

Literacy for ALL in our Playrooms



Fostering A Love for Reading;
Our Role
2024-25



House Keeping

- Restrooms
- Fire Safety
- Tea/Coffee

Wellbeing
and
Learning

Achievement
and
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Literacy for ALL - Year 2

Content	Date	Time
Session 1 Fostering A Love for Reading; Our Role	Friday 13 th September	9.30 - 12pm
Session 2 Developing our Storytelling	Friday 4 th October	9.30 - 12pm
Session 3 Gross and Fine Motor Development	Friday 25 th October	9:30 -12pm
Session 4 Mark Making and Emergent Writing	Friday 8 th November	9.30 -12pm
Educational Psychologists (Year 1 and Year 2)	Friday 22 nd November	9:30-12pm

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Aims AM

- To consider how we build on and sustain successes of year one.
- To explore the role we play in supporting the home learning environment whilst promoting reading for pleasure at home.
- To explore the role we play in helping children to foster a love for reading within our settings through the learning environment.

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Getting to know the group



Share in your group

- Your experience of reading for pleasure -
 - How often do you read for pleasure?
 - In what contexts do you read for pleasure?
 - How does your centre currently promote reading for pleasure with children and families?

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Reflection



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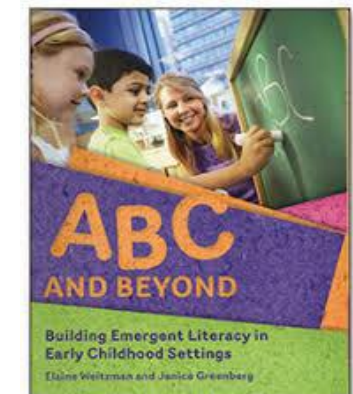
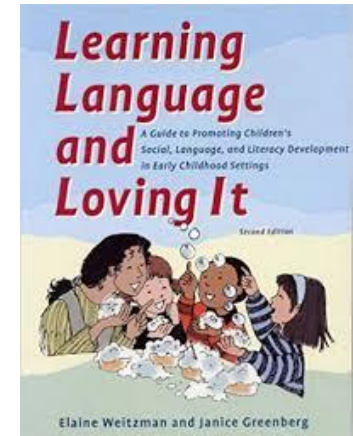
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Reflection

Listening and Talking Year 1

- Sparkle Words
- Shooting for the SSTARS
- Interactive Shared Reading 1
- Extending Conversations
- Observing, Waiting and Listening
- Provocations for Talk
- Phonological Awareness



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Self-evaluation



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Realising the Ambition



 National practice guidance for early years in Scotland

73

When I am a toddler...

- Give me opportunities to mirror and listen to adults and other children using gestures, sound and visual cues. This encourages me to participate in and explore language.
- Encourage me to explore, distinguish and react to sounds in the environment with you.
- Play with language - encouraging me to have fun investigating and experimenting with words, rhymes, songs and musical instruments.
- Enrich and extend my verbal and non-verbal interactions using familiar and unfamiliar language and vocabulary.
- Provide opportunities for role-play which combine familiar and new environments, routines and objects to deepen my language experience.
- Continue to share quality picture books with me (including both pictures and text) connecting with my interests and family life, encouraging reciprocal story-telling between you and me.
- Help me connect with stories on a personal and imaginative level, developing an understanding that text conveys meaning.
- Give me sensory and tactile experiences which encourage me to babble, talk and have fun with books.
- Incorporate a wide range of interesting resources which encourage me to communicate ideas through mark making, painting and drawing.
- Provide me with lots of opportunities to develop my gross and fine motor skills.

When I am a young child...

- Provide different opportunities for me to express my thoughts, feelings and opinions, and consider those of others, with adults and my peers in one to one situations and in small groups
- Encourage me to notice patterns, similarities and differences in sounds and words.
- Play with language - encouraging me to have fun investigating and experimenting with words, rhymes, songs and musical instruments, drawing attention to familiar words, phrases and names in my environment.
- Continue to enrich and extend my verbal and non-verbal interactions using familiar and unfamiliar language and vocabulary, relating to my home and life experiences.
- Extend role-play - building on my life experiences and interests encouraging interactions, conversations and new vocabulary.
- Continue to provide me with quality picture books alongside a range of different media, fiction and non-fiction texts, connecting with my interests and family life, encouraging reciprocal story-telling between me and you.
- Encourage enjoyment, engagement and meaning of stories and explore the connections between text and illustrations.
- Continue to give sensory and tactile experiences by providing resources which support talking about stories and factual texts and having fun with books.
- Encourage me to notice the purpose of writing in all environments and to enjoy communicating my ideas through the written word.
- Provide me with lots of opportunities to develop my gross and fine motor skills.

