 listening and talking experiences for Early Level Tracker 1. Reading and writing experiences are also available via the LEL Blog.

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.

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

Next slide



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

Next slide



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](#)

Next slide

Early Level Tracker 1

Early Level Tracker 1

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

Navigate to home slide

Organiser

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

Reading

Next slide



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 LIT 0-1a LIT 0-11a LIT 0-20a	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.

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

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

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

Listening and Talking

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

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

E&C A1

Outdoor Library

Providing children with access to texts outdoors is important for engaging with 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, developing vocabulary in a meaningful way and inspiring a love of reading.

Aim: To select texts that can be explored for enjoyment in the outdoors.

Suggested Experience and Interactions:

- In consultation with children, discuss and plan ways to enjoy books outdoors. You could make a list of benefits/barriers to having books outdoors. Through discussion, plan ways to overcome the barriers:
 - "What might happen to our books in the wind or rain?"**
 - "I wonder how we could stop the books getting wet and dirty outside."**
- Work collaboratively with children to create a reading den to locate your books. Consider the points made during the consultation with children and encourage them to problem solve how to create a sheltered space for reading.
- Support children to be involved in the selection of books to go into the outdoor library. These may be children's favourite stories, stories with a strong outdoor theme e.g., We're Going on a Bear Hunt, Stuck etc. or non-fiction texts that align with children's interests and explorations in the outdoor space e.g., minibeasts, transport, weather, seasons etc. Recycle damaged and torn books by laminating them making them weather-proof for rain, snow and ice.
 - "Which book would you choose? Can you tell me why?"**

Use observing, waiting and listening throughout your interactions with children and think alouds to model your reasoning and justification.

 - "I think I would choose *The Gruffalo* because it is set in the woods. We could act out the story in our tree area and pretend we are in the woods."**
- Take time to observe children's engagement with the outdoor library and ensure there is an adult available to read stories as they are selected by children. This is an important step in the reading cycle – browse/select, read and response. Children need to experience this cycle regularly to foster a love of reading for enjoyment.

Suggested literacy strategies and approaches:

- Observing, waiting and listening
- Extending conversations

Other literacy opportunities:

- Making predictions
- Making connections with other stories

Resources:

- A range of books including fiction and non-fiction texts
- Ring binders/hole punch
- Camera



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

E&C B1 Reading Recipes

Vocabulary is fundamental in learning to read; learners must understand and use the words they hear orally in order to develop their understanding of texts. Different forms of texts provide lots of opportunities to begin to develop children's vocabulary and are an important way of extending early reading skills.

Aim: To support children in extending their vocabulary through exploring recipes from the mud kitchen.

Suggested Experience and Interactions:

- Ensure you have laminated recipes, labels, menus and instructions in your mud kitchen outdoors. These can be in poster form or in an outdoor recipe book with both text and pictorial instructions for children to follow. Try to include examples of recipes that the children have created through their play. E.g., **Grass Soup– 3 cups water, 5 handfuls grass, 2 crushed leaves, mix for 10 seconds**
- Choose a recipe to look at together, ask the children;
 - "I wonder what this text is telling us?"
 - "I wonder why there is writing at the mud kitchen?"
- Read the recipe to the children. Explain the text is an instruction to help make mud kitchen 'food'.
- Discuss the illustrations.
- Choose some interesting words from the recipe – **handfuls / crushed / mix** and use 'Shooting for the SSTARS' to develop new vocabulary. For example, using the word **handful** from the recipe:
 - Stress the new word to focus children's attention - "The recipe says 5 **handfuls** of grass".
 - Show the children what the word means "This is a **handful of sand**"
 - Tell the children what the word means - "**Handful means you fill your hand with it**".
 - Relate the word to child's own experiences and other situations "**Can you get a handful of sand? What else can you get a handful of? Can you count 5 handfuls?**"
 - Say it again....
- Choose some other words and use 'Shooting for the SSTARS' to explain them to the children.

Suggested literacy strategies and approaches:

- Extending Conversations
- Observing, waiting and listening
- Shooting for the SSTARS
- Effective questioning and think alouds

Resources:

- Mud kitchen signs and recipes
- Grass/ sand/leaves

Grass Soup

- 3 cups water
- 5 handfuls grass
- 2 crushed leaves



Mix for 10 seconds



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

E&C C1

Who Is In The Leaves?

Storytelling helps build language and communication skills, introduces new vocabulary and allows opportunities to express thoughts and feelings. 'Think alouds' help to make stories come alive. Once children know a story, they can develop their listening and talking through roleplay, acting or mark making. This builds excitement, interest, and comprehension as they play.

Aim: To engage and respond to a story using roleplay and puppets.

Suggested Experience and Interactions: This experience uses the book 'Leaf Man' by Lois Ehlert.

- Read aloud the book 'Leaf Man' and use effective questions and think alouds to stimulate and extend conversations about the story e.g.,
 - “What do you see in the picture?” “Is there anything hiding there?”
 - “I wonder where leaf man will go next.”
 - “What is your favourite part of the story? Can you tell me why?”
- Use 'Shooting for the SSTARS' to develop vocabulary emphasising new words e.g., marsh/prairie/orchard/flock/rustle.
- Invite children to collect leaves (you may need to collect some prior to the experience if there are no leaves available in your outdoor space) to make their own leaf man, character, or picture.
- Ensure the book is available for children to refer back to if needed. Support children to imagine their own leaf representations. Use think alouds to model thinking and problem solving.
 - “I'm going to make a hedgehog, I need a brown leaf. I wonder what I could use for the prickly spines of the hedgehog. I need to use something to stick them on.”
 - “What character are you going to create? I wonder what colour/shape of leaves you will need.”
- Extend conversations by striving for back-and-forth interactions between children and their peers.
 - “Tell me about your creation.” “Look Otis has created a dinosaur too.”
 - “Can you tell me where your character lives?”
 - “I wonder how you made it?” “How did you attach the leaves together?”

