

# Literacy for ALL in our Playrooms



Fostering A Love for Reading;  
Our Role  
2024-25

Wellbeing  
and  
Learning

Achievement  
and  
Progress

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Learning

Engagement,  
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# House Keeping

- Restrooms
- Fire Safety
- Tea/Coffee

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## Literacy for ALL - Year 2

Content	Date	Time
Session 1 Fostering A Love for Reading; Our Role	17/01/25	9.30 - 12pm
Session 2 Developing our Storytelling	31/01/25	9.30 - 12pm
Session 3 Gross and Fine Motor Development	14/02/25	9:30 -12pm
Session 4 Early Writing and Mark Making	21/02/25	9.30 -12pm

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# Aims AM

- To explore the role we play in helping children to foster a love for reading within our settings through the learning environment.
- To explore the role we play in supporting the home learning environment whilst promoting reading for pleasure at home.

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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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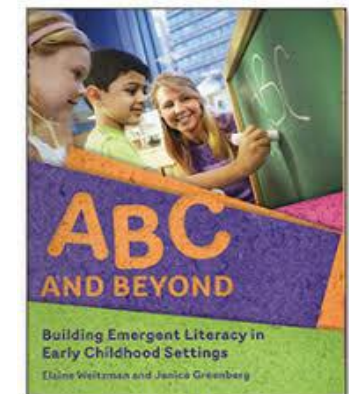
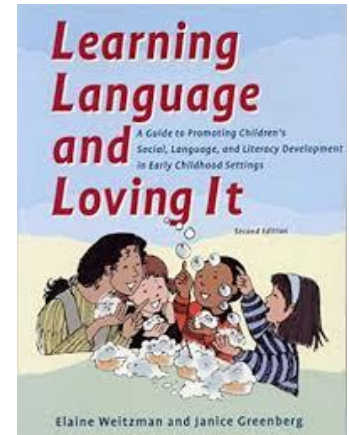
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# Listening and Talking Year 1

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





“Communication skills are developed through relationships with other people and **sharing stories helps develop strong, safe and loving relationships and secure attachments.** It can be a time to **relax, have fun and connect with others.** Reading stories aloud and sharing books supports children to **develop language and understand new concepts.**”

SEIC (accessed Sept 2024)

Developing Communication and Language: Stories

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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)
<b>Interactions and Experiences</b>			
Reading is explicitly planned for e.g. <b>Interactive Shared Reading, Sparkle Words, Shooting for the SSTARS, Effective Questions and Think Alouds, book of the month.</b>			
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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# 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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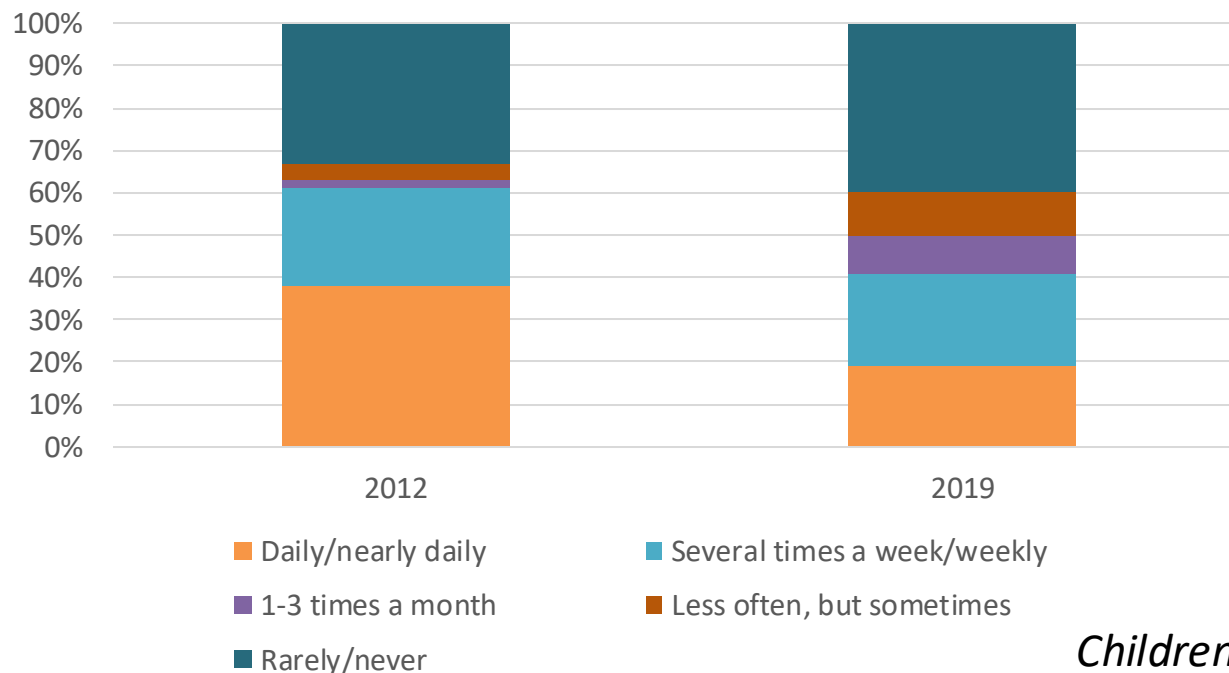
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# Frequency of reading for pleasure

