*Best P*

**Ingredients for Success at Early Level**

Identify pupils who need support in developing pre-requisite language and literacy skills to allow for intervention strategies to be put in place early

Need to monitor progress in key skills on a regular basis – through observation during early level literacy activities

Recognise the crucial importance of learning through play to young children’s literacy development and provide time and space to facilitate this.

 **Practitioners Role**

To promote the development of literacy skills practitioners need to foster learning environments incorporating the outdoors which support:

* A multi-sensory approach
* Active and reflective learners
* Learning through play
* The holistic
* Smooth transitions

***Assessment Opportunities***

***Talking and listening***

* To take turns in listening and talking in play
* To listen to stories and share opinions through talking
* To ask questions about stories
* To enjoy events and characters in stories and share thoughts and feelings through talking

***Reading***

* To choose books for enjoyment and give an opinion through drawing and mark making
* To use simple books to find information
* To enjoy events and characters in stories, including Scottish and Scots texts and share thoughts and feelings through drawing, and writing.
* To begin to read simple picture books independently

 ***Writing***

* To play at writing and mark making using a variety of different media in a variety of environments
* Writing for a purpose in role play situations
* To tell a story through pictures
* To share real and imaginative experiences in a few short sentences

***Practitioner Best Practice***

*Practitioners modelling writing for a purpose*

*Regular songs, rhymes, storytelling activities including puppets/props*

*Opportunities to listen and respond to the sounds of words e.g. keeping a beat, clapping, tapping music games.*

*Writing and drawing encouraged across learning with a wide variety of materials available*

*Text supported by pictures at children’s eye level*

*I spy/ Picture cards, pairs beginning with same initial sound and ending sound.*

*Using magnetic letters children repeat a given sound or word and then recreate the sound and read it.*

Parental Involvement

All parents or carers should be encouraged to be actively involved in their children’s literacy learning, through

* Lending library books/story sacks
* Sharing literacy targets
* Book bug Pirate Pack
* Book bug Primary 1 family pack
* Every Day’s a learning day
* Meeting with parents at a time that suits them
* Argyll and Bute’s Developmental Milestone Parents Guide

 Close involvement at transition

* Home to ELCC setting – All about me books, favourite rhymes, songs, stories
* Shared placements – communication between settings to develop progress with literacy
* ELCC to primary 1 – continuity and progress with literacy skills across Early level perhaps through a shared project between multi ELCC-Primary setting or extended transitions for children with ASN

Best Practice

An early level successful literacy environment would support the following:

* Phonological Awareness
* Phoneme Decoding
* Word Recognition
* Reading and Book Availability
* Assessment
* Language Comprehension
* Learning Environment Organisation
* Encouraging Motivation for learning and valuing the process
* Inclusion, Differentiation and Support
* Parental involvement
* Staff Support Development and Resources
* Argyll and Bute’s Developmental Milestone Tool

**Early Level**

* Engage confidently in oral language activities which extend vocabulary knowledge and challenge their literal and higher order comprehension skills
* Use phonemic awareness and apply knowledge of sound-letter relationships to decode unfamiliar words accurately and efficiently
* Begin to recognise the most frequent irregular words
* Through a variety of well planned activities, children should have many opportunities to identify and manipulate phonemes in spoken words:

ACHIEVEMENT

at the end of Early Level PupIls ShOULd BE ABLE TO: