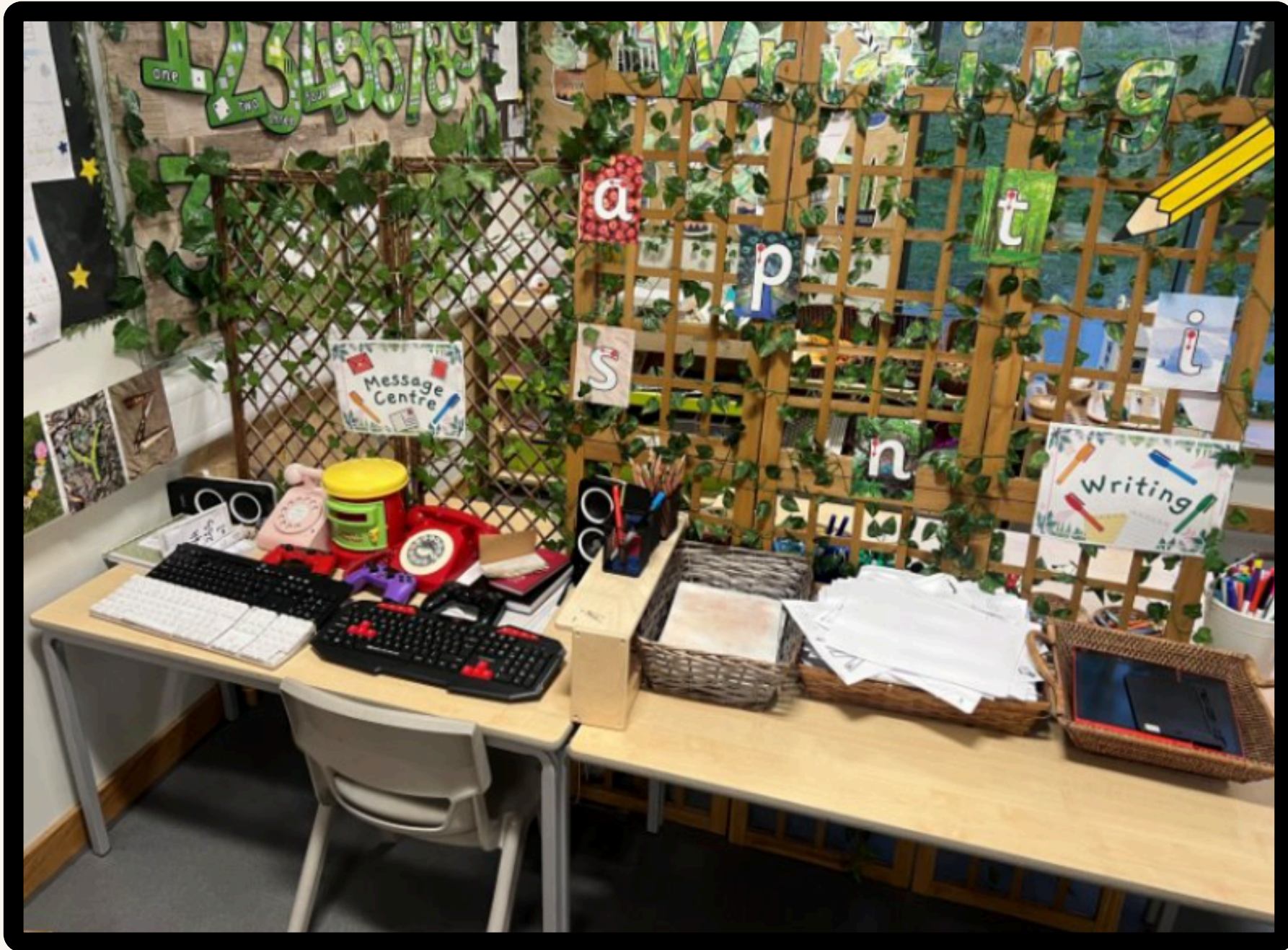
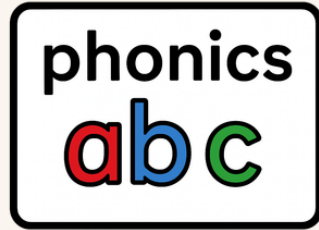
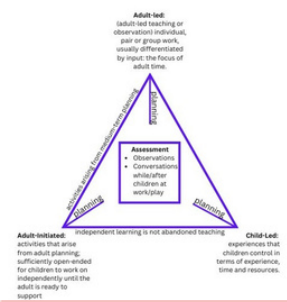