→ through my early years of childhood

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Realising the Ambition

- Continue to provide me with quality picture books alongside a range of different media, fiction and non-fiction texts, connecting my interests and family life, encouraging reciprocal story telling between me and you.
- Encourage enjoyment, engagement and meaning of stories and explore the connections between text and illustrations.
- Continue to give sensory and tactile experiences by providing resources which support talking about stories and factual texts and having fun with books.



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Early Years Literacy Rich Learning Environment Toolkit

Reading – Interactions and Experiences

Reading	Where are we now?	How do you know?	Where would you like to be? (Actions)
Interactions and Experiences			
Reading is explicitly planned for e.g. Interactive Shared Reading, Sparkle Words, Shooting for the SSTARS, Effective Questions and Think Alouds, book of the month.			
There are opportunities for 1:1 and small group storytelling sessions.			
There are opportunities to retell stories through role play, e.g. fabrics for dressing up and a range of props.			
Children are involved in choosing books to read for enjoyment.			
Children are involved in recording books that have been read and enjoyed and/or voting for favourite stories/book of the month with adult support.			

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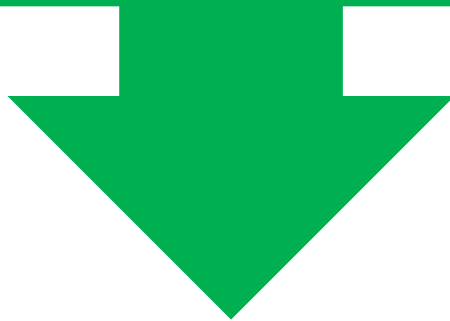
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Reading for Pleasure



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“A country that loves reading is a strong, fair and tolerant country where everyone has an equal opportunity to thrive.”

Lynch, E. (2024)

How reading for pleasure can tackle poverty

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Literacy versus Reading for Pleasure – What's the difference?

Literacy:

- the ability to read and write
- skill based



Reading for pleasure:

“Reading for pleasure is more closely associated with **intrinsic motivation**; it is reading that **children do for themselves** at their **own pace**, with **whom they choose** and in their **own way**.”

Cremlin, T (2020)

Reading communities: why, what and how?

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Importance of reading for pleasure

“It matters socially, because children who read for pleasure simply do better in life. They have a **better sense of well-being**. They reach **greater levels of attainment in all subjects**. By feeding **knowledge, imagination** and by engaging **empathy**, reading feeds children’s growing humanity. **Nothing less than children’s life chances are at stake.**”

Egmont (2020)

Children Reading for Pleasure

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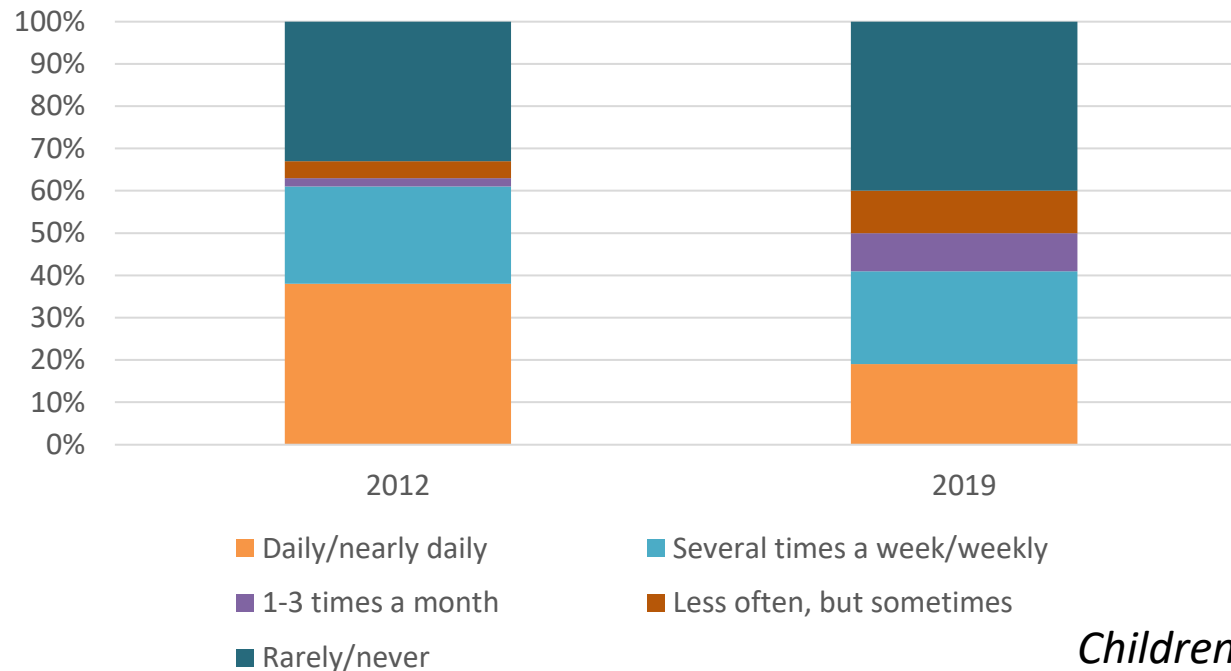
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Frequency of reading for pleasure

