

<b>LITERACY: Reading</b>		
	What a child is learning	What adults could do and/or provide
Birth – 11 months	<ul style="list-style-type: none"> <li>• Enjoys looking at books and other printed material with familiar people.</li> </ul>	Explore storybooks with the children Reading 1:1 with babies That's not my books Sensory touchy feely books
8 – 20 months	<ul style="list-style-type: none"> <li>• Handles books and printed material with interest.</li> </ul>	Explore storybooks with the children Reading 1:1 with babies That's not my books Sensory touchy feely books Group time story exploring books Longer picture books Make family books
16 – 26 months	<ul style="list-style-type: none"> <li>• Interested in books and rhymes and may have favourites.</li> </ul>	Fairytale, harvest and winter/Christmas books for topics Using flaps or hidden word books Story sacks Audio books Use different voices Tuff tray story learning areas Role play story areas
22 – 36 months	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</li> </ul>	Fairytale, harvest and winter/Christmas books for topics Using flaps or hidden word books Story sacks Audio books Use different voices Tuff tray story learning areas Role play story areas Use puppets to tell the story with the children Talk about characters' feelings Join in with repeated phrases Get children to fill in missing words in stories
30 – 50 months	<ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> </ul>	Silly soup, matching pictures, making rhythms with sticks Initial names in register, Kim's game, digging for treasure Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories – joining in refrains as we tell the story Eg Joins in with "run run as fast as you can..." Story maps: group time and draw out

	<ul style="list-style-type: none"> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>	<p>Story maps in the garden</p> <p>Story boxes: explore objects for stories</p> <p>Collecting names from board for register and snack.</p> <p>Posters around the classroom. Words on food packaging, bags, clothes</p> <p>Books in reading corner, learning areas etc</p> <p>Book monitors, promote looking after books</p> <p>Posters around the classroom. Words on food packaging, bags, clothes</p> <p>Explore how to hold the books, looking at blurb and title etc</p> <p>Explores text with children 1:1 , phonics fingers</p>
<p>40 – 60 months</p>	<ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> </ul> <ul style="list-style-type: none"> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p>	<p>Silly soup, silly names at snack time, fat cat on the mat books, frog on log, Recall words they see frequently, other children's names, kims game, books start with sound, digging for treasure sand games</p> <p>Words that begin with sound of week from bag. I spy name games. .</p> <p>Hopscotch sound out word game, phonics fingers</p> <p>Letter bingo. Magnetic letters, letters on bottle tops and match to phonics phoneme frames</p> <p>Practise reading simple CVC words with an adult by segmenting and blending sounds together. Simple CVC books</p> <p>Treasure hunt for topic words around the room and signs in role play area, story boards to talk about story characters and events</p> <p>Children to narrate fairytale, harvest, fireworks and Christmas stories within their role play.</p> <p>Enjoys reading books in the home corner, re-telling the stories to themselves and their friends.</p> <p>Children to read books using puppets to help them.</p> <p>Watch stories on IWB and listen to audio books on CD players.</p> <p>Books in the garden</p>

LITERACY: Writing		
	What a child is learning	What adults could do and/or provide
Birth – 11 months	<p><i>Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language).</i></p> <p><i>Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</i></p>	<p>Drawing in sand. Drawing in jelly. Writing and drawing in flour. Using feathers to paint with. Drawing with sticks on the ground outside. Mark making with ribbons and scarves. Explore mark making for rangoli patterns. Develop fine motor skills to get physical skills ready for mark making opportunities eg playdough, using tweezers to pick objects up etc. Mark making with sticks in sand and mud. Chalk drawings on pavements. Shaving foam mark making</p>
8 – 20 months		
16 – 26 months		
22 – 36 months	<ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make</li> </ul>	<p>Drawing fairytale characters, Christmas characters, harvest characters Sensory writing experiences in tray: flour, cornflour, rice, shaving foam, bubble mixture, jelly, sand etc. Exploring rangoli patterns on floor using chalks for Diwali. Drawing experiences using sticks in mud out in garden. Firework painting opportunities using bubble mixtures, splattering painting etc Christmas card drawing. Drawing signs for harvest. Copy logos from food brands for harvest Write shopping lists Letters to Santa Learning through nature: writing in environment, ticking and writing lists in garden</p>
30 – 50 months	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<p>Draw fairytale characters and story scenes for fairytale topic. Drawing fruits and Handa's surprise characters. Still life drawings related to topics and outdoors Create storyboards for fairytale, harvest, fireworks, hibernation and Christmas books – writing character names and drawing scenes in boxes. Christmas card drawing and design making. Drawing signs for harvest and pictures for marketplace. Writing labels and drawing signs for classroom. Writing firework safety signs and advertisement posters. Children to create their own story books for each topic. These can then go in book corner for them to explore and read.</p>

		Role play teachers, chefs, waiters, , post office, shopping lists, safety posters for fireworks, tickets for fireworks, notes for reminders eg dressing up days
40 – 60 months	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> </ul> <ul style="list-style-type: none"> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</b></p>	<p>Drawings scenes, characters from topic books, drawings of interest</p> <p>Demonstrates how to segment sounds in words</p> <p>Silly soup, rhyming books, silly rhymes at snack, imaginary words</p> <p>Kim’s game with initial sound objects, digging for treasure, story boxes</p> <p>Hopskotch segmenting and blending game, bottle tops with letters on them and put into phoneme frames</p> <p>Show and tell – bring in objects that start with letter of week and put into phonics basket.</p> <p>Writing key words for topics, words for role play situations</p> <p>Christmas lists to Santa, shopping lists for Harvest, recipes</p> <p>Names on pencils in groups for group time, identify and copy</p> <p>Story maps for fairytales, writing sentences, reading out books they’ve written at group time</p> <p>Writing words within role play, using magnetic letters to create words, writing stories and sharing them, forming words out of playdough, letters and words out of blocks, stones, sticks etc</p>