Suggested literacy strategies and approaches:

- Observing, waiting and listening
- Extending conversations
- Effective questioning and think alouds
- Shooting for the SSTARS

Other literacy opportunities:

- Interactive shared reading

Resources:

- 'Leaf Man' by Lois Ehlert
- Collection of leaves (ideally involve children in the collection experience)
- Craft materials including glue, Sellotape etc.



Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a / LIT 0-01c / LIT 0-01b / LIT 0-11b	Become aware that there are different types of text. e.g. those that can be read, watched or listened to	With support start to select texts that can be explored for enjoyment	With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.	Develop vocabulary through listening to and exploring different text forms	Will take opportunities to select appropriate texts within collaborative play contexts	Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to
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E&C D1 The Marching Band

The beat is the steady pulse that you feel in a tune, like the heartbeat in your body. It's the beat you'd naturally clap or tap your foot to. Action rhymes and singing activities involving marching, dancing or skipping to a beat helps children to feel the beat in their bodies. This helps them learn where words break into units of sound, an important skill for reading. Keeping to a beat can be difficult for children and needs lots of adult modelling and repetition.

Aim : This activity supports children in exploring keeping a steady beat

Suggested Experience and Interactions

- This game assumes prior knowledge of what is meant by marching. You might wish to use 'Shooting for the SSTARS' to explore this new vocabulary.
- Explain to the children that we each have our own internal steady beat, our heartbeat. Demonstrate what a heartbeat sounds like by patting a steady beat on your chest, encouraging children to join in.
- Tell the children that they are going to be in a marching band, explain that in a marching band people play music whilst marching to a steady beat (you may want to show some pictures or videos of a marching band)
- Demonstrate marching to a beat e.g. March, 2, 3, 4 and encourage the children to join you. Repeat aloud "March, 2, 3, 4, March, 2, 3, 4" as you march around your outdoor space.
- You may want to repeat this until children are confidently joining in. You can then want to change your movements e.g. patting, tapping, stomping or jumping to the beat.
- When the children are confidently keeping the beat you may wish to try and keep the beat to a familiar rhyme (see examples by clicking on the image on the right) again by marching, clapping, tapping, jumping etc. This can be very tricky and will require a lot of modelling and repetition, you may wish to print out the beat cards and use these with the children
- Rhymes that work particularly well for a steady beat are Twinkle Twinkle Little Star ,Hickory Dickory Dock and Incy Wincy Spider. Questions could include:

"I wonder if we can stamp the beat whilst singing Twinkle Twinkle?"

"Can you think of any other ways we could move to keep the beat?"

Suggested literacy strategies and approaches

- Shooting for the SSTARS

Other literacy approaches:

- Phonological awareness

Resources:

- Practitioners may want to consider visual prompts for familiar nursery rhymes or adding musical instruments to the band.

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

Twinkle, Twinkle
 Twinkle, Twinkle Little Star
 How I wonder what you are
 Up above the world so high
 Like a diamond in the sky
 Twinkle, Twinkle Little Star
 How I wonder what you are

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

Clap, pat, tap, jump etc. at each heart whilst reciting the rhymes to keep a steady beat



Hickory Dickory

Hickory dickory dock

The mouse ran up the clock

The clock struck one, the mouse ran down

Hickory dickory dock

Clap, pat, tap, jump etc. at each heart whilst reciting the rhymes to keep a steady beat



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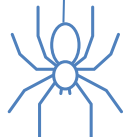
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Twinkle, Twinkle

Twinkle, Twinkle Little Star

How I wonder what you are

Up above the world so high

Like a diamond in the sky

Twinkle, Twinkle Little Star

How I wonder what you are



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

E&C E1

Coloured Corners

Rhyming words are those that sound the same at the end e.g., cat & hat. This experience supports children as they begin to explore and interact with rhyming words. Rhyme develops children's awareness of sounds, which is an important skill in early literacy. Before children can read and write they must be able to hear and play with the sounds in spoken words.

Aim: to explore, identify and create rhyming words.

Suggested Experience and Interactions:

- Show children the cards and place them in four parts of the outdoor area where they can run safely. Explain that everyone will gather together then the adult will say a word that rhymes with a colour then the children will run to the colour that rhymes with that word e.g., "Been" - run to green, "Track" - run to black.
- If the children cannot match the rhyming word to the colour, they will begin to gain understanding by copying others. Discuss what words rhyme and do not rhyme;
 - "I wonder if bean and blue sound the same?" "Do you think you ran to the right colour?"
 - "Can you tell me the word and the colour that rhymes?"
- Model nonsense rhyming words to encourage children to try this themselves – have fun with it! Once they are confident ask them if they can make a nonsense word for each colour.
 - "How many nonsense words can you rhyme with blue/red etc ?"
- Make deliberate mistakes by running to the wrong colour – ask children
 - "Does this rhyme / not rhyme?" "Why did you think that?"