Literacy and Play



Examples of Literacy Experiences Across Learning Contexts- Primary 1



Adult-led

- Teach initial sounds/phonemes, e.g., songs, teacher magnetic board, feely bag and letter formation.
- Teach common words- sight recognition and practise writing them (strategies to support).
- Guided read- fluency and Find it Prove it Talk about it strategies.
- Groups- magnetic boards- practise sounds and word building.
- Read to write tasks: progress to independent tasks (e.g., Beginning-Middle-End, Character Visualisation, Recount in own words (key information), talking, writing, drawing, etc).
- Missing words activity.
- Writing- **whole class focus on** ideas, vocabulary, techniques and linked grammar.
In **groups**- support short burst writing/sentence construction/extended writing.
- Grammar- explicit teaching of sentence structure, word types, language and punctuation (this can be done through writing but explicit skills have to be taught e.g. what do we need to make a sentence- subject and verb).
- Sentence building e.g., Colourful Semantics, common word sentences and dictation.
- Phonological awareness- e.g., rhyme, songs, alliteration, syllables, patterns, pictures, objects- auditory and visual discrimination
- Reading for Enjoyment -Shared reading modelling, think alouds and effective questioning, to develop understanding.

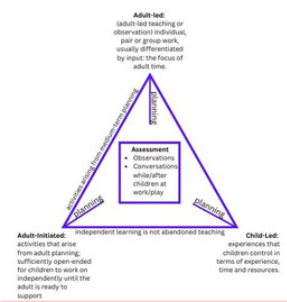
Adult-Initiated (can be Target Tasks)

- Dictation (independent/partner)- teacher can voice record.
- Read to Write tasks when children can complete tasks independently without scaffolding.
- Cut up sentences- order the sentence, using the book for support if necessary. Attempt to write the sentence.
- Text detective- count the words, letters, syllables, phonemes, common words, grammar focus-e.g. connectives, etc.
- Sequencing the story- pictures/sentences.
- Draw/write/talk about favourite part of the story or main character- describe their feelings.
- Character description profiles- extract and select relevant information that tells us about the character (drawing, writing)
- Sorting- sounds, syllables, rhymes, etc.
- Formation- use a range of resources e.g. play doh, writing materials, jotter, digital task (e.g. Doorway Online, robots, mark up on the iPad)
- Common words- a range of resources to practise reading and writing.
- Common word sentences.
- Common word bingo.
- Initial sound/phoneme/common word spinner- if lands on initial sound/phoneme say word with that phoneme/if common words- give 1 or 2 sentences containing the common word.
- Word building- magnetic boards, digital, bottle tops, cubes, etc
- Reciprocal teaching using magnetic boards.
- Tuff tray- alphabetical order, lowercase/uppercase matching.
- Common word/initial sound/phoneme trail (recognition).
- Common Word Beat the Teacher (pre-recorded).
- Initial sound/phoneme pictures- make the words (write, make, digital device)
- Non-fiction- label a diagram, draw/write key facts, simple fact file.

Child-Led (may include provocations)

- Reading for enjoyment- a variety of texts across zones (non-fiction, fiction, audio books)- use puppets, props, dressing up items.
- Opportunities for mark making and writing across all zones e.g., drawing and labelling designs in construction area, strip books for creating stories, recipes in the home area, birthday cards, story maps.
- Fine/gross motor resources to support writing e.g., clay, play doh, writing at different heights/angles, peg boards, tweezers, jigsaws, sewing.
- Displays of environmental print, handwritten/printed text, other languages, Braille, children's writing/drawing.
- Writing area with common words, phonemes, environmental print and mixed media e.g., digital and writing resources
- Multi-sensory approach to early writing and mark making e.g. sand, playdough, shaving foam, gloop.
- Role Play, loose parts, small world, story stones/cubes for creating stories and providing opportunities for talking and listening- e.g. wooden spoons, ladles, brushes, microphones, wands, etc.
- Exploring beats, rhythm, patterns and sounds through musical instruments, songs and rhymes.
- Provide a variety of materials/resources to create stories/settings etc.- e.g. scarves, hats, bags, ties, lanyards, fabric.

