

| LITERACY: Reading | | |
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| | What a child is learning | What adults could do and/or provide |
| Birth – 11 months | <ul style="list-style-type: none"> • Enjoys looking at books and other printed material with familiar people. | Read family books with adult in the book corner eg Peppa Pig, Alfie and Annie Rose etc -Explore touchy feely sensory books eg That's Not my Teddy etc -I love you, you love me we're a happy family song -Daddy Finger, mummy Finger, I love you you love me song -Topic books at story time, encourage children to join in. -Rhyme time songs -Silly rhymes for names when put cups on tray, clapping syllables in names etc -Words and objects in a bag that start with the same sound -Syllables in words – clap them out etc -Enjoys topic books at story time, answering questions, joining in with repeated phrases -Joining in with books at story time, recall events that happen in story in small world play and group times. -Make own story maps for stories that the children learn. -Enjoys learning new stories, fairytales, non fiction books etc -Discussion about characters, actions and feelings. |
| 8 – 20 months | <ul style="list-style-type: none"> • Handles books and printed material with interest. | -As above |
| 16 – 26 months | <ul style="list-style-type: none"> • Interested in books and rhymes and may have favourites. | -As above |
| 22 – 36 months | <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. | -Introducing new songs to the children- related to topics -Recapping stories at the end of the week, see if they can recall key events |
| 30 – 50 months | <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to | -Encourage children to handle topic books, books carefully -Make areas for the children to sit and read books independently -Give them opportunities to guess the end of the stories -Having different topic signs up, with different languages -Has PECs to help children who have additional needs or EAL to help understand the stories/ topics -Use youtube to show the stories of different topics, such as Chinese new year, the Easter story -Introducing new songs related to topics -Enjoys looking at books independently in the different areas: music, construction, home corner, maths area, sand area etc -Chooses name from registration board and puts up on other |

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| | <p>bottom.</p> | <p>welcome board.</p> <ul style="list-style-type: none"> -Enjoys looking at books in story corner, books outside, different learning areas independently and with friends. -Begin to point to words in books and start to ask questions about what the words are. -Rhyming bag sack – pick out objects that rhyme and come up with other rhymes. -Objects that begin with the same sound in a bag, get children to pick out. -CVC words, begin to sound out and join sounds together, segmenting and blending. -Match magnetic letters on easel to sounds, identifying sounds for letters in the garden. -First step reading books, CVC words, segmenting and blending. -Act out stories with their peers using speech and language from the books we have studied. -Enjoys learning new topic books and discovering books of own interest. -Listen to audio stories on interactive whiteboard, researching information on laptop and tablets. -Sensory mark making experiences in tuff trays: shaving foam, glitter, flour, salt, mud, baby lotion, cornflour etc |
| <p>40 – 60 months</p> | <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>Early Learning Goal 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.</p> | <ul style="list-style-type: none"> -As above -Different books for with the learning opportunities being put out to go with the topics -Having books with different languages in to give children the range of media -Use tablets/ computers to look up facts about animals, topics, countries, stories etc |