Extension:

- Extend this activity by using different colours and remember to ask for some nonsense rhyme as well.
 - "Purple – durple/gurple/surple" "Pink – sink/dink/link/think" "Yellow – bellow/ fellow/ mellow"
- Try the same activity with characters from a story, TV or a rhyme of the week. E.g., Find words that rhyme with...
 - Gruffalo/mouse/snake/owl/fox

Suggested literacy strategies and approaches:

- Observing, waiting and listening
- Extending conversations

Other literacy opportunities:

- Phonological awareness
- Vocabulary development

Resources:

- Coloured cards (green, black, red, blue -other colours for extension)
- I-pad for photos
- Images for characters to extend activity



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

E&C F1

Syllable Splash!

An essential skill in phonological awareness is the ability to discriminate syllables – which are the sound chunks or beats within a word, e.g., water = wa/ter, elephant = el/e/phant. Identifying and counting the syllables within a word helps children learn where words break into units of sound, an important skill for reading and writing.

Aim: Children will hear, segment and identify the number of syllables in their names/friend's name

Suggested Experience and Interactions:

- Remind children that words have 'beats or syllables' and models clapping the 'beats' in a few of the children's names. You may also wish to demonstrate 'Chin bumps' a really easy way to find the number of syllables in a word or name. - Rest your hand under your chin and say the name slowly. The number of times your chin drop onto your hand is number of syllables within the name/word.

"Can you hear the beats in No/rah?" "Let's clap them out"

"How many claps was that?"

"You have two syllables in your name. I wonder if anyone else has two syllables in their name...."

- Explain the game to the children. They will take turns to say their name in 'beats' and count how many 'beats/syllables' that is by clapping or using chin bumps. They will then run to the basin of water balloons and smash the corresponding number of water balloons on the ground!
- While one child is running to the basin, the others can cheer them on by chanting and clapping her/his name in 'beats/syllables' - ***"Zee/shan!, Zee/shan!"***
- Make as big a splash as you can!!
- You could also extend this experience by collect interesting, natural objects in the outdoor space and play the game with these words.

Suggested literacy strategies and approaches

- Observing, waiting and listening
- Phonological awareness

Other literacy opportunities:

Resources:

- Balloons filled with water
- Waterproof suits
- Wellies



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

E&C G1

Hoop sounds in or out?

Hearing individual sounds and the difference between sounds is an important skill which children need before they learn to read and write. They must be able to hear and play with the sounds in spoken words. It's all about using your ears! Being able to hear an initial (first) sound in a word is tricky and children will need lots of modelling and repetition to hear this. Remember to focus on the **sound** at the beginning of the word and not the letter name e.g. *Shahid* – initial sound /sh/ not S, or *Charlie* – initial sound /ch/ not C.

Aim: to sort objects with same initial sound and generate more words starting with same sound.

Suggested Experience and Interactions:

- Start with 2 hoops – 1 red & 1 green (alternatively draw chalk circles). The green hoop is for objects with the same sound, and the red hoop is for objects that do not have the same sound. Use a sound box that holds a variety of objects – half of which will begin with your chosen initial sound and the other half a variety of other sounds. E.g., If your chosen sound is sound 'a' then have apple/ant/arrow/acrobat etc as well as other objects such as peg/ball/snake. Alternatively, hide these objects around your outdoor space.
- A child find and object or picks one from the sound box. Ask:

"What sound do you say/hear at the beginning of that word?"

"Who else has the same sound at the start of their name?"

"What other objects have that sound at the start?"

- Discuss if all children agree/ disagree. Ask: **"Do you hear the sound too?"**
- The child then places the object into the green hoop if it has the sound /a/ and the red hoop if it does not have the sound. Shout out the word and sound as they place it in- **"apple has 'a'!"**
- Children can jump into the green hoop if they think of someone's name or a thing that starts with the same sound.
- Provide support by matching an object to sound already in the hoop.

"I wonder if it has the same initial sounds as apple?" "Does your object have an 'a' sound like apple?"

Suggested literacy strategies and approaches:

- Observing, waiting and listening
- Effective questioning

Other literacy opportunities:

- Phonological awareness

Resources:

- A bag / box with different objects (can make as a robot/animal/post box /treasure chest)
- Objects or picture cards- some with same initial
- 1 red & 1 green hoop (if no hoops you can use chalk)



Tools for listening and talking LIT 0-02a / ENG 0-03a	Begin to listen to others with attention and give a response based on what has been said	Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact	Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time	Begin to take turns when listening and talking in a variety of contexts	Begin to develop confidence in asking questions based on what they have heard	Begin to respond appropriately to some questions about what they have said and heard	Can follow a two part instructions and can give a simple instruction to others e.g. when – mixing paint, baking and ask questions to clarify
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TfL&T A1

Outdoor Orchestra

Listening is the foundation of language development and includes the ability to pay close attention to words that are spoken and sounds in the environment. Adults need to model good listening skills so that children can copy these. Listening games/activities which promote identifying and finding the source of sounds help children to tune in with their ears and learn to discriminate sounds.

Aim: Listen and respond appropriately to others using body language e.g. eye contact/play instruments.