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



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

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**“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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# 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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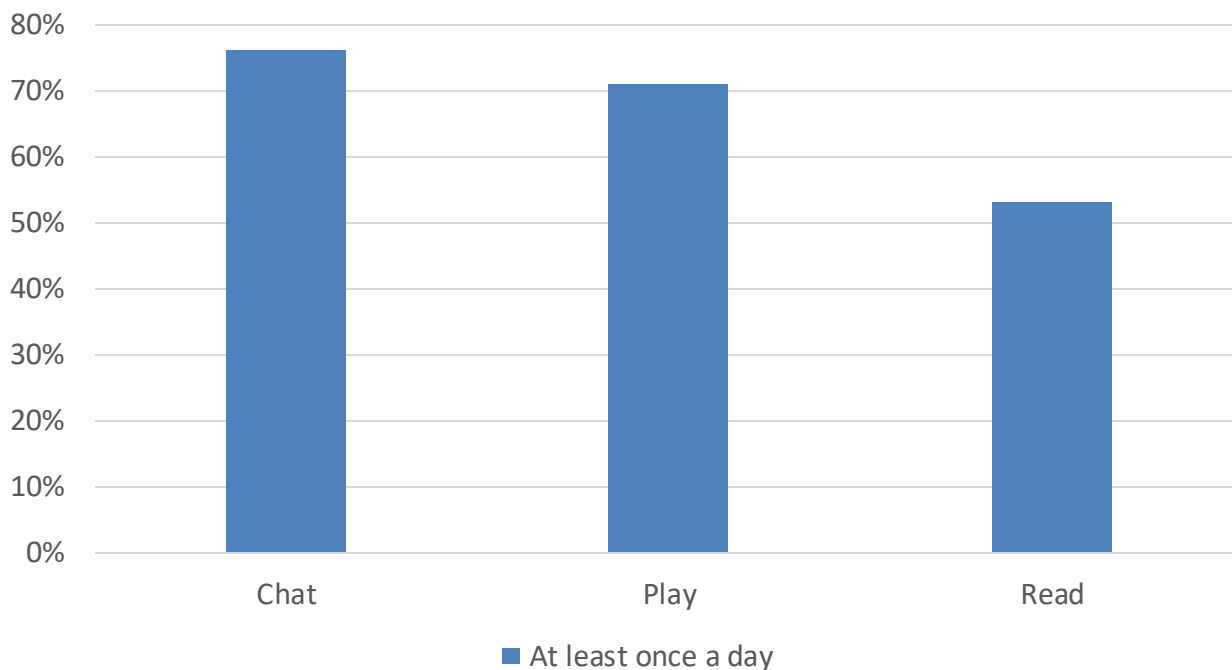


# Frequency of key learning activities in the home

## – 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



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# 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





# 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  
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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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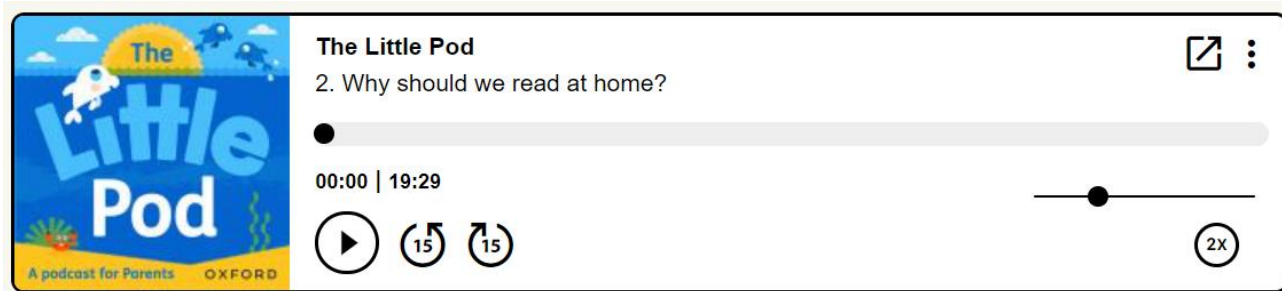
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# The Little Pod:

## 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

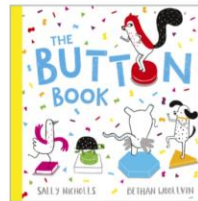
[Learning at Home Webinar Presentation](#)