Children, aged 0-4 years, who read for pleasure
daily/nearly daily



*Egmont, (2020)
Children's Reading for Pleasure*

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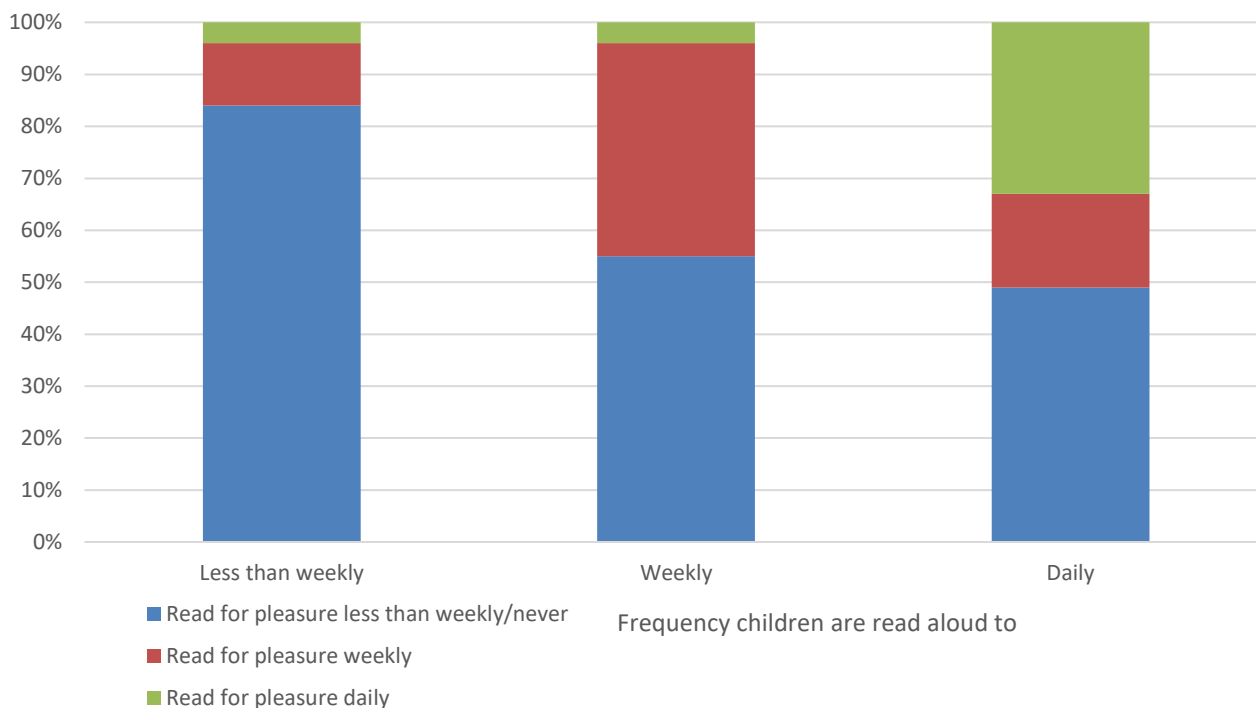
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Frequency of Reading Aloud to Children

Correlation between frequency of children, aged 0-4 years, being read aloud to and their reading for pleasure



“More often children are read to, the greater the likelihood of them choosing to read for pleasure themselves.”

Egmont, (2020)

Children’s Reading for Pleasure

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“If **all children** are read to at [nursery], **every day** then all children will be exposed to the pleasures of reading, no matter their family circumstance. **It would be the ultimate in inclusivity.**”

Egmont (2020)

Children Reading for Pleasure

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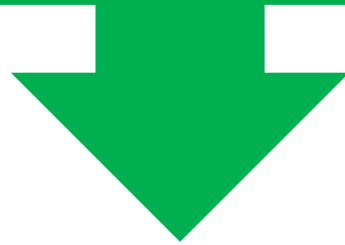
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Home Learning Environment



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How important is the home learning environment?

“...the quality of the home learning environment is more important to intellectual and cognitive development than parental factors, such as occupation and education.”

Cole et al (2022)

Early Language Skills:

The role of the home learning environment and emerging insights into the impact of the pandemic

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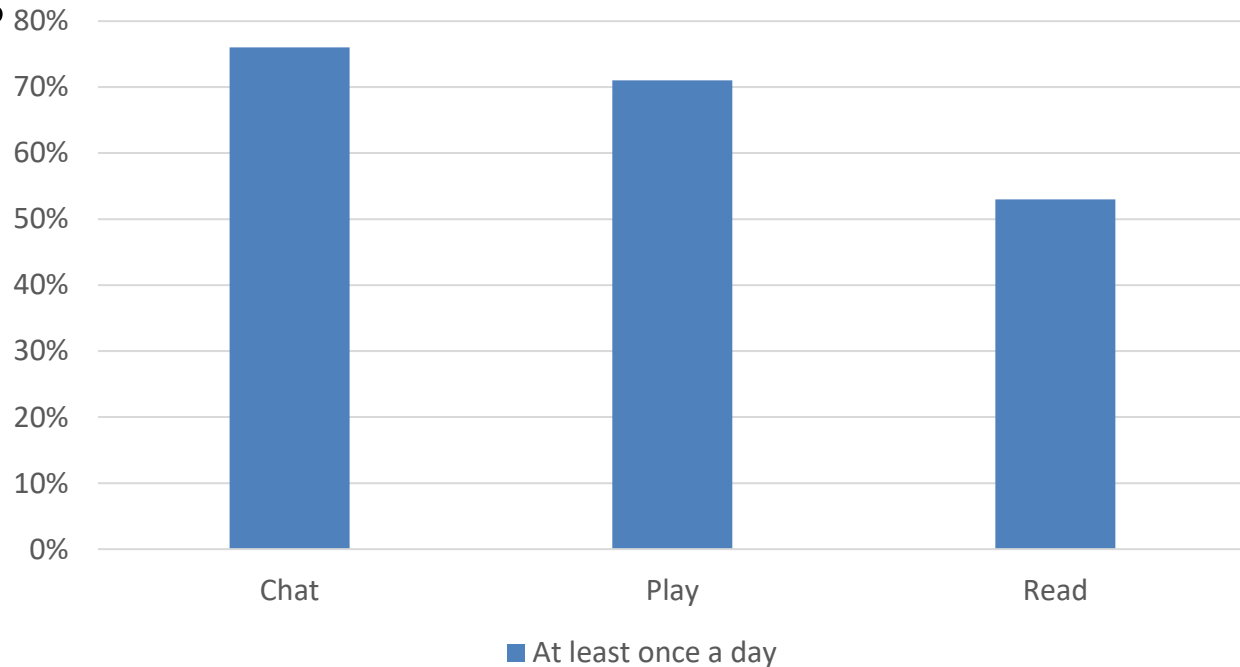


Frequency of key learning activities in the home

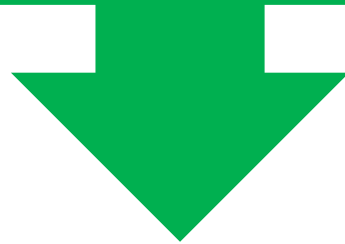
– insight into impact of COVID 19

Parents of children aged birth – 5 years were surveyed in 2021 and asked, how often they participated in different learning activities over a week.

Learning activities carried out in the home, at least once a day, over the last week



Our Role: Home Learning Environment



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Our role in helping to foster reading for pleasure – at home



What does your setting currently do to promote reading for pleasure at home?

Are there any barriers to promoting reading for pleasure in the home? If so, what are they and how could they be overcome?

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Our role in helping to foster reading for pleasure – at home

- Support parents understanding of the importance and benefits of reading at home
- Build parents confidence through modelling
- Guest storytellers
- Lending libraries – parents and children
- Library visits
- Bookbug gifting event

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BBC Tiny Happy People



Sign in



Home

News

Sport

Weather

iPlayer

Sounds

Bitesize



TINY HAPPY PEOPLE

Home | About | Activities | Tips and advice | Child development | Parenting Life | Professionals | Cymraeg



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Our Role: Home Learning Environment

Scottish Book Trust

25
Scottish Book Trust



Reading and stories

Writing and authors

Learning and resources

Browse and search

Donate

Share



Looking for all [Articles](#) by [Catherine Wilson Garry](#)?

Tips for parents sharing picture books at home



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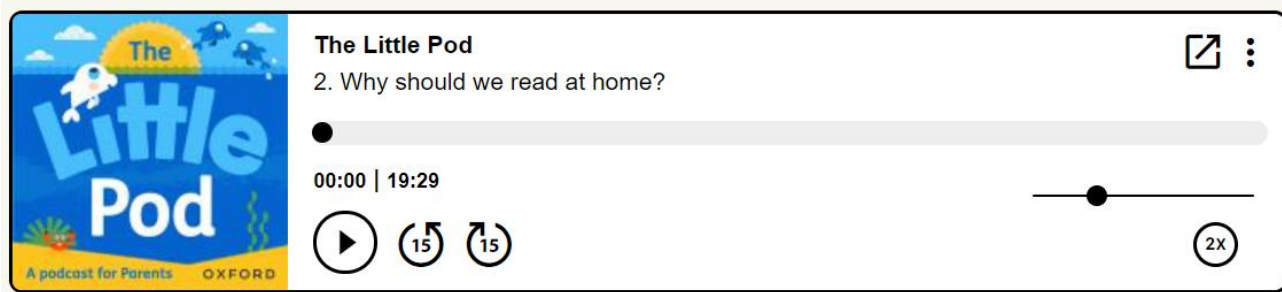
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The Little Pod: A podcast for Parents

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Examples of Read Alouds

WELCOME

EARLY LEVEL FRAMEWORKS - DIGITAL VERSION

GLASGOW COUNTS IN OUR PLAYROOMS

LITERACY FOR ALL IN OUR PLAYROOMS

GLASGOW OUTDOORS

LEARNING AT HOME

PROMOTING ALTERNATIVE THINKING STRATEGIES

REALISING THE AMBITION

LEARNING AT HOME

Please click on the links below to access the Learning at Home resources.

Training

[Learning at Home Webinar Presentation](#)

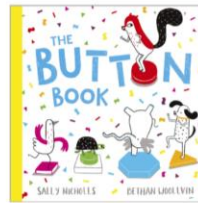
[How to access and save Learning at Home experience](#)



FIND US



To help you get the best out of the book here are some ideas to talk about when reading aloud with your child. We hope you and your child enjoy reading together!



The Button Book
By Sally Nicholls

Watch and listen



Before Reading

Look at the picture on the front cover.

- "What animals do you see on the front cover?"
- "Can you name the button shapes the animals are standing on?" "I wonder if you can also name the colours of the button shapes?"

Read the title aloud.

- "I wonder why the animals are standing on buttons?"

During Reading

- "I wonder what will happen when they press the orange button?"
- "What is your favourite button shape?" "Can you tell me why?"
- "I wonder what happens when we press the button on the wall in your bedroom?"
- "I liked when the animals started to sing!" "What is your favourite song?"

After Reading

- In the story the animals have lots of fun pressing different buttons. "What was your favourite button the animals pressed?" "Can you tell me why?"
- "What is your favourite button to press at home?"
- In the story the animals liked the hug button. "How does a hug make you feel?"
- The animals really disliked the raspberry button. "Which button did you dislike from the story?" "Can you tell me why you disliked it?"

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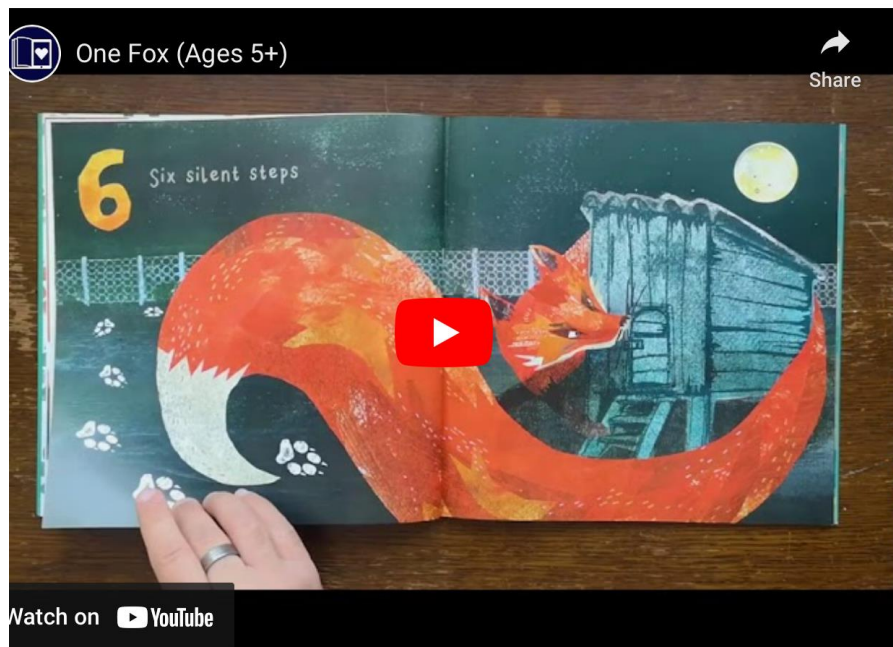
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Home > Supporting Reading at Home >

Book Chat: Reading with your Child

More from this series



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Our Role: Home Learning Environment



The screenshot shows the YouTube interface for a playlist titled "Bedtime Stories | CBeebies". The main video thumbnail features a woman reading to a child, with the text "A different story every week, for more stories, visit BBC iPlayer ...more". Below the main video, two video thumbnails are visible:

- 1. **Joanne Froggatt reads The World Needs Who You Were Made to Be | CBeebies**
CBeebies • 38K views • 2 weeks ago
- 2. **Paloma Faith reads 'The Party Animals' | CBeebies Bedtime Story**
CBeebies • 63K views • 1 month ago



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Our Role: Home Learning Environment



www.worldbookday.com

WORLD BOOK DAY
5 MARCH 2015

ELC

Reading To Children - Tips & Techniques
"Itchy Bear" with Neil Griffiths

Play (k)

0:04 / 12:21

early learning centre



Reading to Children - Tips & Techniques - "Itchy Bear" Neil Griffiths - ELC

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Every Child a Library Member

A universal offer for children's library membership in Scotland.

By offering library membership at nursery enrolment, we can help to build excitement about books through activities and inspiring community spaces that support early language and literacy skills.



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Bookbug

- Aim of programme:

“...to support families to play, read and learn together, fostering the bonding opportunities and the love of reading that are so vital to children’s life chances.”

Scottish Book Trust (2022)

Book gifting impact study

- 6 free bags from birth – 8 years old = 16 books

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Bookbug



- What does your setting currently do with your Bookbug Explorer Bags?
- How could your setting maximise/improve your gifting approach to support families with reading at home?

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Scottish Book Trust (2022)

Book gifting impact study - Findings

Reading together sooner

More confident sharing stories, rhymes and songs as a family

Visit the library more frequently

Spend more time as a family reading together

Inspired new conversations, games and vocabulary

Promote bonding and attachment

Promote relaxation – bedtimes and emotional regulation

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Bookbug

“The data suggests that **families** in the **lower SIMD deciles** are **slightly less likely** to **recall receiving** the book bags and are also **less likely** to **use** them as **frequently**, demonstrating the **continued** need for **additional targeted activities tailored to families’** circumstances to maximise impact.”