| LITERACY: Writing | | |
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| | 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> | <ul style="list-style-type: none"> -Read Australia books with an adult at story time. -Explore touchy feely sensory books eg That's Not my Teddy etc -I love you, you love me we're a happy family song, Australia songs: Kookaburra, Jump like a kangaroo -Daddy Finger, mummy Finger, I love you you love me song, Australia songs Jump like a kangaroo -Topic books at story time, encourage children to join in: Selfish crocodile, diary of a wombat, k for kangaroo etc -Rhyme time songs, Kookaburra sits in the old gum tree -Silly rhymes for names when put cups on tray, clapping syllables in names etc -Words and objects in a bag that start with the same sound -Syllables in words – clap them out etc -Enjoys topic books at story time, answering questions, joining in with repeated phrases -Joining in with books at story time, recall events that happen in story in small world play and group times. -Make own story maps for stories that the children learn for Australia topic books we have studied. -Enjoys learning Australia topic books: diary of a wombat, joey the kangaroo, selfish crocodile, k for kangaroo -Discussion about characters, actions and feelings. -Enjoys looking at books independently in the different areas: music, construction, home corner, maths area, sand area etc -Chooses name from registration board and puts up on other welcome board. -Enjoys looking at books in story corner, books outside, different learning areas independently and with friends. Use travel brochures and atlases in role play corner. -Look at Australia books: Joey the kangaroo, travel brochures, Atlas, recognise letters and words from them. -Begin to point to words in books and start to ask questions about what the words are. -Rhyming bag sack – pick out objects that rhyme and come up with other rhymes. -Objects that begin with the same sound in a bag, get children to pick out. -CVC words, begin to sound out and join sounds together, segmenting and blending. -Match magnetic letters on easel to sounds, identifying sounds for letters in the garden. -First step reading books, CVC words, segmenting and blending. -Act out stories with their peers using speech and language from the Australia books we have studied. -Enjoys learning new topic books and discovering books of own interest. -Listen to audio stories on interactive whiteboard, researching information on laptop and tablets. |
| 8 – 20 months | | |
| 16 – 26 months | | |

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| | | <ul style="list-style-type: none"> -Sensory mark making experiences in tuff trays: shaving foam, glitter, flour, salt, mud, baby lotion, cornflour etc -Drawing Australia scenes, Australia animals, aboriginal art -Drawing Australia scenes, animals, sea creatures, planes -Writing and drawing passports, tickets, travel brochures -Paint Australia creatures, sea creatures, Australia scenery, planes, Aboriginal art etc -Use talk to describe what they are doing, what they have drawn. -Rhyming bags, pick out objects that rhyme, silly names that rhyme with children's names at snack time. -Objects that begin with the same sound in a bag, children explore and pick out. -CVC sound blending and segmenting with baked beans and sausages approach. -Use magnetic letters on easel and match to correct sounds to make CVC words. -Use magnetic letters to make CVC words for topics etc on easel and magnetic boards. -Write labels for topic words that we have studied and to label pictures that they draw. -Write sentences for role play situations eg passport, flight times, plane tickets etc |
| 22 – 36 months | <ul style="list-style-type: none"> • Distinguishes between the different marks they make | <ul style="list-style-type: none"> -Having available resources for them to have the opportunity for them to mark make -Drawing families, people who matter to them. -Drawing families, people who matter to them with lots of details. -Use ideas from posters, displays books they see on their own pictures. -Paint objects, people, places of interest to child on their pictures when painting or drawing. -Use talk to describe what they are doing, what they have drawn. -Rhyming bags, pick out objects that rhyme, silly names that rhyme with children's names at snack time. -Objects that begin with the same sound in a bag, children explore and pick out. -CVC sound blending and segmenting with baked beans and sausages approach. -Use magnetic letters on easel and match to correct sounds to make CVC words. -Use magnetic letters to make CVC words for topics etc on easel and magnetic boards. -Write labels for topic words that we have studied and to label pictures that they draw. -Write sentences for role play situations eg hair dresser <u>appointments, shopping lists, tickets, describing pictures</u> |
| 30 – 50 months | <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. | <ul style="list-style-type: none"> -Painting Chinese animals, dragons, Chinese symbols etc -Having still life out on the table for them to draw such as |

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| | | <p>Chinese animals from the race, daffodils for St. David's Day, drawing 4 leaf clovers for St. Patrick's day, drawing Australian animals</p> <p>-Drawing pictures for their own books, for World Book Day</p> |
| <p>40 – 60 months</p> | <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>Early Learning Goal 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</p> | <p>-Writing Chinese words, copying print off Chinese writing</p> <p>-Making up own stories for World Book Day, and trying to write simple sentences (with help if needed)</p> <p>-Writing their own name for topic related cards, such as Valentine's day, Mother's Day etc</p> <p>-Having different</p> <p>-Using name labels to help write their own names on work etc</p> <p>-Singing lots of different songs, including rhymes etc</p> |