Suggested Experience and Interactions:

- **Sound Keeper:** A warmup activity to demonstrate that objects can make sounds. Find two stones/sticks, tap them together to create a rhythm. Play hide n seek, one child hides and guides others to where they're hidden by their tapping. Children who find the 'hider' can sit beside them and tap the same rhythm. Take turns to play again with another child hiding and making the sound.
You can do this the same day or the next session.
- **Outdoor Orchestra:** Ask children to find two of the same object that they can use to make a noise.
"Can you find 2 objects that you can hit/bang/rub together and make a noise?"
(stones/sticks/wooden blocks/cups and utensils from the mud kitchen etc.)
- Walk around the outdoor space with the children playing their objects. Ask the children to stop and listen to the different sounds their friends are making. Discuss and identify the sound the 'instruments' make using think alouds as they listen to each other playing, e.g., the stones make a tapping sound.
"I wonder what that sounds like?"
"I wonder who has an instrument with a scratchy/bang/tap/boom/ting sound?"
- In a circle, invite demonstration of instruments. Sing a simple song, keeping a steady beat, such as *I hear music*. Create a simple orchestra, grouping by the type of instruments e.g. stones, blocks. An adult should play the beat (Each line of the song has four beats), on claves so that children know when to play their instruments.
***"I hear music, I hear music,
all around, all around,
listen to the stones, ____ , ____ (Child taps stones together)
hear the sound, tap, tap, tap"***
- Take turns to allow different types of instrument to play along to the song, stones tapping/ cups banging/ spoons tinging etc. Ensure the children have good eye contact to know when it is their turn to play.

Suggested literacy strategies and approaches:

- Effective questioning and think alouds

Other literacy opportunities:

- Phonological awareness
- Developing vocabulary

Resources:

- iPad to record sounds and take photos
- Various pairs of objects from outside that can be banged/tapped/rubbed together to make a sound



<p>Tools for listening and talking LIT 0-02a / ENG 0-03a</p>	<p>Begin to listen to others with attention and give a response based on what has been said</p>	<p>Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact</p>	<p>Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time</p>	<p>Begin to take turns when listening and talking in a variety of contexts</p>	<p>Begin to develop confidence in asking questions based on what they have heard</p>	<p>Begin to respond appropriately to some questions about what they have said and heard</p>	<p>Can follow a two part instructions and can give a simple instruction to others e.g. when – mixing paint, baking and ask questions to clarify</p>
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TfL&T B1

Paper Plates

Encouraging sustained, back and forth conversations with children, gives them the opportunity and time to engage, understand and practice the use of language and communication skills. Speaking with children in increasingly complex and responsive ways fosters children's ability to begin to hold a conversation, this includes turn taking, pausing, listening and responding in a variety of contexts.

Aim: Begin to take turns when listening and talking outdoors.

Suggested Experience and Interactions:

Ensure there are interesting things to collect – leaves, twigs, shells, stones, pinecones etc.

- Ask the children to collect a **pair** of interesting objects from the outdoor space .
- As they look for the objects, ask questions and listen to each child's response asking **why** they chose that object/where it was found etc. **Extend the conversation**, aiming for at least 5 turns bath and forth. This allows children to engage, understand and practice using their language and communication skills including turn taking, pausing, listening, and responding. Use **observing, waiting and listening** to allow thinking time.

"I wonder where that came from?"

"What made you choose that object?"

1. What have you found?

3. I wonder how it got here?

5. That's a great suggestion, I wonder how we could find out?

2. It's a stick

4. Maybe someone brought it from the allotment

- Explain that you are going to play a memory game where objects are hidden under paper plates.
- On the ground, cover each found object with a paper plate, placing the pairs of objects in different spots. This memory game allows turn taking and social interaction as well as improving attention and listening skills.
- Encourage children to take turns turning over 2 plates at a time to find a pair. The aim of the game is to find matching pairs of objects and when they do place the object on top of the plate.
- As each object is uncovered foster any opportunities for conversation between the children.

"Who found this object?" "Where did you find it?" "Can you explain what the object looks like/ feels like?"

- Consider children's conversational styles and emphasise the importance of listening to whomever is speaking.

Suggested literacy strategies and approaches:

- Extending conversations
- Observing, waiting and listening
- Effective questioning and think alouds

Other literacy opportunities:

- Phonological awareness
- Developing vocabulary

Resources:

- large paper plates.
- Natural objects outside – shells, pinecones, twigs, leaves, acorns



<p>Tools for listening and talking LIT 0-02a / ENG 0-03a</p>	<p>Begin to listen to others with attention and give a response based on what has been said</p>	<p>Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact</p>	<p>Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time</p>	<p>Begin to take turns when listening and talking in a variety of contexts</p>	<p>Begin to develop confidence in asking questions based on what they have heard</p>	<p>Begin to respond appropriately to some questions about what they have said and heard</p>	<p>Can follow a two part instructions and can give a simple instruction to others e.g. when – mixing paint, baking and ask questions to clarify</p>
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TfL&T C1

Guess Who?...using questions.

Young children are naturally curious about the world around them and ask lots of questions. Asking questions provides opportunities for children to interact with their environment and helps stimulate children's thinking. Practitioners can model questions and emphasise that the **voice goes up** at the end to mark a question. It is important to give children thinking time by observing, waiting and listening in order to respond appropriately.

Aim: Respond to questions appropriately and develop confidence in asking questions.

Suggested Experiences and Interactions:

- Form a circle outdoors and choose a **theme** to play the game 'Guess who?' Use characters from a familiar rhyme/story or use natural objects.
- Highlight the theme, placing natural objects or story stones of characters in the centre of the circle. Model the first round of the game.

"Guess who I am thinking of from The Gruffalo?" or "Guess what object from the garden am I?"