[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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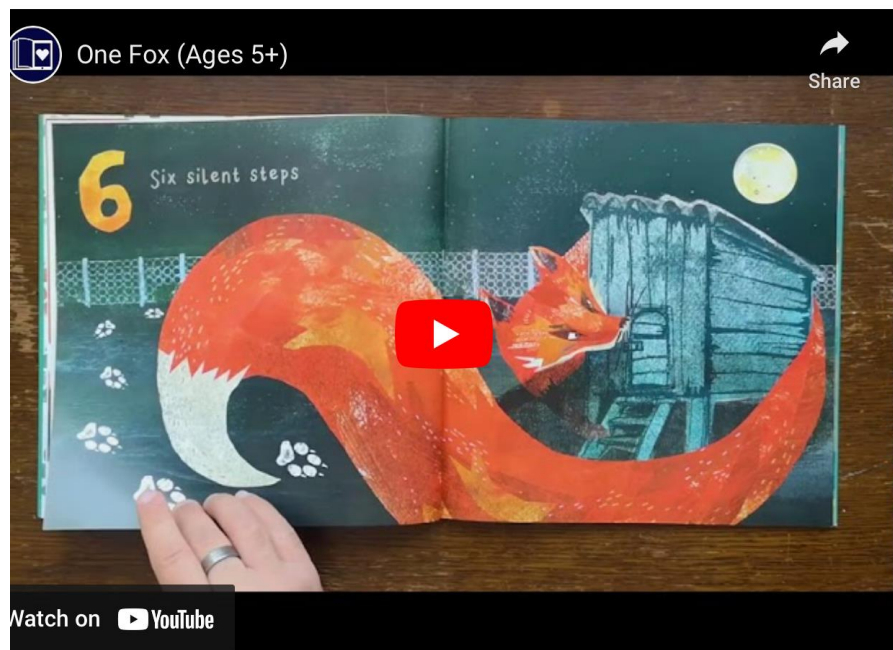
Events

About ▾

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 the 'Bedtime Stories | CBeebies' playlist. The top navigation bar includes the YouTube logo, a search bar, and a 'Sign in' button. The left sidebar shows navigation options: Home, Shorts, Subscriptions, You, and History. The main content area features a large video player with a thumbnail of Joanne Froggatt reading. Below the player, a message states 'Unavailable videos are hidden'. A list of videos is displayed below, including 'Joanne Froggatt reads The World Needs Who You Were Made to Be | CBeebies' and 'Paloma Faith reads 'The Party Animals' | CBeebies Bedtime Story'.

Home Learning Environment

YouTube GB

Search

Sign in

Home

Shorts

Subscriptions

You

History

Bedtime Stories | CBeebies

by CBeebies · Playlist · 113 videos · 3,684,984 views

A different story every week, for more stories, visit BBC iPlayer ...more

Play all

Unavailable videos are hidden

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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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

## In Person

Tuesday 25<sup>th</sup> February - Glasgow

## Online training dates:

- Wednesday 22<sup>nd</sup> January
- Wednesday 26<sup>th</sup> February
- Thursday 6<sup>th</sup> March
- Tuesday 18<sup>th</sup> March



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# Our Role: Interactions, Experiences and Spaces