Examples of Literacy Across Learning Contexts- Primary 2 and Primary 3



Adult-led

- Teach phonemes (stories, teacher magnetic board).
- Teach common words- sight recognition and practise writing them (strategies to support).
- Guided read (fluency and comprehension strategies).
- Groups- magnetic boards (word building), elkonin boxes.
- Read to write tasks: progress to independent tasks (e.g., Beginning-Middle-End, Summaries, Visualiser for character/setting, Recount, True/False/Can't Tell, Cloze activities, Author's Plan, Create a text, Prediction at beginning of book/before a chapter (using clues and prior knowledge to justify), Notetaking (select relevant ideas and information).
- Writing- whole class focus on ideas, vocabulary, techniques and linked grammar.
In groups- support short burst writing/sentence construction/extended writing.
- Dictation.
- Grammar- sentence construction, word structure, language and punctuation (this can be done through writing but explicit skills have to be taught e.g. what do we need to make a sentence- subject and verb).
- Handwriting.
- Reading for Enjoyment -Shared reading modelling, think alouds and effective questioning, to develop understanding.

Adult-Initiated (can be Target Tasks)

- Dictation (independent/partner)- teacher can voice record
- Read to Write tasks (completed independently when confident).
- Text detective- count the words, letters, syllables, phonemes, common words, grammar focus-e.g. connectives, etc.
- Sequencing the story- pictures, sentences.
- Write about favourite part of the story/favourite character.
- Partner story strips- write parts of the story in own words, jumble them up and get a partner to put it into the correct order.
- Character descriptions/profiles- extract and select relevant information that tells us about the character (drawing, writing)
- Sorting- phonemes.
- Formation- use a range of resources e.g. play doh, writing materials, jotter, digital task (e.g. Doorway Online, robots, mark up on the iPad)
- Common words- a range of resources to practise reading and writing
- Common words/phoneme sentences.
- Common word bingo.
- Phonemes/common words spinner- if lands on phoneme say word with that phoneme/if common words- give 1 or 2 sentences with the common word. Can include writing.
- Word building- magnetic boards, digital, bottle tops, cubes, etc
- Reciprocal teaching using magnetic boards.
- Comprehension task and children generate own questions.
- Tuff tray- alphabetical order, lowercase/uppercase matching.
- Common word/phoneme trail (recognition).
- Common Word Beat the Teacher (pre-recorded).
- Phoneme pictures- make the words (write, make, digital device).
- Non-fiction: fact file
- Follow up writing activity using text as stimulus e.g. persuasion, recount, report, etc.






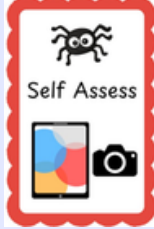


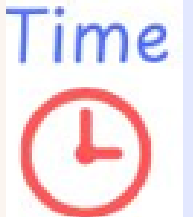

Child-Led (can include provocations)

- Reading for enjoyment- a variety of texts across all zones (non-fiction, fiction, audio books)
- Opportunities for writing and creating texts e.g. drawing and labelling designs in construction area, blank books for writing their own stories, recipes in the home area, birthday cards, story maps, strip books.
- Formation station.
- Displays of environmental print, handwritten/printed text, other languages, Braille, children's writing/drawing.
- Writing area displaying common words, phonemes, environmental print, different mediums for practising e.g. digital and writing resources.
- Role Play, loose parts, small world, story stones/cubes- opportunities for children to create stories, talking and listening.