- Children take turns to ask questions to find out what / who it is. Ensure they pause and listen to each other's responses. Encourage children to ask questions rather than just ask one word at a time as this will help build more discussion around the topic/theme. This comes with practice.
- Model questions - **"Is it the mouse?" "Have you chosen the fox?" "Is it a pinecone?"** with emphasis of raising voice at the end to mark a question. You want children to ask a question rather than say a statement, eg **"Is it the owl?"** is better than **"I think it's the owl."**
- Once children get used to asking questions you can encourage more sophisticated questions about the characters/ objects.
- The Gruffalo theme: **"Does it have purple prickles?" "Is it a tiny animal with a long tail?" "Does it live in the log pile house?" "Does it fly?" "Does it rhyme with box?"**
- Nature questions: **"Does it grow on trees?" "Is it green?" "Is it brown and bumpy?" "Does it come from the sea?" "Does it rhyme with pick?"**
- Consider introducing rhyming words, the number of syllables or the initial phoneme to develop **Phonological Awareness** e.g., **"it rhymes with bell, it has one syllable, it begins with the sound s"**

Suggested literacy strategies and approaches:

- Sparkle words
- Effective questioning and think alouds
- Observing, waiting and listening

Other literacy opportunities

- Phonological awareness
- Developing vocabulary

Resources:

- Story/rhyme of the month
- Story stones or images of characters from a story/ rhyme
- Natural objects – pinecones, shells, twigs, stones, leaves



<p>Tools for listening and talking LIT 0-02a / ENG 0-03a</p>	<p>Begin to listen to others with attention and give a response based on what has been said</p>	<p>Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact</p>	<p>Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time</p>	<p>Begin to take turns when listening and talking in a variety of contexts</p>	<p>Begin to develop confidence in asking questions based on what they have heard</p>	<p>Begin to respond appropriately to some questions about what they have said and heard</p>	<p>Can follow a two part instructions and can give a simple instruction to others e.g. when – mixing paint, baking and ask questions to clarify</p>
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TfL&T D1

Obstacle Course

*Children need daily opportunities to listen to and follow instructions, this begins with completing one instruction/task at a time then builds to more complex instructions with two parts e.g., asking a child to get their jacket **and then** put it on. Listening is the foundation of language development, it is important to model good listening skills so that children can learn how to listen. Games and activities focused on listening can help build children's ability to hear and understand what has been said.*

Aim: Follow two part instructions and give a simple instruction to others.

Suggested Experience and Interactions:

- Create a simple obstacle course in your outdoor space. You may have large loose parts (cable reels and planks of wood) to make slopes, you could use hoops, bean bags and cones or simply draw a course on the ground with chalk.
- Initially give each child **one** instruction at a time. Allow some time to complete and explore the course and develop the language necessary to explain each feature.
- Start with one instruction at a time:
 - “Climb through the tunnel.” or “Jump over the line.” or “Walk down the beam.”
- Select the children one by one and ask them to give the next instruction to the rest of the group.
- Once children are confident with the course start giving two part instruction e.g.,
 - “Jump into the hoop then throw the ball”
 - “Jump through the sand pit then weave through the cones”
- Challenge the children to begin giving two part instructions to the rest of the group.

Consider:

Ways in which you can incorporate 2-part instructions into everyday routines.

During snack time. “Wash your hands then sit down,” “Take a plate and then put some fruit on it.”

Getting ready - “Take your shoes off and put on your wellies,” “Put your jacket on and pull up your zip.”

Suggested literacy strategies and approaches:

- Sparkle Words

Other literacy opportunities:

- Link to ‘Going on a Bear Hunt’ by Michael Rosen
- Developing new vocabulary

Resources:

- Hoola hoops
- Cones
- Beanbags
- Chalk
- large loose parts e.g. planks, tyres, crates, logs



<p>Finding and Using Information LIT 0-04a</p>	<p>Begin to listen/watch with concentration to find useful information e.g. to learn form a visitor about their occupation</p>	<p>Talk about information that has been interesting to them and/or new information</p>	<p>Begin to ask and answer questions to demonstrate recall of key information</p>	<p>Describe and share ideas/thoughts using what has been learned from listening to/watching texts.</p>	<p>With support begin to make connections between information learned and their own experiences to expand on a topic or theme</p>	<p>Begin with support to use new vocabulary when talking about information they have learned</p>	<p>Use what they have learned in order to make simple choices</p>
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F&UI A1

Planting and Growing

Oral language is critical for reading and writing. Children need daily opportunities to engage in back and forth conversation to develop their ability to respond when people talk to them and extend their understanding of an increasing number of words. Practitioners should encourage conversations around children's interests and use this as a stimulus to introduce new vocabulary.

Aim: To use new vocabulary when talking about interesting information they have listened to.

Suggested Experience and Interactions:

- Set up an invitation encouraging the exploration of planting, you could include a variety of outdoor bulbs, plant pots or suitable containers and soil. Provide access to trowels or other appropriate gardening tools and magnifying glasses.
- Invite children to look closely at one of the bulbs you have, using the magnifying glasses if available. Discuss the features of the bulb using some questions to promote conversation e.g.,

"I wonder if anyone knows what this is?" "What do you notice about it?"
"Can you describe how it looks/feels?" "Why do you think there are pots and soil?"
"I wonder, what could we do with these bulbs?"
- Use shooting for the SSTARS to deepen children's understanding of what a bulb is and as an opportunity to describe the bulb e.g., silky, smooth, papery.

"I think the bulb feels smooth. That means there are no lumps or bumps on it. Feel the cover of this book. It is smooth because there is no lumps or bumps. Are you wearing anything that feels smooth?"
- Support children to further explore a bulb by cutting it in half, peeling or pulling it apart. Encourage children to use the magnifying glass and their senses to describe the bulb further.