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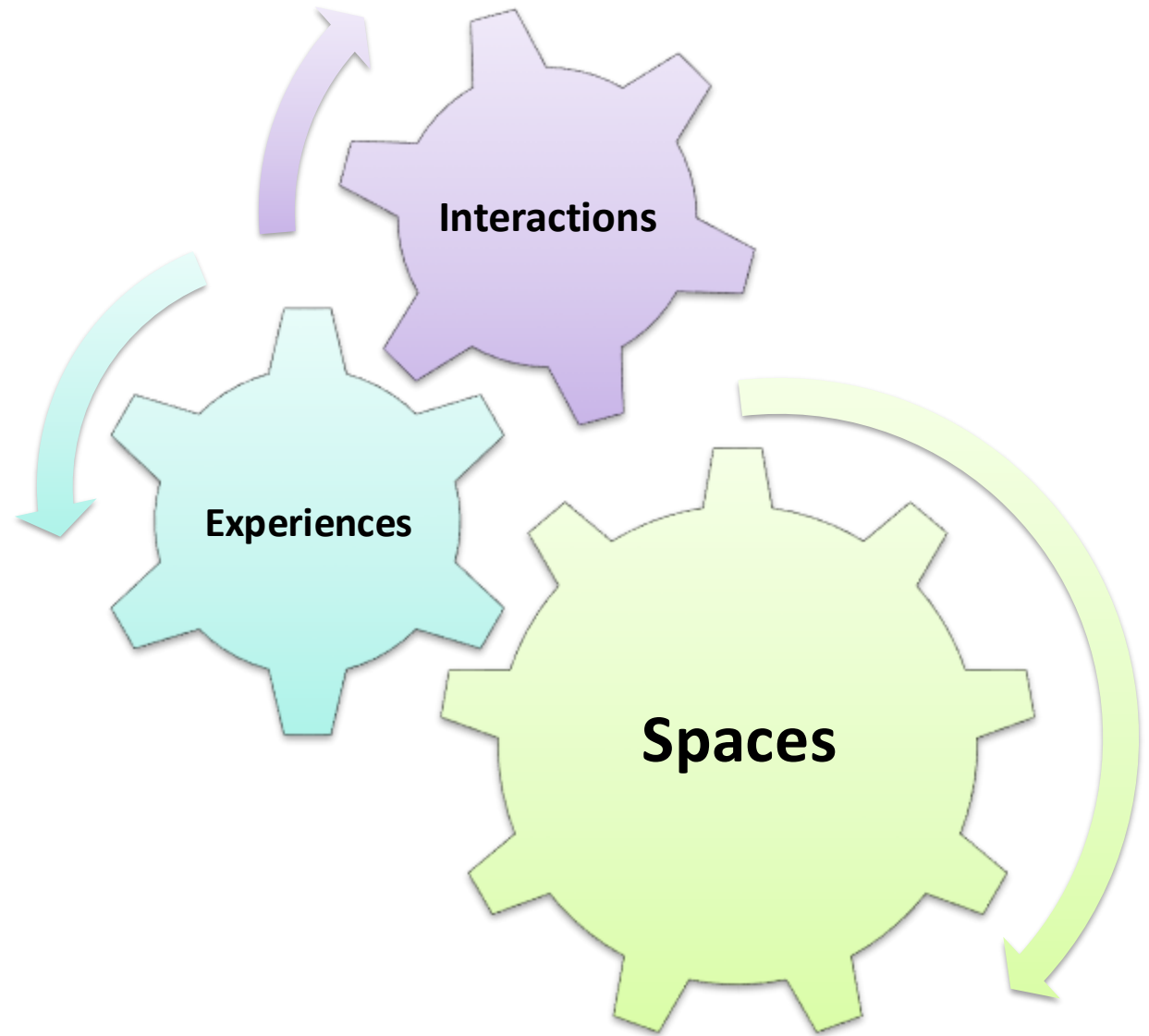
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Our Role:  
Interactions ,  
Experiences and  
Spaces

Our role in  
helping to  
foster  
reading for  
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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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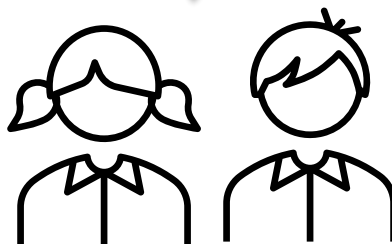
# View from the child



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?



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# Education Scotland – Supporting children to develop a love of reading



 Supporting children to develop a love of reading

Choose texts which children will enjoy and connect with

 Copy link







**MORE VIDEOS**

Explore stories through play  
experiences 12:53 / 15:49

Promote individual and group story  
opportunities



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# Literacy Framework: Reading



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# Early Level Tracker 1

## Reading

<b>Enjoyment &amp; Choice</b>  <a href="#">LIT 0-01a</a> <a href="#">LIT 0-11a</a> <a href="#">LIT 0-20a</a> <a href="#">LIT 0-01b</a>	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
<b>Tools for Reading</b>  <a href="#">ENG 0-12a</a> <a href="#">LIT 0-13a</a> <a href="#">LIT 0-21a</a>	Can recognise own name and some other familiar words as appropriate	With support can aurally identify most familiar initial sounds starting with own name and friends' names		With support begin to generate some words with same initial sound		Begin to recognise the difference between a letter and a word	
	Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words			Begin to use context clues such as illustrations to support understanding of stories.		Begin to be aware of some basic punctuation when sharing a story	
<b>Understanding Analysing and Evaluating</b>  <a href="#">LIT 0-07a</a> <a href="#">ENG 0-17a</a> <a href="#">LIT 0-16a</a> <a href="#">LIT 0-19a</a>	Explore and discuss features such as title, author, blurb, illustrator and pictures		Discuss the basic differences between fiction and non fiction and begin to develop understanding		With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text	
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading		Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts		Retell familiar stories in different way e.g. role play, puppets and drawings	
<b>Finding &amp; Using Information</b>  <a href="#">LIT 0-14a</a>	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



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and  
Learning

Achievement  
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Organisation

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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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- Twitter: @GlasgowLEL
- Blog: Google Leaders of Early Learning  
<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>

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# Literacy for ALL in our Playrooms



Fostering A Love for Reading;  
Our Role  
2024-25

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