Example Daily Timetable for a Focused Literacy Block

| Time | Suns | Moons Support Group | Stars |
|----------------------------------|--|---------------------------|---------------------------|
| 9.00-9.15 | 'Speedy Skills'- Literacy Focus (letter formation, fine motor skills development, sounds/phonemes, common words, etc.) | | |
| 9.15-9.25 Whole Class | Introduction - direct input, whole class, initial sounds, common words, rhyme, etc. | | |
| 9.25 – 9.45 Groups | adult-led | child-led/adult-initiated | child-led/adult-initiated |
| 9.45 – 10.05 Groups | child-led/adult-initiated | adult-led | child-led/adult-initiated |
| 10.05 – 10.25 Groups | child-led/adult-initiated | child-led/adult-initiated | adult-led |
| 10.25-10.30 | Plenary | | |

Example Plan for Integrating Literacy Throughout the Day

| Day | Block 1 | Block 2 | Block 3 |
|--------|--|---|--|
| Monday | <p>Literacy Focus Speedy skills/Self registration</p> <p> New sound (whole class) Magnetic Boards Moons- CVC Blending/Formation Stars- CVC Blending/Formation Suns- Onset and Rime/Formation</p> <p>Guided Read Moons- focus on word attack strategies and comprehension (e.g. oral summary)</p> <p> Target Moons-dictation in jotter Stars- dictation in jotter Suns-sorting activity in tuff tray</p> <p> Time Child-led/Adult-initiated continuous provision</p> | <p>Numeracy Focus</p> <p> Teach Number Talks/New concepts SEAL- in groups (differentiated)</p> <p> Target Jotter task/tuff tray/practical activity using concrete materials</p> <p> Self Assess</p> <p> Time Child-led/Adult-initiated continuous provision</p> | <p>IDL Focus/Child-Led Learning</p> <p> Teach Teach specific knowledge/skills</p> <p> Time Child-led/Adult-initiated continuous provision- links to IDL theme</p> <p> Teach Guided Read Stars and Suns- focus on word attack strategies and comprehension (e.g. oral summary)</p> |

Literacy Target Task Completed

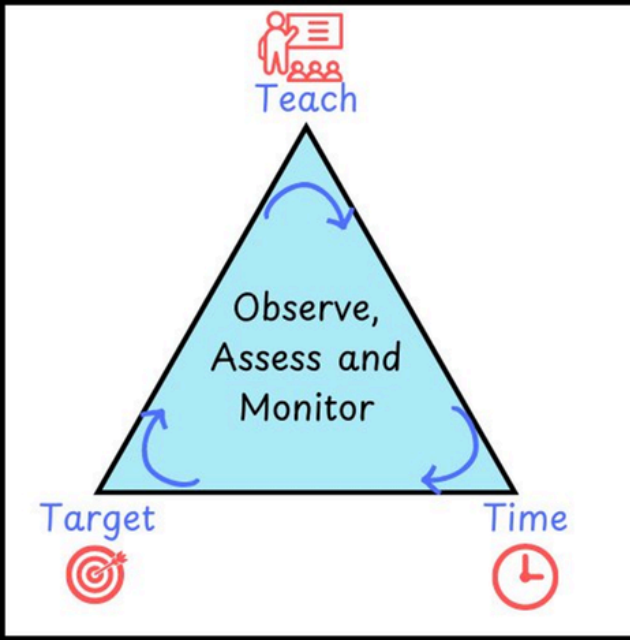
Numeracy Target Task Completed

All Target Tasks Completed

Taskboard Exemplar

One way to organise a Literacy Lesson:

Children may be given choice over when to complete the target or 'must-do' task, so Target and Time may overlap. Keep your timetable flexible and use opportunities throughout the day for guided reading with groups. This approach allows more time for observation and quality interactions during the Literacy Block.



Suns



Magnetic boards- Blending
Guided Read- New Book



Beginning, Middle, End



Moons



Magnetic boards- Initial
sounds



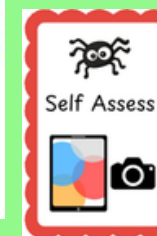
Cut up sentence Activity



Stars



Common Word Bingo



Magnetic boards- Blending
Guided Read- New Book