"What do you see?" "What patterns can you see?"
"Has anyone seen this pattern before?" "Does it smell?"
"Do you think it will feel the same on the inside as it did on the outside?"
- Following the exploration of bulbs support children to plant them and encourage children to use context specific vocabulary such as bulb, soil, trowel etc.

Suggested literacy strategies and approaches:

- Extending conversations
- Shooting for the SSTARS
- Sparkle words

Other literacy opportunities:

- Reading - non-fiction texts

Resources:

- Variety of bulbs and soil
- Pots/containers
- Gardening tools e.g., trowel
- Magnifying glasses sieves/ spoons
- Knife - adult supervised



<p>Finding and Using Information <u>LIT 0-04a</u></p>	<p>Begin to listen/watch with concentration to find useful information e.g. to learn form a visitor about their occupation</p>	<p>Talk about information that has been interesting to them and/or new information</p>	<p>Begin to ask and answer questions to demonstrate recall of key information</p>	<p>Describe and share ideas/thoughts using what has been learned from listening to/watching texts.</p>	<p>With support begin to make connections between information learned and their own experiences to expand on a topic or theme</p>	<p>Begin with support to use new vocabulary when talking about information they have learned</p>	<p>Use what they have learned in order to make simple choices</p>
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F&UI B1

Growing Plants & Vegetables

Listening is an important skill in order to find new information and follow instructions. Non-fiction texts are an excellent source of information, they can help us; learn how things work, develop new skills and follow instructions. When developing these skills, it is important that we support children to become active listeners, who can use what they hear to; follow instructions, ask and answer questions, make simple choices and make connections between what they have heard and their own experiences.

Aim: To recall information using what has been learned from listening to/watching texts

Suggested Experience and Interactions:

- Provide opportunities for children to explore a variety of texts relating to planting and growing e.g., fiction, non-fiction or digital. Look at the resources box for links to digital information texts about what plant's need and how to make your own plant pots.
- After listening to/watching texts about planting and what plants need, facilitate children's recall of information.
*"I'm trying to remember what a plant needs to grow."
"Can you help me find what we need to make a plant pot?"*
- Seek opportunities to encourage children to make connections with their own experience of planting and growing.
*"Do you/someone in your family have a garden?"
"What do they grow?" "Have you ever helped with planting in the garden?"*
- Invite children to plant a variety of seeds, using the packaging to read for information to learn more about what they will be growing and introduce new vocabulary.
*"I wonder what type of flowers these are? Look it tells us on the packet, these are sweet peas."
"This packet says to 'sprinkle' the seeds with water."*
- With an emphasis on the information within the different texts the children have been exploring, seek opportunities to extend conversation enabling children to recall their learning.
*"Let's try to think about the different steps to plant these seeds. First we..."
"What do we do now?"
"Can you tell your friend what type of flower/vegetable you have planted?"
"Where is the best place to keep the plants?" "What makes you think that?"
"How can we make sure the plants/flowers grow?"*

Suggested literacy strategies and approaches:

- Observing, waiting and listening
- Sparkle words

Other Literacy Experiences:

- Sequencing
- Developing vocabulary

Resources:

- **'Growing Vegetable Soup'** by Lois Ehlert or other relevant texts.
- Digital texts - BBC Bitesize – 'What do plants need to grow?', CBeebies – 'Plant Pots'
- Soil, seeds/seedlings, pots, newspaper, watering, gardening tools, watering can



<p>UAE LIT 0-07a / LIT 0-16a / ENG 0-17a</p>	<p>With support can draw on prior knowledge and experiences to make connections and talk about a range of texts</p>	<p>With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines</p>	<p>Can understand and ask 'what', 'where' and 'who' questions to clarify meaning</p>	<p>With support can discuss and answer some questions to demonstrate understanding of what they have heard</p>
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UAE A1

What Happens Next?

In order for young children to make predictions about a text they need to combine two things, clues from the author, such as the illustrations and words used, and their prior knowledge and experience. When inviting children to make predictions it is important to encourage them to justify and give reasons, this will enable you to observe children's connections with the text and/or their prior experiences. Asking children 'why' takes them a step deeper and activates their thinking, helping to extend the conversation.

Aim: To begin to make predictions using prior knowledge and experiences.

Suggested Experiences and Interactions:

- Books with repetitive words/phrases or predictable text and rhyme enables children to participate in the reading experience and use their prediction skills with ease. They will begin to 'read' and say the repetitive phrases with you and fill in the missing word from a rhyming sentence.
 - 'Brown Bear, Brown Bear, What Do You See?' by Bill Martin Jr and Eric Carle has simple repetitive text which could be used to support children to make predictions about which animal they will see next.

"I wonder what animal we will see on the next page?"

Extend the play outside by using images of each animal and place them around the outside space. Go on a walk repeating lines from the story, encourage children to predict which animal they will meet next on their brown bear walk.

"Brown Bear, Brown Bear what do you see?" "I see a _____ looking at me."

- Encourage children to use clues from the author to make predictions about any text by focusing on the front cover, title and blurb of a book. It is helpful to model your thinking and reasoning for your prediction to support children in being able to do the same e.g., 'Lost and Found' by Oliver Jeffers,

"I can see a boy and penguin floating in an umbrella, there is an iceberg too. I think one of them might be lost because the title of the book is 'Lost and Found'."

"What do you think the story might be about? What makes you say that?"

"Have you read a different book about a penguin? Where did they live?"