*Scottish Book Trust (2022)
Book gifting impact study*

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Bookbug for the Home training

Aims:

- Build your understanding of the importance of songs, rhymes and stories for both children and families.
- Learn and practise songs and rhymes and consider how to build these activities into your practice to encourage families to sing and rhyme together.
- Explore a range of picture books and practice reading aloud.
- Signpost families to Bookbug sessions and online resources

Online training dates:

- Tuesday 17th and 24th September
- Friday 22nd and 29th November
- Thursday 5th and 12th December



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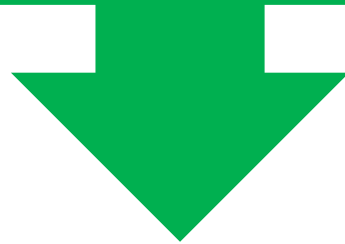
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Our Role: Interactions, Experiences and Spaces



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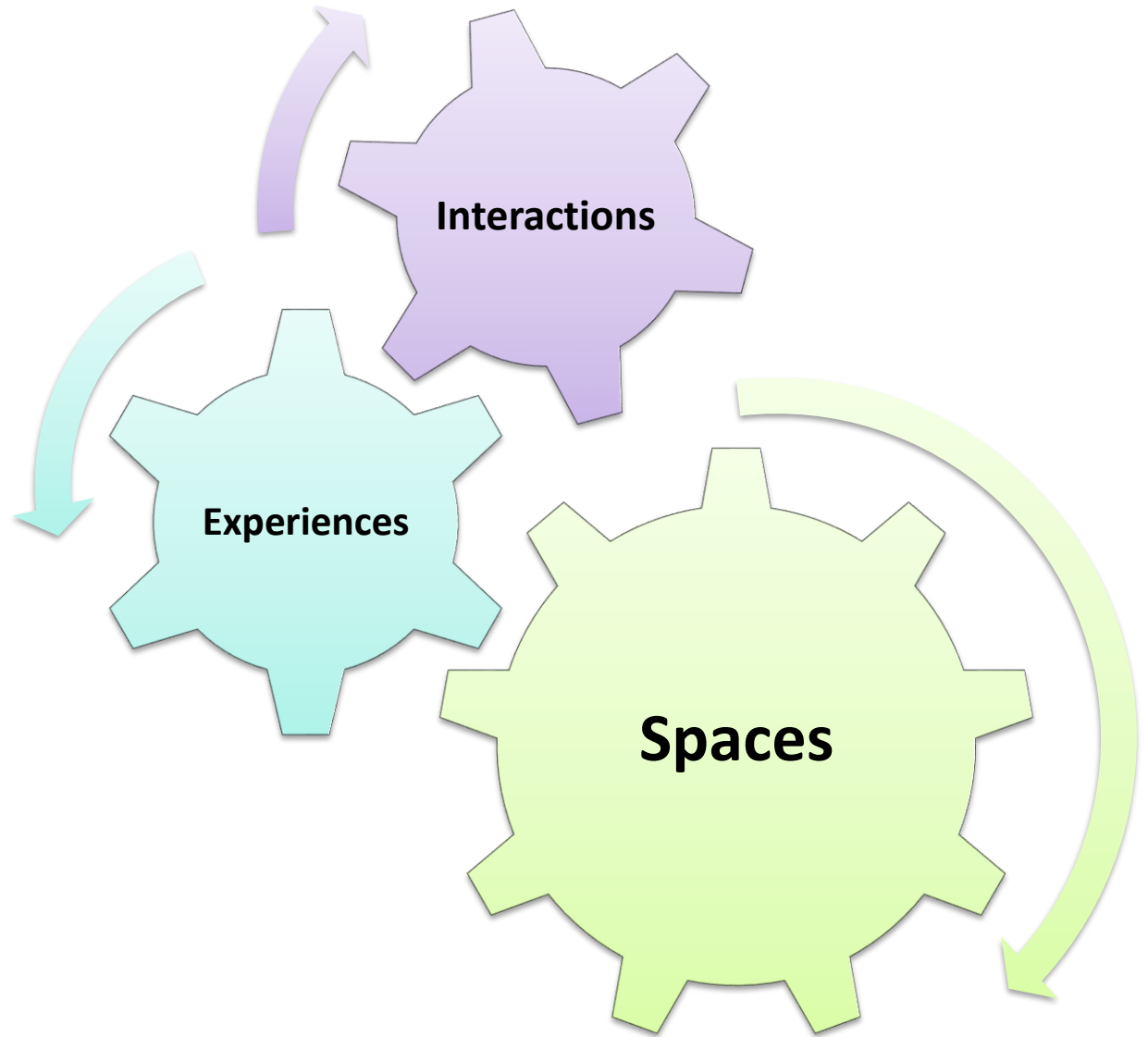
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Our Role:
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Our role in
helping to
foster
reading for
pleasure –
in setting



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Key Considerations

- Are the length and quality of interactions sufficient to allow children time to think, respond and comment?
- Are adults modelling, commenting and questioning in a way that is scaffolding learning effectively and extending children's thinking?
- Are children supported to communicate their thoughts, ideas and feelings in a range of ways?  Do children repeat actions, ideas or language that have been modelled or introduced by the adult?
- Are practitioners using vocal tone, volume, pitch and gesture to convey meaning?

SEIC: Developing Language and Communication: Stories

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“If as [practitioners] we hold the reading reins too tightly and don’t ensure that our **reading for pleasure pedagogy** is **reader-led, reader-directed and reader-owned**, we will never create communities of engaged readers. Honouring **children’s choice** of texts is key, as is allowing them to exercise their rights as readers. The **spaces and places** that seek to **foster engagement** need to be **child-owned, informal, sociable...**”

Cremlin, T.(2019)

Reading communities: why, what and how?

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Our Role: Spaces



Images from the LfA Framework Supporting Guidance backpages

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Consider the spaces within the indoor and outdoor environment of your setting:

- How do they encourage enjoyment and choice where children can access texts independently as and when they wish?



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Key Considerations: Availability



The texts
within your
spaces:

Are **representative** of the **society** we live in

Reflect the **identities** of your children and families e.g. culture, dual language

Have **characters** that **represent diversity** and **inclusion**

Promote **gender balance** and challenge stereotypes

Include **repetitive language**, **interesting vocabulary**, rhythm/**rhyming** patterns

Connect to **children's interests and experiences**

Link to **spaces** within your provision e.g. blockplay, home area

Offer **sensory exploration** e.g. tactile, flap books

Represent a **range** of different **texts** e.g. non-fiction, magazines, comics

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Key Considerations: Accessibility



The texts
within your
spaces:

Are accessible to children to explore independently and socially

Attractively displayed with front cover visible

Can be enjoyed within a cosy and comfortable space

Can be located in both the indoor and outdoor environment

Include some props and/or puppets that enable children to read the story how they wish

Can be shared with an available adult as and when children show an interest.

Can be listened to when an adult is not available e.g. listening station, QR codes

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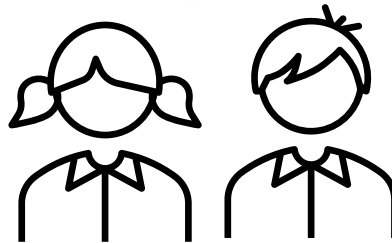


View from the child

How often am I read to?

Do I have a range of cosy and inviting places for reading stories?

Am I sitting in a quiet space?



Can my friend sit beside me to share a book?

Is there an adult that can read me a story?



Education Scotland – Supporting children to develop a love of reading



The screenshot shows a YouTube video player interface. At the top left is a green circular icon with a white 'S'. The video title is "Supporting children to develop a love of reading". Below the title is a thumbnail image of a desk with a pen, a book, and the word "experiences" written below it. To the right of the title is a "Copy link" button. Below the title is the text "Choose texts which children will enjoy and connect with". The video player shows two video thumbnails. The first thumbnail shows colorful clothespins spelling out "PLAY" on a string, with a "MORE VIDEOS" button below it. The second thumbnail shows a group of diverse children laughing and clapping. The video player controls at the bottom show a play button, a volume icon, a progress bar at 12:53 / 15:49, and icons for YouTube, a settings gear, a share icon, and a full screen icon. There are also two blue speech bubble icons on the right side of the player.

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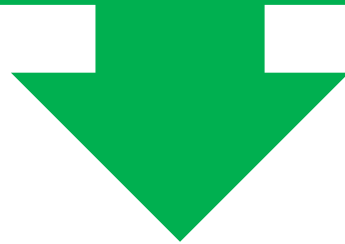
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Literacy Framework: Reading



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Early Level Tracker 1

Reading

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

Tasks



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Have a go...

1. Use the literacy environment tool to audit your spaces **or** interactions and experiences.
2. Carry out observations to support your evaluation of your provision in promoting reading for pleasure.



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Literacy for ALL in our Playrooms



Fostering A Love for Reading;
Our Role
2024-25