- To further support children to make predictions make them part of your everyday interactions through play. Provide opportunities for children to observe and explore a wide range of objects, materials and living things inviting them to make comparisons, consider properties, suitability for task and investigate 'what might happen if...' e.g.,

"What might happen if we pour water into to the sand?" "Why do you think that?"

"What might happen if we build the tower on the grass/use smaller bricks?"

Suggested literacy strategies and approaches:

- Interactive shared reading
- Effective questions and thinking alouds
- Extending conversations
- Observing, waiting and listening

Other literacy opportunities:

- Phonological awareness

Resources:

- Any book with good repetition e.g.,
- 'Brown Bear, Brown Bear' by Eric Carle
 - 'Have you seen my cat?' Eric Carle
 - 'Handa's Surprise' Eileen Brown



UAE LIT 0-07a / LIT 0-16a / ENG 0-17a	With support can draw on prior knowledge and experiences to make connections and talk about a range of texts	With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines	Can understand and ask 'what', 'where' and 'who' questions to clarify meaning	With support can discuss and answer some questions to demonstrate understanding of what they have heard
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UAE B1

Hot Seating

Children are naturally very curious and ask questions frequently as they try to understand the world around them. By encouraging children to ask questions about what they see, hear and experience you are supporting them to interact and relate with others.

Hot seating is a strategy that can enable young children to explore a character's feelings, actions and problems within the story. Children can take the 'hot seat' either in role of the character or as themselves and respond to questions asked by others. To develop children's confidence in asking and answering questions you may wish to start with their own experiences.

Aim: To ask and answer a variety of questions e.g., what, where, who?

Suggested Experiences and Interactions:

- Oral storytelling - Children enjoy hearing stories and telling their own. Seek opportunities to enable children to talk about and recall experiences and events that happened to them and share yours e.g., weekend news. Model asking questions and invite children to ask you questions in return e.g.,
"What did you do at the weekend?" "Where did you go?" "Who did you go with?"
"Would you like to ask me a question?"
 Invite children to think of a short 'title' for their news, this requires them to show an understanding of what they have heard and create a short summary e.g.,
"You told us about your visit to the play park with mum, dad and gran. You got an ice cream from the shop and it melted all over your hands. What could your 'story' be called?" "An ice cream puddle"
- Chatterbox - Using an attractive box, invite children to take turns to collect something in their outdoor space that interests them, that they like or they are curious about. Invite each child to share their object with a small group of friends. Model the use of questions to encourage children to clarify their thinking and invite other children to ask their own questions e.g.,
"What did you put in the chatterbox?" "Where did you find it?"
- As the children become more confident, begin to use the hot seat strategy to ask questions about a familiar story the children have been reading e.g., 'The Gruffalo' by Julia Donaldson.
"What animals does the mouse meet?"
"What does the Gruffalo look like?"
 Some children may be able to answer questions by taking on the perspective of the character e.g.,
"How did you feel when you saw the Gruffalo?" (mouse)
"Where do you live?" (owl)

Suggested literacy strategies and approaches:

- Effective questions and think alouds
- Observing, waiting and listening
- Extending conversations

Other literacy opportunities:

- Interactive shared reading

Resources:

- Large loose parts to make a throne
- Fabric for cape or covering throne
- Coloured card & craft materials to make a crown
- I-pad for photographs



<p>Creating Texts LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a</p>	<p>Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences</p>	<p>Begin to use sequential language (first, next, now etc.) to describe or recount experiences</p>	<p>Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb/tense</p>	<p>Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum</p>	<p>Explore own and familiar stories through play and role play</p>	<p>Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support</p>	<p>Use new vocabulary to which they have had repetitive exposure to</p>
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CT A1

Once Upon A Time.....

Role play is an invaluable tool for developing listening and talking skills, as it provides children with opportunities to engage with stories and make sense of the world around them. They can act out real-life situations, be creative, explore, investigate and extend their vocabulary as they create imaginary characters. Through discussion, children can also be encouraged to explore and share their ideas and develop their understanding of characters and stories.

Aim: To describe and act out a character through play and role play.

Suggested Experience and Interactions:

- This experience takes place over a few days, based on the interests of the children e.g., if children are interested in fairytales and dragons, provide stories that children may be familiar with such as **Zog and Marmaduke the Dragon**.
- Gather a small group of children in the outside book area, recap the stories and ask the children to think about similarities and differences between the dragons.

"What do you know about dragons?" "What do the dragons have in common?"
"How are they different?" "What do dragons look like?"
- After the discussion, adults should model inventing their own dragon, describing what it looks like, how it moves etc. Then invite the children to invent their own dragon and describe it to the group, the adult should listen carefully to the words of the child and scribe them word for word, reading them back to the child as you write. Ask questions to encourage further description such as;

"What sort of tail does your dragon have?" "What are your dragon's talents?" "How does your dragon move?"
- The adult should now model creating a story featuring the character they have invented using language such as; first, next, then etc. Provide opportunities for each child to create a story featuring their own character (you may only do this with one or two children per day, so you may wish to recount the child's character description first). Again, the adult should scribe the words of the child, reading them back to the children as they write.
- Each day, choose a few children and act out their stories using the story acting approach. Begin by reading the story back to the 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 etc.
- Finally, act out the child's story, inviting 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.

Suggested literacy strategies and approaches:

- Story acting
- Observing, waiting and listening

Other literacy opportunities:

- Create their own fantasy stories
- Write stories with beginning/ middle/ end
- Interactive shared reading

Resources:

- Story books about dragons
- Paint/pencils/paper



<p>Creating Texts LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a</p>	<p>Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences</p>	<p>Begin to use sequential language (first, next, now etc.) to describe or recount experiences</p>	<p>Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb/tense</p>	<p>Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum</p>	<p>Explore own and familiar stories through play and role play</p>	<p>Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support</p>	<p>Use new vocabulary to which they have had repetitive exposure to</p>
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CT B2

Positions Please!

Prepositions (positional language) refers to the place where someone or something is, in relation to other things e.g., next to, between, in, on, over, and under. This can be challenging for children to understand, they will need to hear a lot of repetition of this language which can be supported through contextualised games using props, encouraging children to 'act out' different positions e.g., in, under or over a box. Positional language will develop children's ability to follow instructions and use a range of vocabulary to give directions.

Aim: To develop understanding of and use of prepositional language

Suggested Experience and Interactions:

- Set up a series of sturdy cardboard boxes/crates/pallets outdoors.
- Emphasise the prepositional language through natural interactions when children are playing with the resources e.g., **"Sam you are in the box", "Alex is beside the crate"**
- Begin by using a limited number of prepositions such as; in, on, under, beside and between.
- If there are unfamiliar positional words, use Shooting for the SSTARS to define them for the children.
- With the children, set up an obstacle course and discuss the prepositional language that would be used for each piece of equipment e.g., under the canes, between the tyres, in the tunnel, over the pallets.
- Ask the children to demonstrate moving through the obstacle course, taking a photograph at each part of the obstacle course, these could be used as instruction cards.
- You may wish to extend this activity by adding other aspects to the obstacle course or asking the children to change way they move through each piece obstacle, using different positional language.
- The children could also then lead the other children by giving instructions using positional language as children reach each obstacle.
- Extend the range of prepositions as children become more skilled.
- Suggested questions and think alouds;

"Where is Amarah?", "I wonder how we might get to the other side of the tunnel?"

"Is Jack on the box or under the box?"

Suggested literacy strategies and approaches:

- Shooting for the SSTARS

Other literacy opportunities:

- Developing vocabulary

Resources:

- Palettes/crates/boxes/hoops/tyres/tunnel
- Books which support prepositions :
- **'We're Going on a Bear Hunt'** by Michael Rosen and Helen Oxenbury
- **'WHERE, oh where is baby bear?'** by Ashley Wolff.
- **'Where's Spot?'** by Eric Hill
- **'Guess How Much I Love You'** by Sam McBratney



<p>Creating Texts <u>LIT 0-09a</u> <u>LIT 0-09b / LIT 0-31a</u> <u>LIT 0-10a</u></p>	<p>Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences</p>	<p>Begin to use sequential language (first, next, now etc.) to describe or recount experiences</p>	<p>Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb/tense</p>	<p>Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum</p>	<p>Explore own and familiar stories through play and role play</p>	<p>Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support</p>	<p>Use new vocabulary to which they have had repetitive exposure to</p>
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CT C1

Anything is Possible!

Drawing and model making provides opportunities for children to express and communicate their own narratives, thoughts and ideas. It is important to listen to children and observe the process as they make their creations. Children often represent their thoughts and ideas through actions and not just pictures, for example, a child may 'draw' fast lines across the page to represent their car driving very fast. By observing children's actions and words or vocalisation and commenting on them you can support children to ascribe meaning to their creations.

Aim: To ascribe meaning to what has been created and discuss/answer questions with support

Suggested Experience and Interactions:

- Ensure children have access to a variety of mark making materials and surfaces, within your outdoor space, to ensure there are opportunities for children to draw and mark make. A portable mark making caddy or trolley is a beneficial resource to have outdoors.
- Providing a variety of large loose parts within your outdoor space will provide children with opportunities to create large scale models e.g., crates, cable reels, cardboard boxes, wood planks, guttering etc.
- Take the opportunity to draw and create alongside children to model your thinking process and ascribe meaning to your creations e.g.,

"I am making long, slow marks because the snail moves slowly."

"These are the trees in the park, and this is the roundabout I went on, it made me feel very dizzy"

- During interactions, use statements and open ended questions relating to children's drawings and models to extend and scaffold learning and support children's ability to talk about and ascribe meaning to their creations e.g.,

the choice of materials - *"You have used a large cable reel."*

the arrangement or number used - *"You have placed the box on top of the cable reel."*

"Tell me about..."

"Would you like to talk to me about your picture?"

Suggested literacy strategies and approaches:

- Observing, waiting and listening
- Extending conversations

Other literacy opportunities:

- Emergent writing and mark making
- Gross and fine motor development

Resources:

- Portable mark making caddy
- Large loose part equipment





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?

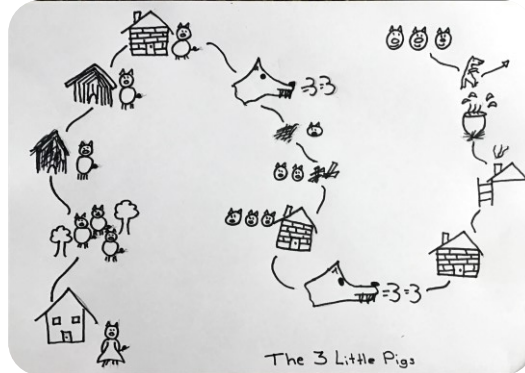
Story Mapping is a way to illustrate the settings, characters and sequence of events from familiar stories. This strategy can be used to support and scaffold children's retelling of stories and the creation of their own storylines. It can also be used to support children's 'story writing' through involving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